

NCERT Solutions for Class 9th Social Science History :

<http://freehomedelivery.net/> Chapter 1 The French Revolution

Question 1. Find out more about anyone of the revolutionary figures you have read about in this chapter. Write a short biography of this person.

Answer Do it yourself. You can consider the following revolutionaries: Georges Danton, Maximilien Robespierre and Olympe de Gouges.

Question 2. The French Revolution saw the rise of newspapers describing the events of each day and week. Collect information and pictures on anyone event and write a newspaper article. You could also conduct an imaginary interview with important personages such as Mirabeau, Olympe de Gouges or Robespierre. Work in groups of two or three. Each group could then put up their articles on a board to produce a wallpaper on the French Revolution.

Answer Do it yourself.

Questions

Question 1. Describe the circumstances leading to the outbreak of revolutionary protest in France.

Answer The circumstances which led to the outbreak of revolutionary protest in France were a combination of social, economic, political and Intellectual circumstances. These are discussed below

- **Social** The social order consisted of many inequalities. The privileged classes were the clergy and noblemen, the First and Second Estate respectively. They were exempt from paying taxes. The rest of the Citizens belonged to the Third Estate and constituted the majority of the population. They did not have any political rights or social status, but paid all the taxes. So, they were very discontented.
- **Economic** There was a financial crisis as the king's treasury was empty. The king's luxurious style of living and involvement in wars had made France very poor. There was no money to feed the poor when there was a bad crop.
- **Political** The king ruled like an autocrat and the people had no voice in any decisions. The Estates General (French Parliament) had not been convened for many years. The administration was inefficient, corrupt and disorganised.
- **Intellectual** At that time a number of philosophers refuted the theory of the divine right of kings to rule. They proclaimed a doctrine of sovereignty of the people and equality of all men. They stoked the fires of discontent by exposing the evil actions of the king and nobility.

Question 2. Which groups of French Society benefited from the revolution? Which groups were forced to relinquish power? Which sections of society would have been disappointed with the outcome of the revolution ?

Answer The middle class or the richer members of the Third Estate consisting of merchants, traders, lawyers and rich peasants benefited the most from the French Revolution; feudal obligations were no longer to be honoured by the Third Estate. Tithes, the tax given to the Church, were abolished.

The clergy and the nobility were the groups which were forced to relinquish power, how they were forced to give up their privilege e.g., the nobles could not collect taxes and their lands were confiscated.

The poorer sections of the third estate and women were disappointed with the outcome of the French Revolution because their aspirations were not properly fulfilled, e.g., women were not given voting rights. Poor men who did not have fulfilled property or who did not pay taxes were not allowed to vote.

Question 3. Describe the legacy of the French Revolution for the peoples of the world during the 19th and 20th centuries.

Answer

- The legacy of the French Revolution for the peoples of the world during the nineteenth and twentieth centuries was as follows.
- Ideas of equality and democratic spread from France to other European countries and feudalism was abolished.
- Colonial people reworked the idea of freedom from bondage into their movements to create sovereign nation states.
- It was the first movement to adopt the ideals of liberty, equality and fraternity.
- The declaration of the Rights of Man and Citizen gave rights such as right to life, freedom of speech, equality before law, etc.
- Women were given many rights. They could not be forced to marry against their will, divorce was made legal, schooling was made compulsory and they could train for jobs.

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Question 4. Draw a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.

Answer Democratic rights that we enjoy today whose origins can be traced to the French Revolution are

- Right to Equality
- Right to Freedom
- Right to Assemble and Form Unions
- Right to Freedom of Expression

Question 5. Would you agree with the view that the message of universal rights was beset with contradictions Explain.

Answer The message of universal rights was beset with contradictions. Many ideals in the “Declaration of Rights of Man and Citizen” were not clear in their meanings. e.g.

- “The law has the right to forbid only actions injurious to society” did not mention about criminal offences against other individuals.
- The declaration stated that “law is the expression of the general will

All citizens have the right to participate in its formation .. All citizens are equal before it”. However, France became a Constitutional Monarchy, but still millions of citizens (men under the age of 25 and women) were not allowed to vote at all.

This was In striking contrast to the ideals that the revolution espoused. When the Jacobins assumed power, they had very harsh policies and so the wealthier middle classes became powerful. The political Instability of such regimes ultimately made Napoleon the Monarch of France.

Question 6. How would you explain the rise of Napoleon?

Answer France was ruled by the Directory. an executive made up of five members.

- However, the Directors often clashed with the Legislative Councils, who then sought to dismiss them.
- The political instability of the Directory paved the way for the rise of a military dictator, Napoleon Bonaparte.
- After crowning himself as Emperor of France In 1804. he went out to conquer the neighbOUring European countries, dispossess dynasties and creating kingdoms where he placed members of hrs family.
- Initially. he was viewed as a liberator who would bring freedom to the people. but soon the Napoleonic armies came to be Viewed every where as an invading force.

NCERT Solutions for Class 9th Social Science History :

<http://freehomedelivery.net/Chapter 2 Socialism in Europe & the Russians Revolution>

Question 1. Imagine that you are a striking worker in 1905, who is being tried in court for your act of rebellion. Draft the speech you would make in your defence. Act out your speech for your class.

