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**Social Science**

**India and the Contemporary World - I**

**Textbook in History for Class IX**



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एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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**OFFICES OF THE PUBLICATION  
DIVISION, NCERT**NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bangaluru 560 085

Phone : 080-26725740

Navjivan Trust Building  
P.O.Navjivan  
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114

Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021

Phone : 0361-2674869

**Publication Team**Head, Publication Division : *Anup Kumar Rajput*Chief Editor : *Shveta Uppal*Chief Production Officer : *Arun Chitkara*Chief Business Manager : *Vipin Dewan*Production Assistant : *Rajesh Pippal***Cover and Layout***Parthiv Shah assisted by Shraboni Roy  
and Sashi Prabha Jha***Cartography***K Varghese*

## Foreword

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The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognize that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavor by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

NCERT appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the Advisory Group on Social Science, Professor Hari Vasudevan and the Chief Advisor for this book, Professor Neeladri Bhattacharya for guiding the work of this committee. Several teachers contributed to the development

of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations, which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G. P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi  
20 December 2005

*Director*  
National Council of Educational  
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## History and a Changing World

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As we live our life in the present and read about the happenings around the world in newspapers, we do not usually pause to think about the longer history of these events. We see change before our eyes, but do not always ask, why are things changing? Very often we do not even notice that things were not the same in the past. History is about tracking these changes, understanding how and why they are taking place, how the present world in which we live has evolved.

The focus of the history books of Classes IX and X is on the emergence of the contemporary world. In earlier classes (VI – VIII) you have read about the history of India. In the next two years (Classes IX and X) you will see how the story of India's past is related to the larger history of the world. We cannot understand what was happening within India unless we see this connection. This is particularly true about a world in which economies and societies have become increasingly inter-connected. History cannot be always contained within defined territorial boundaries.

In any case there is no reason to think of national territorial boundaries as the only valid unit of our study. There are times when a focus on a small region - a locality, a village, an island, a desert tract, a forest, a mountain - helps us understand the rich variety in people's lives and histories that make up the life of the nation. We cannot talk of the nation without the people, nor the locality without the nation. Borrowing from the statement of a famous French historian, Fernand Braudel, we may also say: it is not possible to talk of the nation without the world.

The textbooks you will read in the next two years will combine these different levels of focus. We move between a close focus on particular communities and regions to the history of the nation; between the histories as they unfold in India and Europe to the developments in Africa and Indonesia. Our focus will shift according to themes.

What are these themes and how are they organised? What is the logic behind the choices of themes?

All too often in the past, the history of the modern world was associated with the history of the west. It was as if change and progress happened only in the west. As if the histories of other countries were frozen in time, they were motionless and static. People in the west were seen as enterprising, innovative, scientific, industrious, efficient and willing to change. People in the east - or in Africa and South America - were considered traditional, lazy, superstitious, and resistant to change.

For many years now these notions have been questioned by historians. We know now that every society has had its history of change. So in understanding the making of the modern world we have to look at the way different societies experienced and