

**HOLIDAY HOMEWORK**

**CLASS: IX
SOCIAL SCIENCE**

JUNE 11 to 20

NOTE- Read the following chapters and prepare notes:

Do all assignment questions in a separate notebook.

HISTORY

CH- 1 The French Revolution

GEOGRAPHY

CH-1 India Size and Location

CIVICS

CH-1 What is Democracy, Why Democracy

WHAT IS DEMOCRACY? WHY DEMOCRACY?

Q.1 Why do we prefer democracy over any other form of government? Give 4 reasons.

Q.2 What is the significance of rule of law and respect for rights in a democratic country? State 4 points.

Q.3 What is democracy? Explain any 4 features of democracy.

Q.4 'Democracy enhances the dignity of citizen.' Justify this statement.

Q.5 'A Democratic government is a better form of government because it allows us to correct our own mistake.' Discuss.

Q.6 Why is democracy called a "Government by discussion"?

Q.7 This cartoon was drawn when elections were held in Iraq, in the presence of US and other foreign powers. What is your view regarding this cartoon? Why is the word 'DEMOCRACY' written in this particular way?

Q.8 Despite its demerits, why is democracy the most preferred form of government? Explain.

Q.9 Democracy is the most popular form of government emerging in the modern times; still the shortcomings cannot be ruled out. Justify the statement by accessing short comings of democracy.

Q.10 Write any two arguments in favour and two against democracy as a form of governments.

JUNE 21 to 10 JULY

CH-3 (Poverty as a Challenge)

OBJECTIVES:

1. To recall the concept of poverty.
2. To understand the meaning of poverty as per social scientists.
3. To describe social exclusion.
4. To explain the concept of vulnerability.
5. To discuss the concept of poverty line.

CONCEPT OF POVERTY

This chapter deals with one of the most difficult challenges faced by independent India—poverty.

In our daily life, we come across many people who we think are poor. They could be landless labourers in villages or people living in overcrowded *jhuggis* in cities. They could be daily wage workers at construction sites or child workers working in *dhabas*.

Do you have any idea as to what is the extent of poverty in India?

In fact, every fourth person in India is poor. This means, roughly 260 million (or 26 crore) people in India live in poverty. This also means that India has the largest single concentration of the poor in the world. This illustrates the seriousness of the challenge.

Read the two typical cases of poverty (urban and rural case) from the text book on pg nos. 29 and 30.

You must have drawn certain conclusions on the basis of your reading.

Read para 1, column 1 on pg 31 and answer the following question in your notebook.

Q.1. What do you mean by poverty?

However, the definition of poverty has many facets. Social scientists look at it through a variety of indicators.

Read para 3, column 1 on pg 31 and mark the indicators used by social scientists and attempt the following question in your notebook.

Q.2. How do social scientists define poverty?

CONCEPT OF SOCIAL EXCLUSION

According to this concept, poverty must be seen in terms of the poor having to live only in a poor surrounding with other poor people.

Read para 4, column 1 and 2 on pg 31.

CONCEPT OF VULNERABILITY

Vulnerability to poverty is a measure, which describes the greater probability of certain communities (say, members of a backward caste) or individuals (such as a widow or a physically handicapped person) of becoming, or remaining, poor in the coming years.



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Read para 2, column 2 on pg 31.

CONCEPT OF POVERTY LINE

Each country uses an imaginary line that is considered appropriate for its existing level of development and its accepted minimum social norms. This imaginary line is called the poverty line. Poverty line may vary with time and place.

For example, a person not having a car in the United States may be considered poor. In India, owning of a car is still considered a luxury.

While determining the poverty line in India, a minimum level of food requirement, clothing, footwear, fuel and light, educational and medical requirement etc. are determined for subsistence.

The present formula for food requirement while estimating the poverty line is based on the desired calorie requirement. Food items such as cereals, pulses, vegetable, milk, oil, sugar etc. together provide these needed calories.

The calorie needs vary depending on age, sex and the type of work that a person does.

The accepted average calorie requirement in India is 2400 calories per person per day in rural areas and 2100 calories per person per day in urban areas.

Read pg nos. 31 and 32 for the concept of poverty line and answer the following questions in your notebook.

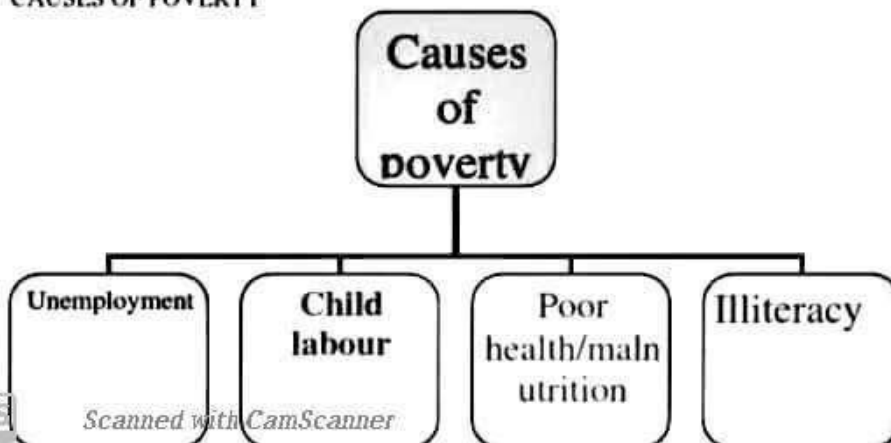
Q.1. What is the definition of poverty line in India on the basis of:

- (a) Average calorie requirement
(b) Monthly Income

Q.2. Why do different countries use different poverty lines?

Q.3. What do you think would be the "minimum necessary level" in your locality?

CAUSES OF POVERTY



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**HOLIDAY HOMEWORK
CLASS 9- SOCIAL SCIENCE**

Geography

1. Prepare "My own Atlas" on the following topics:
 - (i) **PHYSICAL MAP 1**
 - (a) Tropic of Cancer (Also locate the states on tropic of cancer)
 - (b) Standard Meridian
 - (c) Latitudinal extent and Longitudinal extent
 - (d) Southernmost point of India
 - (e) Northernmost point of India
 - (f) Easternmost point
 - (g) Westernmost point
 - (ii) **PHYSICAL MAP 2**
 - (a) Neighbouring Countries
 - (b) Islands
 - (iii) **POLITICAL MAP 1**
 - (a) States with capitals
 - (b) Union Territories
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- (iv) **POLITICAL MAP 2**
 - (a) States sharing international boundaries
 2. Locate and label the following on the physical map of France from the chapter 'The French Revolution' from History:
Bordeaux, Nantes, Paris, Alsace, Normandy, Marseilles, Switzerland
 3. Prepare picture book on different types of natural vegetation found in India, detailing its features, types of trees found, wild life and regions. (use only one or two photos for one type forests).
 4. **POLITICAL SCIENCE:**
Interpret the cartoon on page 109 of Civics text book which says "Are these rights only for adultsavailable to children.
 5. Prepare a list of safety measures adopted by your school to manage disaster. Also suggest some ways to handle disasters of any kind.



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