Answer Your honour and respected citizens. I have not committed any crime. although I am being tried for inciting rebellion. You know how the price of bread has gone up My wages accordingly should have been increased so that my family does not starve. Now-a-days we only eat one meal in a day, as there is no money to buy more food. So what is wrong if I demand increase in wages ?

I am forced to work 12 hours a day, which is inhuman. I have demanded an eight hour working day, which is quite reasonable. Have I committed a crime in that?

Now I leave it in your hand to decide whether I am a criminal or not.

Question 2. Write the headline and a short news item about the uprising of 24th October, 1917 for each of the following newspapers

- A Conservative paper in France
- A Radical newspaper in Britain
- A Bolshevik newspaper in Russia

Answer Do it yourself. However, keep in mind that the conservative French newspaper should be condemning the revolution and predicting its failure, the radical newspaper in Britain should be supporting the revolution and the Bolshevik newspaper should be tomtoming the success of the revolution.

Question 3. Imagine that you are a middle level wheat farmer in Russia after collectivisation. You have decided to write a letter to Stalin explaining your objections to collectivisation. What would you write about the conditions of your life? What do you think would be Stalin's response to such a farmer?

Answer Do it yourself. However, you should include the following points in the wheat farmer's letter

- He should tell that he has only limited amount of crops from his land, which is just enough for fulfilling the needs of his family.
- He should request that his land holding should be exempted from collectivisation, otherwise he will have nothing to live on.

In Stalin's reply, Stalin should enumerate the benefits of collectivisation also refuse gently to exempt him.

Questions

Question 1. What were the social economic and political conditions in Russia before 1905?

Answer At the beginning of the 20th century. the vast majority of Russia's people were agriculturists. About 85 per cent of the Russian empire's population earned their living from agriculture.

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- Cultivators produced for the market as well as for their own needs and Russia was a major exporter of grain.
- Industry was found in pockets. Prominent industrial areas were St Petersburg and Moscow.
- Large factories existed alongside craft workshops.
- Many factories were set up in the 1890s when Russia's railway network was extended and foreign investment in industry increased.
- Most industries .were the private property of industrialists. The government supervises large factories to ensure minimum wages and limited hours of work.
- Workers were divided into social groups on the basis of skill. Division was also visible in dress and manners also.

- Some workers formed associations to help members in times of unemployment or financial hardship.
- Despite divisions, workers united themselves to strike, work when they disagreed with employers about dismissals or work conditions.
- Like workers, peasants too were divided. They also had no respect for the nobility.
- Russian peasants wanted the land of the nobles to be given to them.
- They pooled their land together periodically and their commune divided it according to the needs of individual families

Question 2. In what ways was the working population in Russia different from other countries in Europe before 1917?

Answer Industrial Workers

The working population in Russia was different from other countries in Europe before 1917 in the following ways

- Many workers had settled in cities permanently but many had strong links with the villages from which they came and continued to live in villages. They went to the towns to work daily and then returned to their villages in the evenings.
- Workers were a divided social group. Workers were divided by skill. Divisions among workers was visible in their dress and manners also.
- Metal workers considered themselves aristocrats among workers as their occupations demanded more training and skill.
- Women made up 31 per cent of the labour force by 1914, but they were paid less than men.
- Some workers formed associations of help in times of unemployment or financial hardship.
- The workers did unite to strike work when they disagreed with the employers about dismissals or about work conditions.
- Workers got low wages and they had long working hours. They had very few political rights; in short, their life was miserable.

Agricultural Workers

- About 85 per cent of Russia's population earned their living from agriculture but most of them were landless farmers.
- Most of the land was owned by the nobility, the crown and the orthodox church.
- In France, during the French Revolution in Brittany, peasants respected and fought for the landowners, but in Russia peasants wanted the land of the nobles to be given to them.
- They refused to pay rent and even murdered landlords.
- Russian peasants were different from European peasants in another way. They pooled their land together periodically and their commune divided it according to the needs of individual families.
- Like industrial workers, the condition of the agricultural workers or farmers was also very miserable because of low wages, doing free labour and paying high rent and revenue.

Question 3. Why did the Tsarist autocracy collapse in 1917?

Answer The Tsarist autocracy collapsed in 1917 due to the following reasons

(a) Miserable Condition of the Workers

1. The industrial workers in Russia got very low wages.
2. They had very long working hours, sometimes up to 15 hours.
3. A large number of workers were unemployed.
4. The workers demanded higher wages and reduction in working hours but their demands were not met and they became dissatisfied.

(b) Miserable Condition of Peasants

- Most of the peasants were landless and very poor.
- They also had to do free labour for the landlords

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- The small farmers who possessed land had to pay high land revenue, leaving very less for them to survive on.
- The landless farmers demanded that the land of the nobles should be given to them.
- They wanted reduction of land revenue.
- However, their demands were not fulfilled and they too became dissatisfied.

