

**MONTHLY SYLLABUS**  
**SESSION-2017-18**  
**CLASS-IX**  
**SUBJECT : SOCIAL STUDY**

**NOTE – WHOLE SYLLABUS WILL BE COVERED IN FINAL TERM END EXAM.**

<b>MONTH</b>	<b>CONTENT</b>
April – May 2017	<p style="text-align: center;"><b>HISTORY</b></p> <p style="text-align: center;"><b>India And The Contemporary World-1</b></p> <p>Chapter-1 “The French Revolution :</p> <p>The Ancient Regime-Society of Estates and its crises. The social forces that led to the revolution. The outbreak of the Revolution, The Declaration of Rights of Man and Citizen. The different revolutionary groups and ideas of time. France Monarch Becomes a Republic. Women and revolution, The legacy.</p> <p>Map Work – From Chapter – 1, 2 and 3.</p> <p style="text-align: center;"><b>GEOGRAPHY</b></p> <p style="text-align: center;"><b>Contemporary India - 1</b></p> <p>Chapter -1 &amp; 2 – “India : Size and Location &amp; Physical Features of India”</p> <p>Location and size on Globe, Longitudinal and latitudinal position area, Standard Meridian of India, Our Neighbours, Central position in Indian Ocean etc.</p> <p>Map Work -</p>
July	<b>GEOGRAPHY</b>

	<p style="text-align: center;"><b>Contemporary India - 1</b></p> <p>Chapter-3 : “Drainage: Drainage, Drainage basin, Drainage systems in India”</p> <p>The Himalayan rivers and the Peninsular rivers. Major rivers and tributaries, Lakes and Seas, Role of rivers in the economy, River Pollution, Measures to control river pollution. National river conservation plan (NRCP).</p> <p>Activities / Posters : River pollution, Depletion of forests and ecological imbalance.</p> <p>Map Work -</p> <p style="text-align: center;"><b>DEMOCRATIC POLITICS - 1</b></p> <p>Chapter-1 &amp; 2 – “Democracy in the Contemporary World &amp; What is Democracy ? Why Democracy ?”</p> <p>What are the different ways of defining democracy ? Two features of Democracy. International institutions, Why has democracy become the most prevalent form of government in our times? Features of Democracy, What are the alternatives to democracy? Is democracy superior to its available alternatives? Merits and demerits of Democracy, Must every democracy have the same institutions and values? Broader meaning of Democracy.</p>
<p style="text-align: center;">August</p>	<p style="text-align: center;"><b>HISTORY</b></p> <p style="text-align: center;"><b>India And Contemporary World</b></p> <p>Chapter-2 “Socialism in Europe and the Russian Revolution”</p> <p>The crises of Czarism. The social changes and groups. Socialism and Europe and Russia. The nature of social movements between 1905 and 1917 The First World War and foundation of Soviet State. October Revolution, Stalinism, The Global influence of the Russia Revolution, The legacy</p>

<p>Project to be given from History Chapter-3 for Autumn Break</p>	<p>Chapter-3 “Nazism and The Rise of Hitler”</p> <p>Weimar republic – The growth of social democracy, The crises in Germany. Hitter’s rise to power. The ideology of Nazism and Nazi worldview, the racial utopia, The impact of Nazism.</p> <p style="text-align: center;"><b>Democratic Politics - 1</b></p> <p>Lesson-3 “Constitutional Design”</p> <p>About South African Constitution, Need of a constitution, How and why did India become a democracy? How was the Indian constitution framed? Guiding values of the Indian constitution, What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India?</p> <p style="text-align: center;"><b>ECONOMICS</b></p> <p>Chapter-3 “The economic story of Palampur”</p> <p>Economic transactions of Palampur, the concept and organization of production (Including three factors of production (land, labour and capital) can be introduced various farming and non –farming economic activities in Palampur.</p>
<p>September</p>	<p>Chapter-2 “People as Resource”</p> <p>Introduction of how people become resource / asset;</p> <p>Economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; Unemployment and socio-political implications.</p> <p>Revision of Assignments</p>
<p>October</p>	<p style="text-align: center;"><b>HISTORY</b></p> <p style="text-align: center;"><b>India And Contemporary Worl-1</b></p>

