

natural and cultural and the need for its preservation.

- to promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
- to help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- to develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations.
- to develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving others' problems.
- to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

## COURSE STRUCTURE CLASS IX

Time: 3 Hrs.



Marks: 90

No.	Units	Term I	Term II
I	India and the Contemporary World - I	23	23
II	Contemporary India - I	23	13+10 (OTBA)
III	Democratic Politics - I	22	22
IV	Economics	22	22
V	Disaster Management (Through Project & Assignments)	-	-
	<b>Total</b>	<b>90</b>	<b>90</b>

The Formative Assessment will comprise of projects, assignments, activities and class tests/periodic tests for which Board has already issued guidelines to the schools. The Summative Assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

**Note:** The text of OTBA for SA-II will be from Unit-2; Chapter 4: Climate for session 2016-2017.

**Unit 1: India and the Contemporary World - I**
**40 Periods**

Themes	Objectives
<p>Two themes from the first sub-unit and one each from the second and third sub-units could be studied.</p> <p><b>Term I</b></p> <p><b>Sub-unit 1.1 : Events and processes:</b></p> <p>In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p> <p><b>Two themes of the following: I. The French Revolution:</b></p> <p>(a)The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c)The different revolutionary groups and ideas of the time. (d) The legacy. (Compulsory Chapter-1)</p> <p><b>II. Socialism in Europe and the Russian Revolution:</b></p> <p>(a)The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy. (Chapter 2)</p> <p><b>III. Nazism and the Rise of Hitler:</b></p> <p>(a)The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler’s rise to power. (c) The ideology of Nazism. (d) The impact of Nazism. (Chapter 3)</p> <p><b>Map Work - Theme one only (3 marks)</b></p>	<ul style="list-style-type: none"> <li>• In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.</li> <li>• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Show how written, oral and visual material can be used to recover the history of revolutions.</li> <li>• Explore the history of socialism through a study of the Russian revolution.</li> <li>• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.</li> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>• Familiarize students with the speeches and writings of Nazi leaders.</li> </ul>

<p><b>Term II</b>  <b>Sub-unit 1.2: Livelihoods, Economies and Societies:</b>          The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.  <b>Any one theme of the following:</b></p> <p><b>IV. Forest Society and Colonialism:</b>          (a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.          Case studies : Focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)</p> <p><b>V. Pastoralists in the Modern World:</b>          (a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?          Case studies: Focus on two pastoral groups, one from Africa and one from India. (Chapter 5)</p> <p><b>VI. Peasants and Farmers:</b>          (a) Histories of the emergence of different forms of farming and peasant societies.          (b) Changes within rural economies in the modern world.  <b>Case studies:</b> focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)</p>	<ul style="list-style-type: none"> <li>• Discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>• Understand how oral traditions can be used to explore tribal revolts.</li> <li>• Point to the varying patterns of developments within pastoral societies in different places.</li> <li>• Look at the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>• Show the different processes through which agrarian transformation may occur in the modern world.</li> </ul> <ul style="list-style-type: none"> <li>• Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets.</li> <li>• Understand how agricultural systems in India are different from that in other countries.</li> <li>• Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.</li> </ul>
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<p><b>Map Work Based on theme 4/5/6.</b> (Internal choice will be provided)</p> <p style="text-align: right;"><b>(3 marks)</b></p> <p><b>Term II</b> <b>Sub-unit 1.3: Everyday Life, Culture and Politics:</b></p> <p>The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.</p> <p><b>Any one of the following:</b></p> <p><b>VII. History and Sport: The Story of Cricket:</b></p> <p>(a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization. (Chapter 7)</p> <p><b>VIII. Clothing: A Social History:</b></p> <p>(a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi. (Chapter 8)</p>	<ul style="list-style-type: none"> <li>• Suggest how sports also have a history and that it is linked up with the politics of power and domination.</li> <li>• Introduce students to some of the stories in cricket that have historical significance.</li> <li>• Show how clothing has a history, and how it is linked to questions of cultural identity.</li> <li>• Discuss how clothing has been the focus of intense social battles.</li> </ul>
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**Unit 2: Contemporary India - I**

Themes	Objectives
<p><b>Term I</b></p> <p><b>1&amp;2. India - Size and Location &amp; Physical Features of India:</b> relief, structure, major physiographic unit.. (Chapter 1&amp;2)</p> <p><b>3. Drainage:</b> Major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution. (Chapter 3)</p> <p><b>Map Work (3 marks)</b></p> <p><b>Term II</b></p> <p><b>4. Climate:</b> Factors influencing the climate;</p>	<ul style="list-style-type: none"> <li>• To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.</li> <li>• To identify the various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people.</li> <li>• To understand the river systems of the country and explain the role of rivers in the evolution of human society.</li> </ul>

<p>monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4)</p> <p><b>5. Natural Vegetation and Wild Life:</b> Vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. Major species, their distribution, need for conservation and various measures.</p> <p><b>6. Population:</b> Size, distribution, age-sex composition, population change-migration as a determinant of population change, literacy, health, occupational structure and national population policy : adolescents as under-served population group with special needs. (Chapter 6)</p> <p><b>Map Work</b> (3 marks)</p>	<ul style="list-style-type: none"> <li>• To explain the importance and unifying role of monsoons.</li> <li>• To find out the nature of diverse flora and fauna as well as their distribution.</li> <li>• To develop concern about the need to protect the biodiversity of our country.</li> <li>• To analyse the uneven nature of population distribution and show concern about the large size of our population;</li> <li>• To understand the various occupations of people and explain various factors of population change;</li> <li>• To explain various dimension of national policy and understand the needs of adolescents as under served group.</li> </ul>
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**Project/Activity:** Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

**Posters:**

River pollution

Depletion of forests and ecological imbalance.