(c) Russia's Defeat in the First World War

- Initially, the people rallied around Tsar Nicholas II; however Russian armies suffered defeats and a large number of soldiers were killed in the war.
- The Russian population wanted to withdraw from the war, but the Tsar was not willing to do so. This turned the Russian people against him and encouraged them to revolt.
- Role of Philosophers like Karl Marx Karl Marx put forward the idea that the capitalists were responsible for the misery of the workers and that the condition of workers could only improve if the land and the industries were controlled by the society. He inspired the workers to oppose the landlords and the capitalists.
- Rasputin's Role The people were also against the policies of the monk named Rasputin.

Question 4. Make two lists : one with the main events and the effects of the February Revolution and the other with the main events and the effects of the October Revolution. Write a paragraph on who was involved in each. Who were the leaders and what was the impact of each on the Soviet history.

Answer Main Events and Effects

(a) February, Revolution

- 22 February Lockout of a factory was done on the right bank of the Neva river in Petrograd.
- 23 February Sympathy strike was done by workers in 50 factories. Demonstrating workers reached the centre of the city, surrounding the government buildings. Curfew was imposed and the demonstrators dispersed.
- 24 and 25 February Demonstrations done again by workers. Cavalry and police were called out to control them.
- 25 February Government suspended the Duma (Russian Parliament).
- 26 February Demonstrators returned in force to the streets of the left bank.
- 27 February Workers ransacked the Police Headquarters. Streets were thronged with people shouting slogans demanding bread, better wages, less hours of work and democracy. Cavalry was called out once again, but they refused to fire on the demonstrators. By evening, soldiers and striking workers formed a 'Soviet' (council) which was called the Petrograd Soviet.
- 28 February A delegation met the Tsar. Army commanders advised him to abdicate.
- 2 March Tsar abdicates. Duma leaders and others form a provisional government.

Who was Involved; the Leaders and Its Impact Both men and women workers were involved. There were no particular leaders. The effect was that it brought down the autocratic monarchy.

(b) October Revolution

- 16 October Lenin persuades the Petrograd Soviet and Bolshevik Party to agree to a socialist seizure of power. Military Revolutionary Committee to manage this operation was formed.
- 24 October Uprising starts, but government troops seize buildings of two Bolshevik newspapers. The Winter Palace and other buildings were also protected by troops. The Military Revolutionary Committee seized the government offices and arrested the ministers. The ship

Aurora shelled the winter palace. By nightfall, the city was under the Committee's control and the remaining ministers had surrendered.

Who was Involved, the Leaders and Its Impact Bolsheviks were the main people involved. Vladimir Lenin and Leon Trotsky were the main leaders. The effect was that it brought the Bolsheviks to power to form a communist government for the first time in the world.

Question 5. What were the main changes brought about by the Bolsheviks immediately after the October Revolution?

Answer The main changes brought about by the Bolsheviks immediately after the October Revolution were

- The Bolsheviks were totally opposed to private property.

Therefore most industries and banks were nationalised

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- Land was declared social property and peasants were allowed to seize the land of the nobility.
- In cities, Bolsheviks enforced the partition of large houses according to family requirements.
- They banned the use of old titles of the aristocracy.
- To assert the change, new uniforms were designed for the army and officials in 1918 in which the Soviet hat, the (budenovka) was chosen.
- The Bolshevik Party was renamed the Russian Communist Party (Bolshevik).
- Russia became a one party state and trade unions were kept under party control.
- For the first time the Bolsheviks introduced a centralised planning on the basis of which Five Year Plans were made for development of Russia.

Question 6. Write a few lines to show what you know about

- Kulaks
- The Duma
- Women workers between 1900 and 1930
- The Liberals

Answer

(a) Kulaks Kulaks were the well to do peasants of Russia. The members of the Bolshevik party raided the Kulaks and their goods were seized. It was believed that the Kulaks were exploiting the peasants and hoarding grain to earn higher profits and thus leading to grain shortages.

(b) The Duma

- During the 1905 Revolution, the Tsar allowed the creation of an elected consultative Parliament or Duma as it was called in Russia.
- The Tsar dismissed the first Duma within 75 days and the second Duma was elected within three months.
- The third Duma was packed with conservative politicians. Liberals and revolutionaries were kept out of the Duma.

(c) Women Workers between 1900 and 1930

- Women made up 31 per cent of the factory labour force by 1914, but they were paid less than men.
- In the February Revolution in many factories the women led the way to strikes. Thus, 22 February came to be called the International Women's Day.
- Marfa Vasileva stopped work and declared a strike, the women workers in the factory were ready to support her. Soon the men also joined them and all of them moved to the streets.

(d) The Liberals

- The liberals were one of the groups which wanted to change the society. The liberals wanted CI nation which tolerated all religions.
- At that time the European states usually discriminated in favour one religion or another.
- Liberals also opposed the uncontrolled power of dynastic rulers. They wanted to safeguard the rights of the individuals against governments.
- They argued for a representative elected Parliamentary Government subject to laws interpreted by a well trained Judiciary that was independent of rulers and officials.
- They did not believe in universal adult franchise, i.e., the right of every citizen to vote. They felt that men of property mainly should have the right to vote. They did not want the vote for women.

NCERT Solutions for Class 9th Social Science History : <http://freehomedelivery.net/Chapter 3 Nazism & the the Rise of Hitler>

Question 1. Write a one page history of Germany

- (a) as a schoolchild in Nazi Germany
- (b) as a Jewish survivor of a concentration camp
- (c) as a political opponent of the Nazi regime .

