Class IX: India and the Contemporary World – I

Themes	Objectives
In all, five of the eight following themes are to be studied: two each from Units I and II, and one from Unit III.	
Unit I: Events and Processes 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.	• 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 evidence.
1. *French Revolution* (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.	• Familiarise students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Show how written, oral and visual material can be used to recover the history of revolutions.
2. *Russian Revolution* (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.	• Explore the history of socialism through a study of the Russian revolution. • Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.
3. *Rise of Nazism* (a) The growth of social democracy. (b) The crises in Germany. (c) The basis of Hitler's rise to power. (d) The ideology of Nazism. (e) The impact of Nazism.	• Discuss the critical significance of Nazism in shaping the politics of modern world. • Familiarize students with the speeches and writings of Nazi leaders.
Unit II: Economies and Livelihoods 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.	

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4. ***Pastoralists in the Modern World***	• 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.
(a) Pastoralism as a way of life.	• Point to the varying patterns of developments within pastoral societies in different places.
(b) Different forms of pastoralism.	
(c) What happens to pastoralsim under colonialism and modern states? Case studies: focus on two pastoral groups, one from Africa and one from India.	
5. ***Forest Society and Colonialism***	• Look at the impact of colonialism on forest societies, and the implication of scientific forestry.
(a) Relationship between forests and livelihoods.	• Discuss the social and cultural world of forest communities through the study of specific revolts.
(b) Changes in forest societies under colonialism. *Case studies*: Focus on two forest movements one in colonial India (Bastar) and one in Indonesia.	• Understand how oral traditions can be used to explore tribal revolts.
6. ***Farmers and Peasants***	• Show the different processes through which agrarian transformation may occur in the modern world.
(a) Histories of the emergence of different forms of farming and peasant societies.	• Understand how agricultural systems in India are different from that in other countries.
(b) Changes within rural economies in the modern world. *Case studies*: 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 opium production in colonial India)	• Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.
Unit III: Culture, Identity and Society The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.	
7. ***Sports and Politics. The Story of Cricket***	• Suggest how sports also have a history and that it is linked up with the politics of power and domination.
(a) The emergence of cricket as an English sport.	• Introduce students to some of the stories in cricket that have historical significance.
(b) Cricket and colonialism.	
(c) Cricket nationalism and de-colonization.	
8. ***Clothes and Cultures***	• Show how clothing has a history, and how it is linked to questions of cultural identity.
(a) A short history of changes in clothing.	• Discuss how clothing has been the focus of intense social battles.
(b) Debates over clothing in colonial India.	
(c) Swadeshi and the movement for Khadi.	