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**Highlights** important information  
which must be remembered

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questions

Based on the CBSE syllabus and textbook(s) issued by NCERT

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**Super  
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**Social  
Science**

**9**

- ❑ India and the Contemporary World–I (History)
- ❑ Contemporary India–I (Geography)
- ❑ Democratic Politics–I (Political Science)
- ❑ Economics

*By*

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Based on the CBSE syllabus and  
textbook(s) issued by **NCERT**

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**Notes to the Maps:** The external boundary and coastline of India on the maps agree with the record/master copy certified by the Surveyor General, Map Publication, Survey of India, Dehradun vide their letters no. TB 172/62-A-3/A-3, Dated 6/02/2015. Outline of the other maps included in the book are based upon Survey of India maps printed in 2015. © Government of India copyright 2015

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# SYLLABUS

## SOCIAL SCIENCE-IX

Time: 3 Hrs.

Marks: 80+20=100

No.	Units
1.	India and the Contemporary World-I
2.	Contemporary India-I
3.	Democratic Politics-I
4.	Economics
5.	Disaster Management (Through Project & Assignments)
<b>Internal Assessment</b>	
1.	Periodic Tests
2.	Notebook Submission
3.	Subject Enrichment Activity

### UNIT 1: INDIA AND THE CONTEMPORARY WORLD-I

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>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>Any two themes of the following:</b></p> <p><b>1. 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.</p> <p>(Compulsory Chapter 1)</p> <p><b>2. 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>3. Nazism and the Rise of Hitler:</b></p> <p>(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. (Chapter 3)</p> <p><b>Sub-unit 1.2: Livelihoods, Economies and Societies:</b></p> <p>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.</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>Familiarise 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>Familiarise students with the speeches and writings of Nazi leaders.</li> <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> </ul>

Any one theme of the following :

**IV. Forest Society and Colonialism :**

- (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)

**V. Pastoralists in the Modern World :**

- (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)

**VI. Peasants and Farmers :**

- (a) Histories of the emergence of different forms of farming and peasant societies.
- (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 small peasant production in colonial India).

(Chapter 6)

**Sub-unit 1.3 : Everyday Life, Culture and Politics:**

The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.

Any one of the following:

**VII. History and Sports: The Story of Cricket:**

- (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization.

(Chapter 7)

**VIII. Clothing: A Social History:**

- (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi.

(Chapter 8)

Map Work

- Point to the varying patterns of developments within pastoral societies in different places.
- Look at the impact of colonialism on forest societies, and the implication of scientific forestry.
- Show the different processes through which agrarian transformation may occur 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.
- Understand how agricultural systems in India are different from that in other countries.
- Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.

- Suggest how sports also have a history and that it is linked up with the politics of power and domination.
- Introduce students to some of the stories in cricket that have historical significance.
- Show how clothing has a history, and how it is linked to questions of cultural identity.
- Discuss how clothing has been the focus of intense social battles.

**UNIT 2: CONTEMPORARY INDIA-I**

Themes	Objectives
<p><b>1&amp;2. India—Size and Location &amp; Physical Features of India:</b> Relief, structure, major physiographic units. (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>4. Climate:</b> Factors influencing the climate; monsoon—its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4)</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>

5. **Natural Vegetation and Wild Life:** Vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. Major species, their distribution, need for conservation and various measures. (Chapter 5)

6. **Population:** 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)

Map Work

- To explain the importance and unifying role of monsoons.
- To find out the nature of diverse flora and fauna as well as their distribution.
- To develop concern about the need to protect the bio-diversity of our country.
- To analyse the uneven nature of population distribution and show concern about the large size of our population.
- To understand the various occupations of people and explain various factors of population change.
- To explain various dimension of national policy and understand the needs of adolescents as under served group.