**Unit 3: Democratic Politics - I**

**40 Periods**

Themes	Objectives
<p><b>Term I</b></p> <p><b>1&amp;2. Democracy in the Contemporary World &amp; What is Democracy? Why Democracy?:</b></p> <p>What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values? (Chapter 1&amp;2)</p>	<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>• Developing a sophisticated defence of democracy against common prejudices</li> <li>• Develop a historical sense of the choice and nature of democracy in India.</li> <li>• Introduction to the process of Constitution making</li> </ul>

<p>(Part 1.3 and 1.4 (pages 10-18 of prescribed NCERT Textbook) will be assessed through formative assessment only)</p> <p><b>3. Constitutional Design:</b></p> <p>How and why did India become a democracy?</p> <p>How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India? (Chapter 3)</p> <p><b>Term II</b></p> <p><b>4. Electoral Politics:</b></p> <p>Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4)</p> <p><b>5. Working of Institutions:</b></p> <p>How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another? (Chapter 5)</p> <p><b>6. Democratic Rights</b></p> <p>Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured? (Chapter 6)</p>	<ul style="list-style-type: none"> <li>• Develop respect for the Constitution and appreciation for Constitutional values</li> <li>• Recognise that constitution is a living document that undergoes changes.</li> <li>• Introduce the idea of representative democracy via competitive party politics</li> <li>• Familiarise with our electoral system and reasons for choosing this</li> <li>• Develop an appreciation of citizen's increased participation in electoral politics</li> <li>• Recognise the significance of the Election Commission</li> </ul> <ul style="list-style-type: none"> <li>• Provide an overview of central governmental structures</li> <li>• Sensitise to the key role of the Parliament and its procedures</li> <li>• Distinguish between nominal and real executive authorities and functions</li> <li>• Understand the parliamentary system of executive's accountability to the legislature</li> <li>• Develop citizens awareness of their rights</li> <li>• Introduction to and appreciation of the Fundamental Rights</li> <li>• Recognition of the ways in which these rights are exercised and denied in real life situations.</li> <li>• Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.</li> </ul>
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Themes	Objectives
<p><b>Term I</b></p> <p><b>1. The Story of Village Palampur:</b> Economic transactions of Palampur and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (Chapter 1)</p> <p><b>2. People as Resource:</b> Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of non utilisation of human resource; sociopolitical implication in simple form. (Chapter 2)</p> <p><b>Term II</b></p> <p><b>3. Poverty as a Challenge:</b> Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples)- why people are poor ; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. (Chapter 3)</p> <p><b>4. Food Security in India:</b> Source of Foodgrains, variety across the nation, famines in the past, the need for self sufficiency, role of government in food security, procurement of foodgrains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies) (Chapter 4)</p>	<ul style="list-style-type: none"> <li>• Familiarising the children with some basic economic concepts through an imaginary story of a village.</li> <li>• Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building.</li> <li>• Understanding of poverty as a challenge and sensitization of the learner;</li> <li>• Appreciation of the government initiative to alleviate poverty;</li> <li>• Exposing the child to an economic issue which is basic necessities of life;</li> <li>• Appreciate and critically look at the role of government in ensuring food supply.</li> </ul>

### Suggested Activities / Instructions:

**Theme I:** Give more examples of activities done by different workers and farmers. Numerical problems can also be included.

Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

**Theme II:** Discuss the impact of unemployment.

Debate on whether all the activities done by women should be included or not.

Is begging an economic activity? Discuss.

Is it necessary to reduce population growth or family size? Discuss.

**Theme IV:** Visit a few farms in a village and collect the details of foodgrains cultivated. Visit a nearby ration shop and collect the details of goods available.

Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

### Unit 5: Disaster Management

25 Periods

Themes	
Term I	
1. Introduction to Disaster Management	(Chapter 1)
2. Common Hazards - Prevention and Mitigation	(Chapter 2)
Term II	
3. Man made disasters - Nuclear, Biological and Chemical.	(Chapter 3)
4. Community Based Disaster Management	(Chapter 4)

**Note:** Projects, activities and other exercises in Unit 5 should encourage students to place ‘disasters’ and “disaster management” in:

- (i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X.
- (ii) Other problems faced by our country and the world from time to time.

### 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

**QUESTION PAPER DESIGN FOR SOCIAL SCIENCE (CODE NO. 087) Class-IX (2016-17)**
**Time: 3 Hours**
**Max. Marks: 90**

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) (5 Marks)	Total Marks	% Weightage
1	<b>Remembering</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	2	2	2	18	20%
2	<b>Understanding</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	2	4	2	24	26%
4	<b>High Order Thinking Skills</b> (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	2	2	18	20%
5	<b>Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary</b> (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	3*	-	9	10%
6	Map	-	2	-	6	7%
	<b>Total</b>	<b>8x1=8</b>	<b>14x3=42</b>	<b>8x5=40</b>	<b>90</b>	<b>100%</b>

**Note:** The question paper will include a section on Open Text based assessment (questions of 10 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

\*One question of 3 marks will be included to assess the values inherent in the texts.