Answer

(a) As a Schoolchild in Nazi Germany I have been conditioned behave in a particular manner since I was three years old. First I given a flag to wave, to show my patriotism. I was told that men's women's roles in life were totally different. We were told that the for equal rights of men and women was a thing of the past as it WOIJIC destroy our society today. We boys were taught to be aggressive. masculine and steel hearted, while the girls were told that they had become good mothers and rear pure-blooded Aryan children.

The girls had to maintain the purity of the race, distance themselves from Jews, look after the home, and teach their children Nazi values.

They had to be the bearers of the Aryan culture and race.

I had to take an oath of loyalty to Hitler, proclaiming him as the savior of the country. I have been told that after finishing school, I will join the Hitler Youth Organisation. This will be followed by military sevice, which is compulsory.

(b) As a Jewish Survivor of a Concentration Camp Thanks to the Lord for saving my life. I am happy to have survived three years of torturous life in the concentration camp. Of course, I am now very weak and ill, but I am still alive.

So many of my friends, relatives and even family members died before my eyes due to the bad treatment meted out to them in the camp. They were regularly beaten, left to starve and worked in very harsh conditions. Many of them were sent to the gas chambers and I was always afraid of my number coming next. Luckily I have survived to tell this tale.

(iii) As a Political Opponent of the Nazi Regime Since the Nazis have captured power, they are making life hell for all people who do not follow their doctrine. I do not understand what they will gain by trying to conquer other nations.

The bombing by the British on our homes has killed many of my relatives and friends. Aggression on other countries will definitely cause war with them and we will also lose men and property in war. The way the Nazis are going about increasing their power, I feel, in the long run, we will lose out, as this war will make all other nations to go against us. I hope Hitler sees sense and stops this war soon .

Questions

Question 1. Describe the problems faced by the Weimar Republic.

Answer

The Weimar Republic formed the German Government after the First World War, which Germany lost. The republic faced two kinds of problems

(i) Economic Crisis The war had been very costly for all concerned. The damage and human casualties, along with post-war depletion of resources, consequent debts and war compensation led to this crisis.

Hyperinflation made the German Mark valueless and caused immense hardship to the German people.

(ii) Political Crisis Although the National Assembly framed a democratic Constitution, it was too weak. Proportional representation and Article 48 resulted in the creation of a political crisis and finally the death of the Weimar Republic.

Question 2. Discuss why Nazism became popular in Germany by 1930.

Answer : Nazism became popular for the following reasons

1. After defeat in the First World War, Germany was forced to sign the harsh and humiliating Treaty of Versailles, in which it was made to accept the guilt for the war. The Germans felt disgraced and humiliated. Consequently, they were made to believe, by Hitler's oratory, that he would restore Germany to its former glory
2. Political parties like the Communists, Socialists, Democrats, etc were not united. There were conflicts between them and the government became weak. The Nazi Party took advantage of the situation and captured power.
3. Democracy in Germany was relatively new and it was not strong. It did not appeal to the Germans. They wanted a party and a system that would re-establish the glory and prestige of Germany. So, they were attracted to the Nazi Party.
4. Hitler was a great orator and with his speeches he was able to sway the masses and win their confidence. He was able to convince them that he would undo the injustice done and bring back the glory and dignity of the German people. He promised employment for those looking for work. He won over the youth by promising them a secure future.
5. He got the support of the Army, the industrialists and the landlords because he opposed communism and socialism, which these people also opposed.

Thus, Hitler and the Nazi Party were able to win the support of all sections of Germans and so become popular.

Question 3. What are the peculiar features of Nazi thinking?

Answer : The peculiar features of Nazism were

1. Nazis believed in the idea of one people, one empire and one leader.
2. It did not tolerate other parties and tried to crush all other organisations and parties and wanted to remove socialism communism and democracy from Germany.
3. According to Nazism there was no equality between people. In this view, the blue eyed Nordic German Aryans were at the top while the Jews were located at the lowest rung.
4. It was propagated that the Jews were responsible for the economic misery of the Germans.
5. Nazis propagated war and glorified aggression.
6. Nazis believed in the idea of Lebensraum on living space. i.e., new areas should be acquired so that more space is available for the Germans to settle.
7. Nazis wanted to create a separate racial community of pure German by physically eliminating all those who were seen as undesirable by them.
8. The Nazis believed that Jews were inferior and the cause of German misery and therefore should be totally eliminated.
9. The Nazi argument was simple. The strongest race would survive and the weak ones would perish.
10. The Aryan race was the finest. It had to retain its purity, become stronger and dominate the world.

Question 4. Explain why Nazi propaganda was effective in creating a hatred for Jews.

Answer : Nazi propaganda was effective in creating hatred for the Jews for the following reason

1. The Jews were stereotyped as killers of Christ. They had been barred since medieval times from ownership of land.
2. They were already hated as usurers or money-lenders. Violence against Jews, even inside their residential ghettos, was common. Hitler's race theories fanned this hatred. He wanted all Jews to be eliminated from Germany.