### 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

Themes	Objectives
<p><b>1&amp;2. Democracy in the Contemporary World &amp; What is Democracy? Why Democracy?:</b> 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> <p><b>3. Constitutional Design:</b> How and why did India become a democracy? 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>4. Electoral Politics:</b> 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> 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>	<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> <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> <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> </ul>

#### 6. Democratic Rights:

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)

- Understand the parliamentary system of executive's accountability to the legislature.
- Develop citizens awareness of their rights.
- Introduction to and appreciation of the Fundamental Rights.
- Recognition of the ways in which these rights are exercised and denied in real life situations.
- Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.

## UNIT 4: ECONOMICS

Themes	Objectives
<p><b>1. The Story of Village Palampore:</b> Economic transactions of Palampore 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; socio-political implication in simple form. (Chapter 2)</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 sensitisation 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

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

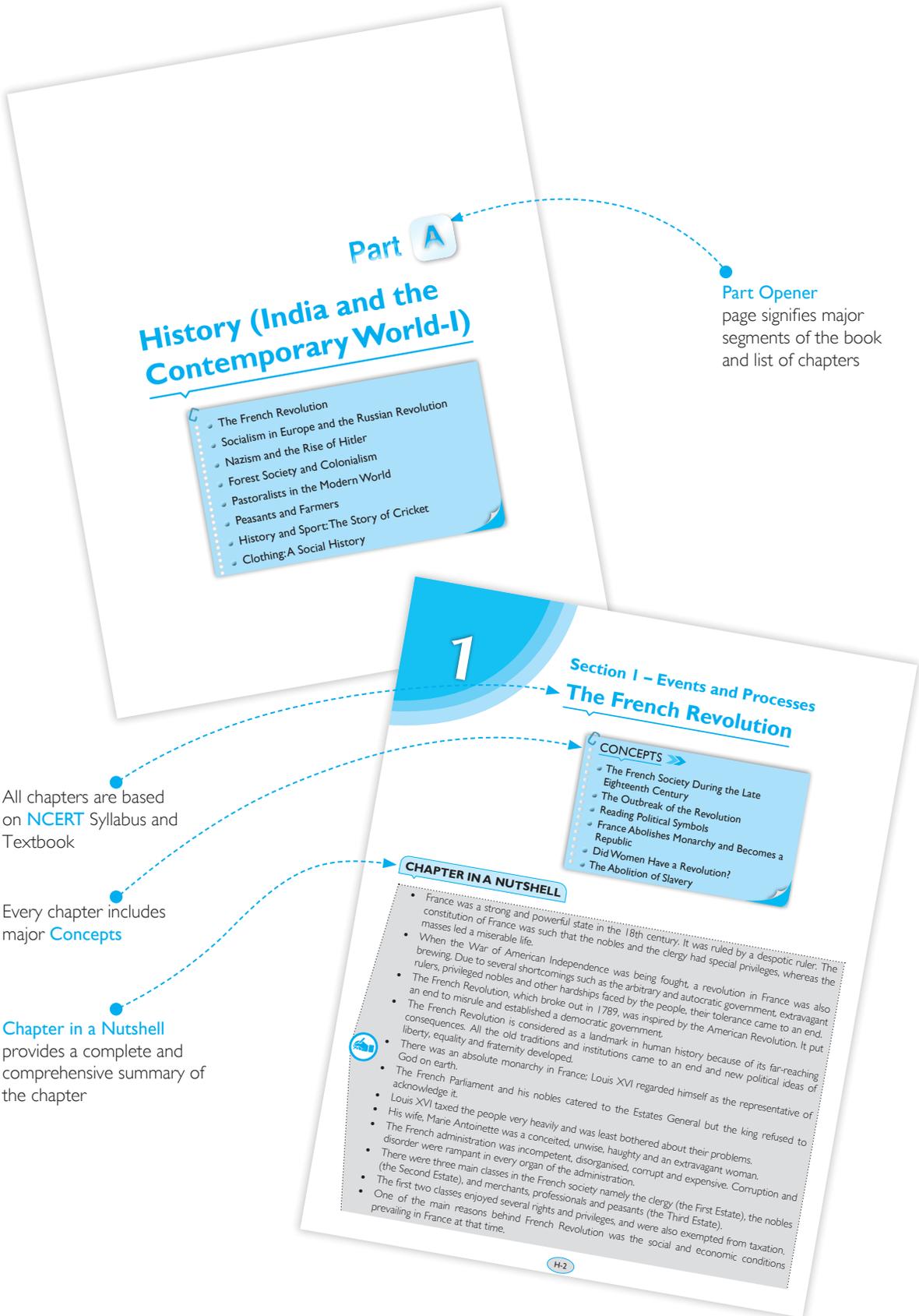
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**Note:** Projects, activities and other exercises in Unit 5 should encourage students to place 'disasters' and "disaster management" in:

- (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.

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\***Disclaimer :** The Syllabus and Model Test Papers are subject to change in case there is any change in CBSE guidelines.



# Social Science

## IMPORTANT DATES

- 1889 — Nicholas II became the Czar of Russia.
- 1898 — The Social Democratic Party was formed.
- 1903 — The Russian Social Democratic Workers Party bifurcated into Bolsheviks and Mensheviks.
- 1904-05 — The Russo-Japanese War was fought, after which Russia lost.
- January 1905 — The incident of the Bloody Sunday took place.
- October 1905 — Czar Nicholas II had issued the October Manifesto.
- 1912 — The National Health Insurance Act was passed.
- 1915 — Czar Nicholas II assumed command of the Russian Army.
- 1917 — The Russian Revolution takes place in two phases in February and October.
- 1918-21 — The Civil War takes place in Russia.
- 1923 — Stalin comes to power in Russia.
- 1928 — The First Five Year Plan is introduced.
- 1991 — The disintegration of the Soviet Union takes place and 15 new nations are formed.

Important Dates help in understanding a concept in chronological order

## NCERT TEXTBOOK QUESTIONS (Solved)

**Q.1. What were the social, economic and political conditions in Russia before 1905?**  
**Ans. Social conditions in Russia before 1905:**  
 (i) In the nineteenth century, most of the European countries underwent important social and economic changes, but Russia was still lagging behind. The Czars ruled as absolute monarchs and the aristocracy was strictly feudal.  
 (ii) The condition of the Russian peasants was deplorable. On the other hand, the nobility and the high clergymen enjoyed special privileges and rights. Agriculture was dominated by a few rich landlords.  
 (iii) Although serfdom was abolished in Russia in 1861, the situation did not change. The methods and tools of farming did not improve. The farmers had to pay very high dues for small pieces of land, and most of them were under heavy debts.

NCERT Textbook Exercises with answers

## NCERT IN-TEXT QUESTIONS

**Q.1. List any two differences between the capitalist and socialist ideas of private property.**  
**Ans.** The differences between the capitalist and socialist ideas of private property are as follows:  
 (i) Under capitalism, property and resources would be owned by private individuals. On the contrary, socialism stands for public ownership of all means of production and resources. The government owns and manages all the resources within a country.  
 (ii) The motive of the private individuals is to make profits in a capitalist economy. The welfare of the people is the primary aim in a socialist economy.

NCERT In-Text Questions are provided with answers

Variety of Value Based and HOTS questions with answers in every chapter

## HOTS CORNER

**Q.1. Why were the Russians unhappy with the Czarist rule?**  
**Ans.** The Russians were extremely discontented with the autocratic rule of the Czar. Some reasons are given as follows:  
 (i) Corruption in the state resulted in many difficulties for the people. Feudalism was the primary basis of Russian agriculture. The peasants did not own any land and they were highly oppressed.

