

# CBSE Class 9 Social Science Revised Syllabus PDF 2020-21

## COURSE STRUCTURE CLASS IX (2020-21)

### Theory Paper

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – I	46	20
II	Contemporary India – I	37	20
III	Democratic Politics – I	37	20
IV	Economics	37	20
<b>Total</b>		<b>157</b>	<b>80</b>

## COURSE CONTENT

Unit 1: India and the Contemporary World – I		46 Periods
Themes	Learning Objectives	
<b>Section 1: Events and Processes: (All the three themes are compulsory)</b>	In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students	

<p><b>I. The French Revolution</b></p> <ul style="list-style-type: none"> <li>• French Society During the Late Eighteenth Century</li> <li>• The Outbreak of the Revolution</li> <li>• France Abolishes Monarchy and Becomes a Republic</li> <li>• Did Women have a Revolution?</li> <li>• The Abolition of Slavery</li> <li>• The Revolution and Everyday Life</li> </ul> <p><b>II. Socialism in Europe and the Russian Revolution</b></p> <ul style="list-style-type: none"> <li>• The Age of Social Change</li> <li>• The Russian Revolution</li> <li>• The February Revolution in Petrograd</li> <li>• What Changed after October?</li> <li>• The Global Influence of the Russian Revolution and the USSR</li> </ul> <p><b>III. Nazism and the Rise of Hitler</b></p> <ul style="list-style-type: none"> <li>• Birth of the Weimar Republic</li> <li>• Hitler's Rise to Power</li> <li>• The Nazi Worldview</li> <li>• Youth in Nazi Germany</li> <li>• Ordinary People and the Crimes Against Humanity</li> </ul>	<p>would learn how to interpret these kinds of historical evidences.</p> <ul style="list-style-type: none"> <li>• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Know the use of written, oral and visual material to recover the history of revolutions.</li> </ul> <ul style="list-style-type: none"> <li>• Explore the history of socialism through the study of Russian Revolution.</li> <li>• Familiarize with the different types of ideas that inspired the revolution.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>• Get familiarized with the speeches and writings of Nazi Leaders.</li> </ul>
<p><b>Unit 2: Contemporary India – I</b> <span style="float: right;"><b>37 Periods</b></span></p>	
<p style="text-align: center;"><b>Themes</b></p>	<p style="text-align: center;"><b>Learning Objectives</b></p>
<p><b>1. India</b></p> <ul style="list-style-type: none"> <li>• Size and Location</li> <li>• India and the World</li> <li>• India's Neighbours</li> </ul> <p><b>2. Physical Features of India</b></p> <ul style="list-style-type: none"> <li>• Major Physiographic Divisions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of India in the Indian subcontinent.</li> </ul> <ul style="list-style-type: none"> <li>• Understand the major landform features and the underlying geological structure; their</li> </ul>

<p><b>3. Drainage</b></p> <p><i>Note: Only Map Items as given in the Map List from this chapter to be evaluated in Examination.</i></p> <p><b>4. Climate</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Climatic Controls</li> <li>• Factors influencing India's climate</li> <li>• The Indian Monsoon</li> <li>• Distribution of Rainfall</li> <li>• Monsoon as a unifying bond</li> </ul> <p><b>5. Natural Vegetation and Wild Life</b></p> <ul style="list-style-type: none"> <li>• Factors affecting Vegetation</li> <li>• Vegetation types</li> <li>• Wild Life</li> <li>• Conservation</li> </ul>	<p>association with various rocks and minerals as well as nature of soil types.</p> <ul style="list-style-type: none"> <li>• Identify the river systems of the country.</li> <li>• Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of people.</li> <li>• Explain the importance and unifying role of monsoons</li> <li>• Explain the nature of diverse flora and fauna as well as their distribution.</li> <li>• Develop concern about the need to protect the biodiversity of our country.</li> </ul>
<p><b>Unit 3: Democratic Politics – I</b> <span style="float: right;"><b>37 Periods</b></span></p>	
<p style="text-align: center;"><b>Themes</b></p>	<p style="text-align: center;"><b>Learning Objectives</b></p>
<p><b>1. What is Democracy? Why Democracy?</b></p> <ul style="list-style-type: none"> <li>• What is Democracy?</li> <li>• Features of Democracy</li> <li>• Why Democracy?</li> <li>• Broader Meaning of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy.</li> <li>• Understand how different historical processes and forces have promoted democracy.</li> <li>• Develop a sophisticated defense of democracy against common prejudices.</li> <li>• Develop a historical sense of the choice and nature of democracy in India.</li> </ul>