Question 5. Explain what role women had in Nazi society. Return to chapter 1 on the French Revolution. Write a paragraph comparing and contrasting the role of women in the two periods.

Answer: Role of women in Nazi society was modelled on the principles of a largely patriarchal or male-dominated society. Hitler hailed women as most important citizens, but this was limited to only Aryan women who bred pure-blood, 'desirable' Aryans. Motherhood was the only goal they were taught to strive for, in addition to performing the duties of managing the household and being good wives. This was in total contrast to the role of women in the French Revolution, where women led movements and fought for the right to education and the right to equal wages as men. They could not be forced to marry against their will. They could also train for jobs, become artists or run small businesses. Schooling was made compulsory for them.

Question 6. In what ways did the Nazi state seek to establish total control over the people?

Answer: Hitler, after coming to power, emerged as an all powerful dictator. He destroyed democracy in Germany.

1. The First Fire decree in 1933 suspended the civic rights like freedom of speech, press and assembly and thus controlled the German population.
2. The Enabling Act was passed. It gave all powers to Hitler to Sideline Parliament and rule by decree.
3. All political parties except the Nazi Party were banned. All political opponents were imprisoned or assassinated.
4. The communists were suppressed and 'sent to concentration camps.
5. Special security forces such as the SA, SS, SD and Gestapo were created to control and order society in ways that the Nazis wanted. These forces were given extra constitutional powers.
6. In schools children were taught to be loyal and submissive hate and worship Hitler.
7. Nazi youth organisations, the like 'Jungvolk' and 'Hitler Youth' were created where the youth were taught to worship war and Hitler hate democracy, communism and Jews.
8. Media was used carefully to win the support for Hitler and Nazism. Nazi ideas were spread through visual images films, radio, posters and catchy slogans and leaflets.

NCERT Solutions for Class 9th Social Science History : <http://freehomedelivery.net/Chapter 4 Forest Society & Colonialism>

Question 1. Have there been changes in forest areas where you live ?

Find out what these changes are and why they have happened.

Answer There can be a variety of answers. A sample answer is given below

There have been a number of changes in forest areas in India since independence and some which have occurred in my district are as follows

- Entry to forest area is restricted and the Forest Department has posted guards to check any illegal entry
- Although, the number of trees in the forest has increased, reduction of rainfall in recent years has stunted the growth of trees.
- The Adivasi villagers living inside the forest areas are gradually leaving their traditional occupations and migrating to the towns for education and jobs.
- A number of wild animals like tigers and elephants are sometimes seen on the edges of the forest. but they do not venture out for fear of being killed by human beings. Earlier the tigers used to come into the nearby villages and take away animals and small children at night.

Question 2. Write a dialogue between a colonial forester Adivasi discussing the issue of hunting in the forest.

Answer A sample dialogue is given below

- **Colonial Forester (CF)** Who are you? What are you doing inside the forest this time?
- **Adivasi (A)** I am a villager living in XYZ village on the south edge of forest. I have come to hunt some animals for feeding my family.
- **CF** Don't you know that we have banned the hunting of animals in forest? Go away, you cannot be allowed to hunt animals. It is illegal.
- **A** I need the flesh of the animal so that my wife can cook the food. I regularly hunt for animals and nobody has stopped me before.
- **CF** No, you will not be allowed to do this. Only Britishers are allowed to hunt animals. Go back to your village. Otherwise, I will have you arrested.
- **A** Okay, if you say so, I will go. But I will return.

Questions

Question 1. Discuss how the changes in forest management in the colonial period affected the following groups of people.

- Shifting cultivators
- Nomadic and pastoralist communities
- Firms trading in timber/forest produce
- Plantation owners
- Kings/British officials engaged in shikar

Answer

(a) Shifting Cultivators

- European foresters regarded shifting cultivation as harmful for the forests. The government banned shifting cultivation.
- Shifting cultivators were forcibly displaced from their homes in the forests.

- Some had to change occupations, while some resisted through large and small rebellions.

(b) Nomadic and Pastoralist Communities

- The forest laws deprived people of their customary rights and meant severe hardship for the nomadic and pastoralist communities. They could not cut wood for their houses, could graze their cattle or collect fruits and roots. Hunting and fishing became illegal.

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- They were forced to steal wood. If they were caught, they were at the mercy of the forest guards and they would have to offer bribes to the guards.
- Many pastoralist and nomadic communities like the Korava, Karacha of the Madras Presidency lost their livelihoods.
- Some of the nomadic communities began to be called criminal tribes and were forced to work instead in factories, mines and plantations under government supervision.
- They were also recruited to work in plantations. Their wages were low and conditions of work very bad.

(c) Firms Trading in Timber/Forest Produce

- By the early nineteenth century, oak forests in England were disappearing. This created a problem of timber supply for the Royal Navy.
- By the 1820s, search parties were sent to explore the forest resources in India. Trees were felled on a massive scale and large quantities of timber were being exported from India.
- The colonial government took over the forests and gave vast areas to European planters at cheap rates.
- The British Government gave many large European trading firms the sole right to trade in the forest products of particular areas.
- The government gave contracts to contractors who cut trees indiscriminately and made huge profits.

