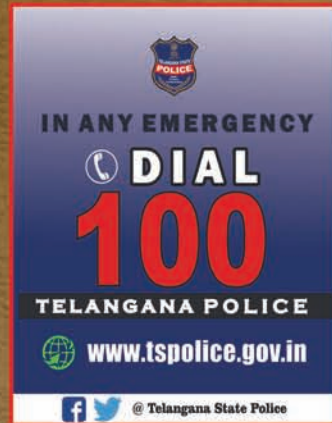


Social Studies

CLASS IX



State Council of Educational
Research and Training,
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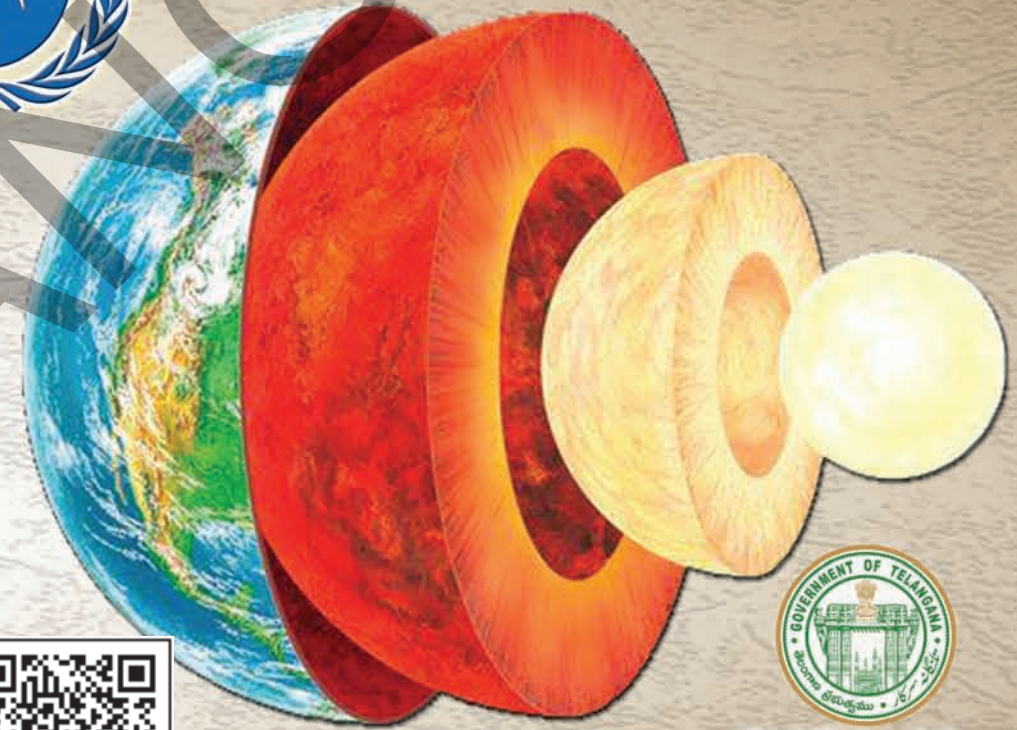


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Social Studies

Class IX

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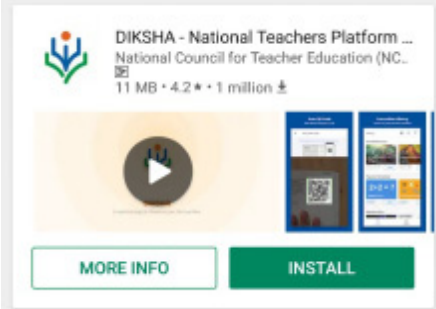





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Our National Flag

The Indian National Flag is the symbol of the land and people of India. Our National Flag is a tricolour panel made up of three rectangular panels or sub-panels of equal widths. The

colour of the top panel is India saffron (*Kesaria*) and that of the bottom is India green. The middle panel is white, bearing at its centre the design of the Ashoka Chakra in navy blue colour with 24 equally spaced spokes. The Ashoka Chakra is visible on both sides of the Flag in the centre of the white panel. The Flag is rectangular in shape with the ratio of the length to the height (width) being 3:2.

Dr. S. Radhakrishnan explained about the National Flag in the Constituent Assembly which adopted it, “Bhagwa or the saffron colour denotes renunciation or with non attachment. The white in the centre is light, the path of truth to guide our conduct. The green shows our relation to the soil, our relation to the plant life here on which all other life depends. The Ashoka Wheel is the wheel of the law of dharma. Truth or *satya*, dharma or virtue ought to be the controlling principles of those who work under this flag. Again, the wheel denotes motion. There is life in movement. India must move and go forward.”

If done properly, there is no restriction on the display of the National Flag by common people, private organizations or educational institutions. Consistent with the dignity and honour of the Flag as detailed in the Flag Code of India, anyone may hoist/ display the National Flag on all days and occasions, ceremonial or otherwise.