	<p>Sub-unit 1.2: Livelihoods, Economies and Societies</p> <p>Any one theme of the following:</p> <p>Chapter-4 “Forest Society and Colonialism”</p> <p>Relationship between forests and livelihoods. Causes of Deforestation, Rise of Commercial Forestry, Changes in forest societies under colonialism, How did Forest Rules affect cultivation, Rebellion in the forest</p> <p>Case Studies: Focus on two forest movements one in colonial India (Bastar) and one in Indonesia.</p> <p style="text-align: center;"><b>OR</b></p> <p>Chapter-5 Pastoralists in the Modern World</p> <p>Pastoralism as a way of life. Different forms of pastoralism. What happens to pastoralism under colonialism and modern states? How did pastoral cope with changes?</p> <p>Case studies: Focus on two pastoral groups, one from Africa and one from India.</p> <p style="text-align: center;"><b>OR</b></p> <p>Chapter-6 “Peasants and Farmers”</p> <p>Histories of the emergence of different forms of farming and peasant societies. Changes within rural economies in the modern world. Bread Basket and Dust Bowl, change after coming of New Technology, Indian farmers and Opium production</p> <p>Case studies: Focus on contrasting forms of rural change and different forms of rural societies</p> <p><b>Map Work Based on theme 4/5/6. (Internal choice will be provided )</b></p> <p style="text-align: center;"><b>GEOGRAPHY</b></p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p style="text-align: center;"><b>Contemporary India – 1</b></p> <p>Chapter-4 “Climate”</p> <p>Factors influencing the Climate; Monsoon-its characteristics, rainfall and temperature distribution; seasons; Climate and human life. Factors affecting India’s climate, The Indian Monsoon and seasons.</p> <p>Project / Activities : 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.</p>
<p>November</p> <p>2<sup>nd</sup> Project to be given Winter Break for Chapter 5 Geography</p>	<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p>Chapter-5 “Natural Vegetation and Wild Life”</p> <p>Flora and Fauna and factors of its diversity, Vegetation types, distribution as well as altitudinal variation, Ecosystem, need for conservation and various measures. Major species, their distribution, need for conservation and various measures.</p> <p>Activities / Posters: Depletion of forest and ecological imbalance. 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.</p> <p style="text-align: center;"><b>ECONOMICS</b></p> <p>Chapter-3 “Poverty as a Challenge”</p> <p>Poverty - Types and indicators; absolute poverty, social exclusion and vulnerability, causes of poverty, distribution of resources; comparison between countries; anti-poverty measures.</p> <p style="text-align: center;"><b>Democratic Politics – 1</b></p>

	<p>Chapter-4 “Electoral Politics”</p> <p>Why and how do we elect representatives? Democratic elections, Our system of election, How has the citizen’s participation in electoral politics changed? What are the ways to ensure free and fair elections?</p>
December	<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p style="text-align: center;"><b>Contemporary India - I</b></p> <p>Chapter-6 “Population”</p> <p>Census, 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. NPP 200</p> <p>Note : Date of pg. 53, 54 to be updated by the teacher in the Text Book NCERT Class IX Geography.</p> <p>Map Work</p> <p style="text-align: center;"><b>Democratic Politics – I</b></p> <p>Chapter -5 “Working of Institutions”</p> <p>How major decision are taken, How is the country governed? Need of political institutions, What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? The Judiciary, How is the independence of the judiciary ensured? How do these relate to one another?</p>
January	<p>Chapter-6 “Democratic Rights”</p> <p>Why do we need rights in a constitution? Rights in a Democracy, The Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect</p>

	<p>the Fundamental Rights of the citizen?</p> <p style="text-align: center;"><b>ECONOMICS</b></p> <p>Chapter-4 “Food Security in India”</p> <p>Food security, Why and how food security ensured? Source of Food grains, famines in the past, the need to self sufficiency, role of government in food security, procurement of food grains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security.</p> <p><b>Note</b> – Current status of PDS mentioned in NCERT class IX Economics to be deleted. (Pg. no. 49-51</p>
	<p style="text-align: center;"><b>MAP WORK, ASSIGNMENTS, PROJECTS AND ACTIVITIES FOR THE SESSION</b></p> <p><b>Suggested Activities / Instructions :</b></p> <p style="text-align: center;"><b>ECONOMICS</b></p> <p>Chapter-1 “Give More Examples Of Activities Done By Different Workers And Farmers”</p> <p>Numerical problems can also be included.</p> <p>Some of the ways through which description of village are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.</p> <p>Chapter-2 “Discuss The Impact of Unemployment”</p> <p>Debate on whether all the activities done by women should be included or not.</p> <p>Is it necessary to reduce population growth of family size? Discuss.</p> <p>Chapter-4 “Visit a few farms in a villages and collect the details</p>

of food grains 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 place where the goods come and go.