(d) Plantation Owners

WE ARE WITH YOU.....

- Large areas of natural forests were also cleared to make way for tea, coffee and rubber plantations to meet Europe's growing need for these commodities.
- The colonial government took over the forests, and gave vast areas to European planters at cheap rates. These areas were enclosed and cleared of forests and planted with tea or coffee.
- Communities like Santhals from Assam, and Oraons from Jharkhand and Gonds from Chhattisgarh were recruited to work on tea plantations. Their wages were low and conditions of work very bad.
- The plantation owners, under the protection and rights given by the British Government, made huge profits.

(e) Kings/British Officials Engaged in Shikar

- In India, Shikar or hunting of tigers and other animals had been part of the culture of the court and nobility for centuries.
- Under colonial rule the scale of hunting increased to such an extent that various species became almost extinct.
- The British saw large animals as signs of a wild, primitive and savage society. They believed that by killing dangerous animals the British would civilize India.
- The British gave rewards for the killing of tigers, wolves and large animals on the grounds that they posed a threat cultivators.

- The Maharaja of Sarguja alone shot-1157 tigers and leopards upto 1957. A British Administrator George Yule 400 tigers.
- Over 80000 tigers, 150000 leopards and 200000 wolves Wet. killed for reward between 1875 and 1925.
- Initially certain areas of the forests were reserved for hunting.

Question 2. What were the similarities between colonial management of the forests in Bastar and Java?

Answer Forest management of Bastar in India was in the hands of the British and in Java it was in the hands of the Dutch.

- The Dutch, like the British, wanted timber to build ships and to make sleepers for railway tracks.
- Both the British and the Dutch enacted forest laws to control the forests and put restrictions on the customary rights of the local people. They were prevented from entering the forests, they could not graze cattle, or cut wood or take forest produce without permission.
- Both the governments banned shifting cultivation.
- Both the British and the Dutch introduced scientific forestry.
- The villagers in Bastar were allowed to stay on in the forests on the condition that they would provide free labour for the forest department in cutting and transportation of trees and protecting the forests from fire. Similarly, in Java the Dutch imposed rents on the cultivated land in the forests and then exempted some villages if they collectively provided free labour and buffaloes for cutting and transporting timber. This system was known as the 'blandongdiensten' system.
- When the exploitation by the British in Bastar and the Dutch in Java became too much, the forest communities in Bastar and Java revolted under Gundadhur and Surontiko Samin respectively. Both the revolts were crushed in 1910 and 1770 respectively

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Question 3. Between 1880 and 1920 forest cover in the Indian subcontinent declined by 9.7 million hectares, from 108.6 million hectares to 98.9 million hectares. Discuss the role of the following factors in this decline.

- Railways
- Ship building
- Agricultural expansion
- Commercial farming
- Tea/Coffee plantations
- Adivasis and other peasant users

Answer

(a) Railways

- The spread of railways from the 1850's created a new demand. Railways were essential for colonial trade and for the movement of imperial troops. To run locomotives. Wood was needed as fuel and to lay railway lines sleepers were essential to hold the tracks together. Each mile of railway track required between 1760 and 2000 sleepers.
- From the 1860's the railway network expanded rapidly. As the length of the railway tracks expanded a very large number of trees were felled. As early as the 1850s, in the Madras Presidency alone 35000 trees were cut annually for sleepers. Forests around the railway tracks started disappearing very fast. –

(b) Ship Building

- By the early 19th century, oak forests in England were disappearing. This created a problem of timber supply from the Royal Navy. English ships could not be built without a regular supply of

strong and durable timber. Imperial power could not be protected without ships. Therefore by the 1820's, search parties were sent to explore the forest resources of India.

- Within a decade trees were being felled on a massive scale and vast quantities of timber were being exported, leading to disappearance of forests.

(c) Agricultural expansion

- As population increased, the demand for food went up. Peasants extended the boundaries of cultivation by clearing forests.
- In the early 19th century, the colonial state thought that the forests were unproductive. They were considered to be wilderness that had to be brought under cultivation so, that the land could yield agricultural products and revenue, and enhance the income of the state. So between 1880 and 1920, cultivated area rose by 6.7 million hectares by clearing the forests.
- The demand for commercial crops like jute, sugar, wheat, cotton and raw material for industries increased. Therefore the British encouraged expansion of cultivation by clearing forests, leading to decline in forest cover.

(d) Commercial Farming of Trees

- In commercial farming, natural forests which had lots of different types of trees were cut down, in their place one type of trees was planted in straight rows, This is called a plantation, To promote plantation farming or commercial farming, different varieties of trees were cut down leading to loss of many species and loss of forest cover when the trees were cut for commercial use.

(e) Tea/Coffee Plantation

- Large areas of natural forests were also cleared to make way for tea, coffee and rubber plantations to meet Europe's growing need for these commodities.
- The colonial government took over the forests and gave vast areas to European planters at cheap rates,
- These areas were enclosed and cleared of forests and planted with tea or coffee.
- Plantations were large in area leading to loss of large forest areas.

