

Class 9

Social Science Term-wise Syllabus for 2021-22:

Marking Scheme

COURSE STRUCTURE CLASS IX (2021-22)

TERM- I

M. MARKS: 40			
No.	Units	No. of Periods	Marks
I	India and the Contemporary World -1	17	10
II	Contemporary India – I	14	10
III	Democratic Politics – I	20	10
IV	Economics	20	10
	Total	71	40

TERM- II

M. MARKS: 40			
No.	Units	No. of Periods	Marks
I	India and the Contemporary World -1	34	10
II	Contemporary India – I	24	10
III	Democratic Politics – I	18	10
IV	Economics	10	10
	Total	86	40

CBSE Syllabus for Class 9 Social Science (Term 1 & 2)

Below, we have provided the detailed syllabus for Class 9 Social Science for Term 1 and Term 2. You can check syllabus for History (India and the Contemporary World – I), Geography (Contemporary India – I), Civics (Democratic Politics), Economics.

COURSE CONTENT- IX

TERM- I	
Unit 1: India and the Contemporary World – I	
Themes	Learning Objectives
Section 1: Events and Processes: (Theme one) I. The French Revolution <ul style="list-style-type: none"> • French Society during the late eighteenth century • The Outbreak of the Revolution • France abolishes Monarchy and Becomes a Republic • Did Women have a Revolution? • The Abolition of Slavery • The Revolution and Everyday Life 	<p><i>In this theme students would get familiarized with distinct ideologies, 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.</i></p> <ul style="list-style-type: none"> • Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Know the use of written, oral and visual material to recover the history of revolutions.
Unit 2: Contemporary India – I	
Themes	Learning Objectives
1. India <ul style="list-style-type: none"> • Size and Location • India and the World • India's Neighbours 2. Physical Features of India <ul style="list-style-type: none"> • Major Physiographic Divisions 	<ul style="list-style-type: none"> • Identify the location of India in the Indian subcontinent. • Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.
Unit 3: Democratic Politics – I	
Themes	Learning Objectives
1. What is Democracy? Why Democracy? <ul style="list-style-type: none"> • What is Democracy? • Features of Democracy • Why Democracy? 	<ul style="list-style-type: none"> • Develop conceptual skills of defining democracy. • Understand how different historical processes and forces have promoted democracy.

<ul style="list-style-type: none"> • Broader Meaning of Democracy <p>2. Constitutional Design</p> <ul style="list-style-type: none"> • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution 	<ul style="list-style-type: none"> • Develop a sophisticated defence of democracy against common prejudices. • Develop a historical sense of the choice and nature of democracy in India. • Understand the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values. • Recognize Constitution as a dynamic and living document.
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Unit 4: Economics	
Themes	Learning Objectives
<p>1. The Story of Village Palampur</p> <ul style="list-style-type: none"> • Overview • Organization of production • Farming in Palampur • Non-farm activities of Palampur <p>2. People as Resource</p> <ul style="list-style-type: none"> • Overview • Economic activities by men and women • Quality of Population • Unemployment 	<ul style="list-style-type: none"> • Familiarize with basic economic concepts through an imaginary story of a village. • Understand the demographic concepts. • Understand how population can be an asset or a liability for a nation.

COURSE CONTENT - IX

TERM II	
Unit 1: India and the Contemporary World – I	
Themes	Learning Objectives
<p>Section 1: Events and Processes: (Theme two and three)</p> <p>II. Socialism in Europe and the Russian Revolution</p> <ul style="list-style-type: none"> • The Age of Social Change • The Russian Revolution • The February Revolution in Petrograd • What Changed after October? • The Global Influence of the Russian Revolution and the USSR <p>III. Nazism and the Rise of Hitler</p> <ul style="list-style-type: none"> • Birth of the Weimar Republic • Hitler's Rise to Power • The Nazi Worldview • Youth in Nazi Germany • Ordinary People and the Crimes Against Humanity 	<p><i>In each of these two 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 would learn how to interpret these kinds of historical evidences.</i></p> <ul style="list-style-type: none"> • Explore the history of socialism through the study of Russian Revolution. • Familiarize with the different types of ideas that inspired the revolution. • Discuss the critical significance of Nazism in shaping the politics of modern world. • Get familiarized with the speeches and writings of Nazi Leaders.
Unit 2: Contemporary India – I	
Themes	Learning Objectives
<p>3. Drainage</p> <ul style="list-style-type: none"> • Major rivers and tributaries • Lakes • Role of rivers in the economy • Pollution of rivers <p><small>Note: Only Map Items as given in the Map List from this chapter to be evaluated in Examination.</small></p> <p>4. Climate</p> <ul style="list-style-type: none"> • Concept • Climatic Controls • Factors influencing India's climate • The Indian Monsoon • Distribution of Rainfall • Monsoon as a unifying bond <p>5. Natural Vegetation and Wild Life</p> <ul style="list-style-type: none"> • Factors affecting Vegetation 	<ul style="list-style-type: none"> • Identify the river systems of the country and explain the role of rivers in the human society. • Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of people. • Explain the importance and unifying role of monsoons.

<ul style="list-style-type: none"> • Vegetation types • Wild Life Conservation 	<ul style="list-style-type: none"> • Explain the nature of diverse flora and fauna as well as their distribution. • Develop concern about the need to protect the biodiversity of our country.
Unit 3: Democratic Politics – I	
Themes	Learning Objectives
<p>3. Electoral Politics</p> <ul style="list-style-type: none"> • Why Elections? • What is our System of Elections? • What makes elections in India democratic? <p>4. Working of Institutions</p> <ul style="list-style-type: none"> • How is the major policy decision taken? • Parliament • Political Executive • Judiciary 	<ul style="list-style-type: none"> • Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the Election Commission. • Get an overview of central governmental structures. • Identify the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
Unit 4: Economics	
Themes	Learning Objectives
<p>3. Poverty as a Challenge</p> <ul style="list-style-type: none"> • Two typical cases of poverty • Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • The Challenges Ahead 	<ul style="list-style-type: none"> • Understand poverty as a challenge. • Identify vulnerable group and interstate disparities. • Appreciate the initiatives of the government to alleviate poverty.