Where the practice is to fly the Flag on any public building, it must be flown on the building on all days including Sundays and holidays and, except as provided in the Code, it shall be flown from sunrise to sunset irrespective of weather conditions. The Flag may be flown on such a building at night also but this should be only on very special occasions.

The Flag must not be used as a drapery in any form except in State/ Military/ Central Paramilitary Forces funerals. In such cases also the Flag must not be lowered into the grave or burnt in the pyre. The Flag must not be draped over the hood, top, sides or back of a vehicle, train or boat. It must not be used or stored in such a manner as may damage or soil it. When the Flag is in a damaged or soiled condition, it must not be cast aside or disrespectfully disposed of but be destroyed as a whole in private, preferably by burning. The Flag must not be used as a covering for a building. Although the Flag can be used as a costume or uniform, it should not be used as undergarments or below the waist. It must not be embroidered or printed upon cushions, napkins, etc. Lettering of any kind must not be put upon the Flag. It must not be used in any form of advertisement. Showing disrespect or insult to the National Flag is a punishable offence.

The National Flag must not be flown from a single masthead simultaneously with any other flag. There must be separate mastheads for different flags. The flag mast should be in white colour. When a foreign dignitary travels in a car provided by Government, the National Flag is flown on the right side of the car and the Flag of the foreign countries on the left side of the car.

In the event of the death of the President, the Vice-President or the Prime Minister, the National Flag is half-masted throughout the country.

Over the last five decades, several people including members of the armed forces have laid down their lives to keep the tricolour flying in its full glory. We must salute and cherish our National Flag.

SOCIAL STUDIES

Class IX

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First Published 2013

New Impressions 2014, 2015, 2016, 2017, 2018, 2019, 2020

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This Book has been printed on 70 G.S.M. Maplitho,
Title Page 200 G.S.M. White Art Card

Free Distribution by Government of Telangana 2020-21

Printed in India
at the Telangana Govt. Text Book Press,
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SOCIAL STUDIES

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Letter to students

“Dear Young Friends,

Congratulations on beginning your secondary education! You are privileged to study in class IX. A large number of children of our country are not so lucky. Nearly 50% of the children who enroll in class I do not manage to continue their education after class VIII and drop out to take care of their homes, fields or earn their livelihood by working for others. This is a major loss for them and also to us for when we discuss social problems we will not be able to know about their experiences and views. You therefore have the added responsibility of thinking on their behalf and finding out about their viewpoints about social questions.

School education like so many aspects of modern life, open a new world of opportunities for all of us. Yet only a few are able to benefit from them. Hence we see such poverty and hunger amidst such wealth and riches. As youth, who are privileged to take up higher studies you need to ask why this is so and how things can be changed so that the benefits of modern life is equally available to all.

This book tries to explore the answers to some of these questions, how human societies in recent times managed to achieve such great possibilities as rapid growth of riches and rights, but at the same time failed to end inequality and exploitation.

This book is in two parts, the first part deals with Geography and Economics and the second part deals with History and Social-Political Life. While you will be studying these subjects systematically from Intermediate onwards, here you are being introduced some important topics and methods of study of these subjects.

The chapters in this book analyse some important social issues: they provide some information and some conclusions about them. However, please remember that no chapter can cover all aspects or give you a complete picture. It only helps you to commence on a journey of enquiry. You need to think for your self, read up more books in the library and internet about these topics, discuss them and then form your own opinion. You will not gain anything by memorizing the information or conclusions given in this book. Instead try to think about them and find more about them.

When you seek information about any social problem, you will be engulfed with diverse kinds of information. How can we figure out if it is of use to us or not, if it is correct or not, how to distinguish between information which is correct and which is incorrect? This is the greatest challenge before any scholar who takes up advanced study. First of all you need to check on the source of the information, is it authentic, whose view point it expresses, what biases it shows etc etc. Only then you will be able to come to any conclusion about its use for you.

Books can only tell you what others thought and did. At the end of it you need to decide for yourself your understanding and what you want to do about the social problems you will be studying. You have the responsibility of both understanding the society and acting to make it better. We only hope that this book will help you in this.

– Editors

About this book

This book is a part of your Social Science Curriculum and a part of various things you would be doing to study the society around you. However, remember that it is only one small part of that curriculum. The Social Science Curriculum requires you to analyse and share in the class room what you know. It requires you above all to ask questions – think why things are the way they are. It also requires you and your friends to go out of the class room to the market, to the village fields, to temples and mosques and museums and find out various things. You will have to meet and discuss with a number of people, farmers, shopkeepers, officials, priests and so on.