(f) Adivasis and Other Peasant Users

- As in most parts of the world, shifting cultivation was done by the Adivasis and other peasant communities in India also,
- In shifting cultivation, parts of the forest area are cut and burnt in rotation. Seeds were sown in the ashes after the first monsoon rains and the crop was harvested by October-November, When fertility decreased, the process was repeated at another location. This led to a large loss of forests.

Question 4. Why are forests affected by wars?

Answer Forests are affected by wars because forest products are used for fulfilling various needs and requirements during war. In the case of India,

during the First World War and the Second World War the forest department cut trees freely to meet British war needs.

During the Second World War in Java just before the Japanese occupied the region, the Dutch followed 'a scorched Earth policy', destroying sawmills and burning huge piles of giant teak logs so that they did not fall into Japanese hands.

The Japanese exploited the forests recklessly for their war industries forcing villagers to cut down forests, Many villagers took this opportunity to expand cultivation in the forests. Thus, wars also led to destruction of forests.

NCERT Solutions for Class 9th Social Science History :

<http://freehomedelivery.net/Chapter 5 Pastoralists in the Modern World>

Question 1. Imagine that it is 1950 and you are a 60-year-old Raika herder living in post-Independence India. You are telling your grand-daughter about the changes which have taken place in your lifestyle after Independence. What would you say?

Answer Since the coming of independence, my life has changed quite a bit. Since now there is not enough pasture for our animals, we had to reduce the number of the animals we keep. We have changed our grazing grounds also, as those on the banks of the River Indus have gone into Pakistan and we are not allowed to go there.

So, we have found alternative grazing grounds in Haryana, where our herds go when the harvest has been cut. At this time they can feed on the stumps of the plants remaining and also fertilise the soil with manure from their excreta.

Your father did not like a herder's life and so he decided to become a farmer. I gave him my savings to buy some land and now he is cultivating food grains. I think you will have a much better life than what we had.

Question 2. Imagine that you have been asked by a famous magazine to write an article about the life and customs of the Maasai pre-colonial Africa. Write the article, giving it an interesting title.

Answer Peculiarities of Maasai Culture The word Maasai means 'My People' ('Maa' means My and 'sai' means people, in their language). They are traditionally nomadic and pastoral people. The males in their society are divided into two parts – Elders and Warriors. The elders belong to the higher age group and decide on the affairs of the community by meeting as a group and also settle disputes.

The Warriors are the younger group who are responsible for the protection of the tribe. They also organize cattle raids when required. Since cattle are their wealth, these raids assume importance. As in this way they are able to assert their power over other pastoral groups. However, the Warriors are subject to the authority of the Elders.

Question 3. Find out more about some of the pastoral communities marked in Figs. 11 and 13.

WE ARE WITH YOU.....