### **Class – IX**

#### **Project Work**

Every students has to compulsorily undertake one project on Disaster Management

(Pertaining to class IX curriculum of Disaster Management only)

The project have been carefully designed so as to –

- a) Create awareness in learners
- b) Enable them to understand and co-relate all aspects of Disaster Management.
- c) Relate theory with practice.
- d) Relation of different aspects with life.
- e) Provide hands on experience.

The distribution of marks over different aspects relating to Project Work in as follows:

#### **ASPECTS and – Marks**

1. Content accuracy and originality – 1
2. Presentation and creativity – 1
3. Process of Project Completion : Initiative, cooperativeness, participation and punctuality – 1

#### 4. Viva or written test for content assimilation – 2

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibition, panel discussion etc. All documents pertaining to assessment under this activity should be meticulously maintained by the concerned schools. A Summary Report should be prepared highlighting:

- Objectives realized through individual or group interactions;
- Calendar of activities;
- Innovative ideas generated in the process;
- List of questions asked in viva voce

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. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

### **LIST OF MAP ITEMS FOR SOCIAL SCIENCE**

#### **SUBJECT – HISTORY**

Chapter-1 “The French Revolution”

Outline map of France (For locating and Labelling/Identification) Bordeaux, Nantes, Paris, Marseilles.

Chapter-2 “Socialism in Europe and the Russian Revolution”

Outline map of World (For locating and Labeling/Identification)  
Major countries of First World War, (Central Power and Allied

	<p>Powers), Central Powers – France, England, Russia, America.</p> <p>Chapter-3 “Nazism and the Rise of Hitler”</p> <p>Outline map of World (For locating and Labelling/Identification) Major countries of Second World War</p> <p>Axis Powers – Germany, Italy; Japan</p> <p>Allied Power – UK, France, Former USSR, USA</p> <p>Territories under German expansion (Nazi Power)</p> <p>Austria, Poland, Czechoslovakia (Only Slovakia shown in the map Denmark, Lithuania, France, Belgium</p> <p style="text-align: center;"><b>SUBJECT – GEOGRAPHY</b></p> <p>Chapter-1 “India Size and Location”</p> <p>1-India-States with Capital, Tropic of Cancer, Standard Meridian, Southern Most, Northern Most, Eastern Most and Western most point of India (Location and Labelling)</p> <p>Chapter-2 “Physical Features of India”</p> <p>Mountain Ranges: The Karakorma, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura.</p> <p>Mountain Peaks – K2, Kanchan Junga, Anai Mudi,</p> <p>Western &amp; Eastern Ghats</p> <p>Plateau-Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateaus Coastal Plains-Konkan, Malabar, Coromandal &amp; Northern Circal (Location and Labelling)</p> <p>Chapter-3 “Drainage”</p> <p>Rivers: (Identification Only)</p> <p>a) The Himalayan River Systems-The Indus, The Ganges,</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>and The Satluj</p> <p>b) The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi.</p> <p>Lakes: Wular, Pulicat, Sambhar, Chilika, Vembanda, Kolleru</p> <p>Chapter-4 “Climate”</p> <ol style="list-style-type: none"> <li>1. Cities to locate : Tiruvananthpuram, Chennai, Jodhpur, Bangalore, Mumbai, Kolkata, Leh, Shillong, Delhi, Nagpur, (Location and Labelling)</li> <li>2. Areas receiving rainfall less than 20 cm and over 400 cm. (Identifications only)</li> </ol> <p>Chapter-5 “Natural Vegetation And Wild Life”</p> <p>Vegetation Type : Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- For identification only.</p> <p>National Parks : Corbett, Kazirange, Ranthambor, Shivpuri, Kanha, Simlipal &amp; Manas</p> <p>Bird Sanctuaries : Bharatpur and Ranganthitto</p> <p>Wild life Sanctuaries : Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)</p> <p>Chapter-6 “Population (Location and Labelling)</p> <p>The State having highest and lowest density of populations</p> <p>The state having highest and lowest sex ration</p> <p>Largest and smallest state according to area.</p>
	<p><b>FINAL TERM END EXAM WILL COVER THE WHOLES SYLLABUS OF CLASS IX i.e. APRIL 2017 – FEB 2018</b></p>