This book will introduce you to a range of problems and enable you to study them and arrive at your own understanding of them. So, the most important thing about this book is that it does not have answers. In fact this book is not really complete. It can only be completed when you and your friends and teachers bring their own questions and experiences and discuss everything threadbare in the class. You may disagree with many things in this book - do not be afraid to say so - only give your reasons. Your friends may disagree with you, but try to understand why they have a different view. Finally arrive at your own answers. You may not even be sure of your answer - you may want to find out more before you make up your mind. In that case list your questions carefully and request your friends, teachers or elders to help you to find out.

This book will help you to study about the earth and its natural realms, about the agriculture and industrial development as well as service activities; how people follow the financial system and credit, how the government frames the budget and levies the taxes so as to understand the implications on human life.

In this book you may have to study about what happened centuries ago, what cultural changes came in Europe, about the revolutions and industrialization and the impact on society for change, understand the impact of colonialism in various continents; you may also have to study about democracy and its expansion, rights related to human beings especially about children and women protection Acts and try to understand how far they are affecting our present life.

As you study this book in the classroom, you will come across many questions - do stop and try to answer those questions or do the activity suggested before you proceed ahead. It is not so important to finish the lesson fast as it is to discuss the questions and do the activities.

Many lessons will suggest projects which may take a few days to do. These projects will enable you to develop skills of social science enquiry and analysis and presentation - these are more important than remembering what is written in the lessons.

Please remember that you don't have to memorise what is given in the lesson, but think about them and form your own opinion about them.

Energized Text Books facilitate the students in understanding the concepts clearly, accurately and effectively. This book has been “Energized” with QR (Quick Response) Codes. Content in the QR Codes can be read with the help of any smart phone or can as well be presented on the Screen with LCD projector/K-Yan projector. The content in the QR Codes is mostly in the form of videos, animations and slides, and is an additional information to what is already there in the text books.

This additional content will help the students understand the concepts clearly and will also help the teachers in making their interaction with the students more meaningful.

At the end of each chapter, questions are provided in a separate QR Code which can assess the level of learning outcomes achieved by the students.

We expect the students and the teachers to use the content available in the QR Codes optimally and make their class room interaction more enjoyable and educative.

**Director, SCERT,
Telangana, Hyderabad.**

USING THIS BOOK AND NOTE TO THE TEACHER AND STUDENTS

- This book is in continuation with the National and State Curriculum Frameworks which suggested disciplinary approach to teaching needs to begin only at Secondary school level. You have traditionally taught various disciplines of Geography, History, Civics and Economics. However there were various overlaps between the concepts that were discussed under them.
- Text book is designed with the idea that social studies teachers and students need to bring it into the classroom and use it inside the classroom for learning. It is important to read the textbook in classroom and conduct discussion around it.
- **The language of the text:** Efforts have been taken to write the text of this book in child friendly manner. However there are certain terms and jargons that will need explanation and clarification. Text is often trying to give examples that may be suitable to the concept that is discussed. Each chapter has central ideas, these are often provided as subheadings. In a classroom, you may be able to cover 2 or 3 subheadings in a period roughly.
- This textbook uses different styles of writing. Sometimes they are fictionalised narratives like Vasu, Arun and Shivakamini in Chapter 9. These are often fictionalised but based on facts explanation of a scenario. Or there are passages that are in the form of case studies like in section on Effects of industrial activities in Patancheru in Chapter 7. There is information in the form of tables and graphs where comparative elements are put together as in the case of Financial systems and Credit Chapter 9. Concepts are thus explained using different styles.
- **Use of in between questions and end text questions:** You will note that there are questions in between the text. Do not leave out these questions. These are integral to the teaching learning process. These questions are of different types – some of them help you in summarising, evaluating the passages that you may have read out. Or they are for collecting more information that is around the concepts discussed in the previous subheading. Do not try to dictate the answers to these questions, allow children to find the answers on their own. Allow them to have discussions amongst each other in trying to figure out the meaning of these questions and talk about possible answers.
- **There are different types of questions used in the book:**
 - 1) asking children to write their experiences; 2) compare their experiences with that of the examples given in the text; 3) comparing two or three different situations given in the textbooks; 4) questions that ask children to give their opinion about the situation or case study (when these opinions are asked it need not be the same for all children, allow them to express their opinion); 5) questions that are evaluating a particular situation given in the chapter.
- Teacher may adopt different strategies in using these questions in the classroom. Some questions may be written down in the note book; others may be discussed in small groups; a few may be written as individual tasks. In all situations it is important to encourage the child to write in his own words. Avoid instructing all children to write the answers in same style and structure.
- There are certain boxes in the chapters. These are often additional information on the concepts

discussed in the chapter. It is important to discuss them in the classroom, and conduct the activities around.