## VALUE BASED QUESTIONS

**Q.1. (i) 'Working population in Russia was different from those of other countries of Europe before 1917'. How?**  
**(ii) What does the above statement depict?**  
**Ans. (i)** The condition of the working population was quite miserable in Russia before 1917 because (a) Russia was mainly an agriculturist country but the condition of the peasants was very poor. (CBSE 2012)

## A. Multiple Choice Questions (MCQs)

**Q.1. What was the suffragette?**  
 Tick the correct option from the choices provided:  
 (a) Women's movement (b) Property tax  
 (c) Land acquisition (d) Proletariat class  
**Ans. (a) Women's movement**

## F. Picture Interpretation

**Q.1. Look at the following picture and answer the questions that follow:**



**(i) When was the Nuremberg rally held?**  
**Ans.** This rally was held in 1936.

## SELF ASSESSMENT

**Time: 40 Minutes**  
**Very Short Answer Type Questions**  
 1. In which year did the event of Bloody Sunday occur?  
 2. When did the Bolsheviks make peace with Germany?

Max. Marks: 25

Picture Interpretation helps visual learner to understand the concept

Self Assessment at the end of each chapter

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Part **A**

# History (India and the Contemporary World-I)

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- The French Revolution
- Socialism in Europe and the Russian Revolution
- Nazism and the Rise of Hitler
- Forest Society and Colonialism
- Pastoralists in the Modern World
- Peasants and Farmers
- History and Sport: The Story of Cricket
- Clothing: A Social History

# 1

## Section I – Events and Processes

# The French Revolution



### CONCEPTS >>

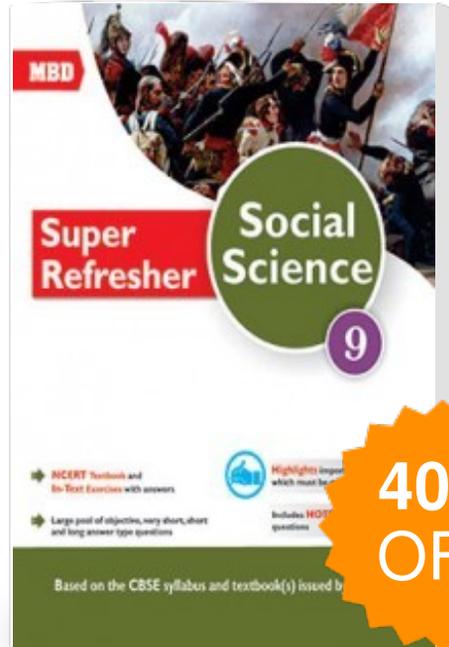
- The French Society During the Late Eighteenth Century
- The Outbreak of the Revolution
- Reading Political Symbols
- France Abolishes Monarchy and Becomes a Republic
- Did Women Have a Revolution?
- The Abolition of Slavery

### CHAPTER IN A NUTSHELL

- France was a strong and powerful state in the 18th century. It was ruled by a despotic ruler. The constitution of France was such that the nobles and the clergy had special privileges, whereas the masses led a miserable life.
- When the War of American Independence was being fought, a revolution in France was also brewing. Due to several shortcomings such as the arbitrary and autocratic government, extravagant rulers, privileged nobles and other hardships faced by the people, their tolerance came to an end.
- The French Revolution, which broke out in 1789, was inspired by the American Revolution. It put an end to misrule and established a democratic government.
- The French Revolution is considered as a landmark in human history because of its far-reaching consequences. All the old traditions and institutions came to an end and new political ideas of liberty, equality and fraternity developed.
- There was an absolute monarchy in France; Louis XVI regarded himself as the representative of God on earth.
- The French Parliament and his nobles catered to the Estates General but the king refused to acknowledge it.
- Louis XVI taxed the people very heavily and was least bothered about their problems.
- His wife, Marie Antoinette was a conceited, unwise, haughty and an extravagant woman.
- The French administration was incompetent, disorganised, corrupt and expensive. Corruption and disorder were rampant in every organ of the administration.
- There were three main classes in the French society namely the clergy (the First Estate), the nobles (the Second Estate), and the merchants, professionals and peasants (the Third Estate).
- The first two classes enjoyed several rights and privileges, and were also exempted from taxation.
- One of the main reasons behind French Revolution was the social and economic conditions prevailing in France at that time.



# MBD Super Refresher Social Science Class 9



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