<p><b>2. Constitutional Design</b></p> <ul style="list-style-type: none"> <li>• Why do we need a Constitution?</li> <li>• Making of the Indian Constitution</li> <li>• Guiding Values of the Indian Constitution</li> </ul> <p><b>3. Electoral Politics</b></p> <ul style="list-style-type: none"> <li>• Why Elections?</li> <li>• What is our System of Elections?</li> <li>• What makes elections in India democratic?</li> </ul> <p><b>4. Working of Institutions</b></p> <ul style="list-style-type: none"> <li>• How is the major policy decision taken?</li> <li>• Parliament</li> <li>• Political Executive</li> <li>• Judiciary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the process of Constitution making.</li> <li>• Develop respect for the Constitution and appreciation for Constitutional values.</li> <li>• Recognize Constitution as a dynamic and living document.</li> <li>• Understand representative democracy via competitive party politics.</li> <li>• Familiarize with Indian electoral system.</li> <li>• Reason out for the adoption of present Indian Electoral System.</li> <li>• Develop an appreciation of citizen's increased participation in electoral politics.</li> <li>• Recognize the significance of the Election Commission.</li> <li>• Get an overview of central governmental structures.</li> <li>• Identify the role of Parliament and its procedures.</li> <li>• Distinguish between political and permanent executive authorities and functions.</li> <li>• Understand the parliamentary system of executive's accountability to the legislature.</li> <li>• Understand the working of Indian Judiciary.</li> </ul>
<p><b>Unit 4: Economics</b> <span style="float: right;"><b>37 Periods</b></span></p>	
<p style="text-align: center;"><b>Themes</b></p>	<p style="text-align: center;"><b>Objectives</b></p>

<p><b>The Story of Village Palampur</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Organization of production</li> <li>• Farming in Palampur</li> <li>• Non-farm activities of Palampur</li> </ul> <p><b>2. People as Resource</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Economic activities by men and women</li> <li>• Quality of Population</li> <li>• Unemployment</li> </ul> <p><b>3. Poverty as a Challenge</b></p> <ul style="list-style-type: none"> <li>• Two typical cases of poverty</li> <li>• Poverty as seen by Social Scientists</li> <li>• Poverty Estimates</li> <li>• Vulnerable Groups</li> <li>• Interstate disparities</li> <li>• Global Poverty Scenario</li> <li>• Causes of Poverty</li> <li>• Anti-poverty measures</li> <li>• The Challenges Ahead</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with basic economic concepts through an imaginary story of a village.</li> </ul> <ul style="list-style-type: none"> <li>• Understand the demographic concepts.</li> <li>• Understand how population can be an asset or a liability for a nation.</li> </ul> <ul style="list-style-type: none"> <li>• Understand poverty as a challenge.</li> <li>• Identify vulnerable group and interstate disparities</li> <li>• Appreciate the initiatives of the government to alleviate poverty.</li> </ul>
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**PROJECT WORK  
CLASS IX (2020-21)**

<b>05 Periods</b>	<b>05 Marks</b>
<p>1. Every student has to compulsorily undertake <b><i>one project on Disaster Management.</i></b></p>	
<p>2. <b>Objectives:</b> The main objectives of giving project work on Disaster Management to the students are to:</p> <ol style="list-style-type: none"> <li>a. create awareness in them about different disasters, their consequences and management</li> <li>b. prepare them in advance to face such situations</li> <li>c. ensure their participation in disaster mitigation plans</li> <li>d. enable them to create awareness and preparedness among the community.</li> </ol>	
<p>3. The project work should also help in enhancing the Life Skills of the students.</p>	

4. If possible, ***different forms of art*** may be integrated in the project work.
5. In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located.
6. The ***distribution of marks*** over different aspects relating to Project Work is as follows:

S. No.	Aspects	Marks
a	Content accuracy, originality and analysis	2
b	Presentation and creativity	2
c	Viva Voce	1

7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
9. A Summary Report should be prepared highlighting:
  - a. objectives realized through individual work and group interactions;
  - b. calendar of activities;
  - c. innovative ideas generated in the process ;
  - d. list of questions asked in viva voce.
10. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
11. The Project Report should be handwritten by the students themselves.
12. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

## **PRESCRIBED BOOKS:**

1. India and the Contemporary World - I (History) - Published by NCERT
2. Contemporary India - I (Geography) - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE
6. Learning outcomes at Secondary stage Published by NCERT

***Note: Please procure latest reprinted edition (2020) of prescribed NCERT textbooks.***