- **Images used in the textbooks:** In traditional textbook, images in it, serve only a visual relief. However, our purpose in using images is as significant as text itself. There may be a few sketches like in Government Budget and Taxation. We use the images of leaders in various political movements. In all other occasions images are as important as the text, they are useful in explaining the concepts or are illustrative of the ideas used in the textbooks. We have also tried to use different styles of images: like photographs; line drawings; cartoons posters etc as well. These are also taken from different historical points of time. Hence just as different styles used in textbooks there is diversity in the images too.
- **Maps, tables and graphs:** Maps in these books tell us about geographic, economic, political and historical aspects. They are used to present the information in an interesting manner. You will also find the use of tables and graphs. Reading tables and graphs are essential in Social Studies. These often provide much more clarity in explaining the concepts.
- **Projects:** There are different projects suggested in the book. It may not be possible for all projects to be undertaken. It is important to remember we cannot teach all aspects of concepts merely by reading textbook. Projects thus enable children to interact with members of the society, collect new information, arrange and present them in their own manner. Making questions for an interview, planning for a visit to the bank, or creating a presentation that could include images, tabulated data or graphs based on the information they collected are also important in Social Studies skills. These encourage children to work together in groups and conduct exchange and share ideas.
- We can use content related maps, tables & graphs other than text book for practice and evaluation.
- Discussions, conducting interviews, debates and projects are given in the middle of the running lesson and after the improve your learning. To develop social consciousness, sensitivity and positive attitude among the children, these are given. Hence these must be taken up.

ACKNOWLEDGEMENT

We would like to acknowledge the contributions of Sri K. Joshi State Coordinator T.S. Human Rights Education, Dr. Ramani Atkuri Medical Practitioner Bhopal, Sri Velina Murari Bangalore, Smt K. Bhagya Lakshmi Manchi Pustakam Hyderabad, Prof. K.K. Kailash P.U. Chandigarh, Prof. E. Shiva Nagi Reddy Dept. of Archaeology and Museums T.S., Director State Central Library and reference section staff T.S. and others who directly or indirectly participated in our workshops and contributed in improving the quality of specific chapters in the textbook. Some of the photographs used in the book are taken from flickr, wikipedia or other internet sources, under creative commons license.

We gratefully acknowledge the feedback received from a large number of school teachers, academics and others, which has helped us to update and revise the books. In particular we would like to acknowledge the detailed review of the textbooks by Indian History Awareness & Research (IHAR), Houston Texas, USA which enabled us to improve the textbook.

ACADEMIC STANDARDS (AS)

Time should be spent in making sure that children comprehend the passages given in text. In between questions are useful in this context. These questions are of different types that would include the aspects reasoning, cause and effect, justification, mind mapping / concept mapping, observation, analysis, thinking and imagination, reflection, interpreting etc. The key concepts have been discussed subconceptwise in every chapter with examples and also given in the form of keywords.

- 1) **Conceptual understanding (AS1)** : Promoting learning of basic concepts through inquiry, discussion, reflection giving examples through case studies interpreting, observation etc.
- 2) **Reading the text (given), understanding and interpretation (AS2)** : Occasionally there are case studies about farmers, labourers in factory, or images that are used in text which do not directly convey the concept. Time should be given for children to grasp the main ideas, interpret images etc.
- 3) **Information skills (AS3)** : Textbooks alone cannot cover all different aspects of social studies methodology. For example children living in an urban area can collect information regarding their elected representatives or children living in the rural area can collect information about the way irrigation / tank facilities are made available in their area. These information may not exactly match with that of the textbooks and will have to be clarified. Representing the information that they have collected through projects are also an important ability. For example if they collect information about a tank – they may decide to draw an illustration or map etc along with written material. Or represent the information collected through images or posters. Information skill includes, collection of informatic tabulation / records and analysis.
- 4) **Reflection on contemporary issues and questioning (AS4)** : Students need to be encouraged to compare their living conditions along with that of different regions or people from different times. There may not be a single answer to these situations of comparison. Giving reasons for certain happening process and justification of informatic and interpretative.
- 5) **Mapping skills (AS5)** : There are different types of maps and pictures used in the textbook. Developing ability related to maps as abstract representation of places are important. There are different stages of developing this ability, from creating a map of their classroom to understanding height, distance as represented in a map. There are illustrations, posters and photographs used in the textbook, these images often relate to the text and are not merely for visual effect. Sometimes there are activities like write a caption or read the images that are about architecture etc.
- 6) **Appreciation and Sensitivity (AS6)** : Our country has vast diversity in terms of language, culture, caste, religion, gender etc. Social studies does take into consideration these different aspects and encourages students to be sensitive to these differences.

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OUR NATIONAL ANTHEM

- Rabindranath Tagore

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he! jaya he! jaya he!
Jaya jaya jaya, jaya he!!

PLEDGE

- Pydimarri Venkata Subba Rao

“India is my country; all Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.”