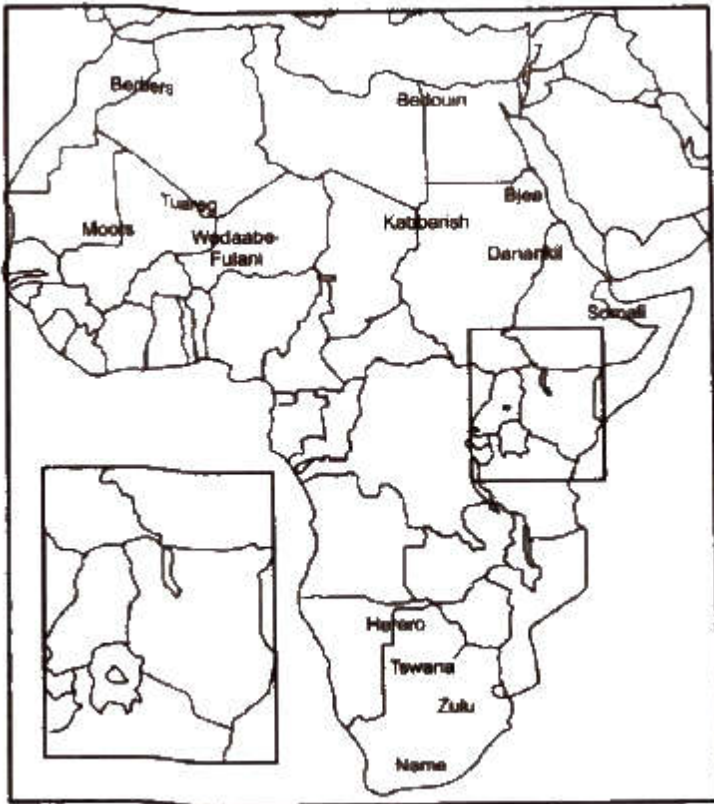


Fig. 11

Pastoralists in the Modern World

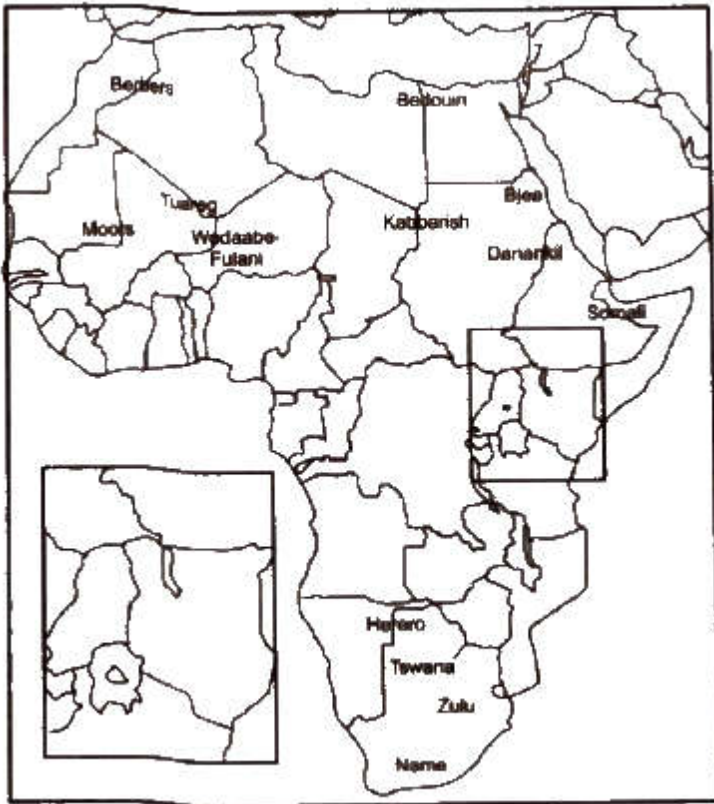


Fig. 11

Answer Do it yourself
Questions

Question 1. Explain why nomadic tribes need to move from one place to another? What are the advantages to the environment of this continuous movement ?

Answer Nomads are people who do not live in one place but move from one area to another to earn their living. Their main occupation is cattle rearing for which they need availability of water and pastures for grazing their animals. When the pastures get depleted they move to another place with their animals, looking for pasture and water. When the water and pasture get depleted they move again and keep repeating the cycle.

Advantages

- The movement of the nomads allows the pasture to regrow and recover.
- It helps to protect the ecology of the environment.
- It prevents the overuse of pastures.
- The cattle by the dung help in providing manure.

Question 2. Discuss why the colonial Government in India brought in the following laws. In each case explain how the law changed the lives of the pastoralists.

(a) Waste Land Rules

(b) Forest Acts

(c) Criminal Tribes Act

(d) Grazing Tax

Answer

(a) **Waste Land Rules** To the colonial officials all uncultivated land appeared to be unproductive Therefore grazing lands were also considered as wastelands as they produced neither revenue nor agricultural produce. The colonial government wanted to bring the grazing lands under cultivation so that they could get revenue and agriculture goods form this land.

According to wasteland rules. the uncultivated lands were taken over and given to select individuals who were granted concessions and encouraged to settle these lands.

Therefore, expansion of cultivation inevitably meant the decline of pastures and created problems and hardships for the pastoralists.

(b) **Forest Acts** By the mid nineteenth century. various Forest Acts were also being enacted in the different provinces of India. Through the

Forest Acts, the forests were divided into two categories; reserved forests and protected forests.

- **Reserved Forests** Some forests which produced commercially valuable timber like deodar or sal were declared 'Reserved'. No pastoralist was allowed access to these forests.
- **Protected Forests** In these forests some customary grazing rights of pastoralists were granted but their movements were severely restricted. They needed a permit for entry into the forests. The British believed that during grazing the herds trampled over the saplings and munched away the shoots and prevented trees from growing. So, they enacted these laws to protect the forests.

Effects of the Forest Acts Pastoralists could no longer remain in an area even if forage was available. They could enter only by getting permit for entry.

Pastoralists in the Modern World

If they overstayed the specified period of time they were liable to fines.

Their lives became difficult and full of hardships

Their traditional rights were severely restricted.

(c) **Criminal Tribes Act** The British officials were suspicious of nomadic people. They distrusted mobile craftsmen and traders who hawked their goods in villages and pastoralists who changed their places of residence every season, moving in search of good pastures for their herds.

Those who were nomadic were considered to be criminal and those who were settled as peaceable and law abiding.

In 1871, the colonial government passed the Criminal Tribes Act. By this Act many communities of craftsmen, traders and pastoralists were classified as criminal tribes.

They were stated to be criminal by nature and birth.

Effects of Criminal Tribes Act After this act was enforced, these communities were expected to live only in notified village settlements. They were not allowed to move out without a permit. The village police kept a continuous watch on them. They could no longer move from one place to another.

(d) Grazing Tax The Grazing Tax in India was introduced by the colonial government in the mid nineteenth century. Pastoralists had to pay tax on every animal they grazed on the pastures. The tax per head of cattle went up rapidly and the system of collection was made increasingly efficient. In the decades between the 1850s and the 1880s, the right to collect tax was auctioned out to contractors. The contractors tried to extract as high a tax as they could. By the 1880s, the government began collecting taxes directly from the pastoralists

Effects of the Grazing Tax Pastoralists had to pay tax on every animal they grazed on the pastures. The tax went up rapidly. So, the economic hardship of the pastoralists increased.

Question 3. Give reasons to explain why the Maasai community lost their grazing lands.

Answer European countries scrambled for possession of territories in Africa and sliced up the region into different colonies. In 1885, Maasailand was cut into half with an international boundary between British Kenya and German Tanganyika.

Subsequently, grazing lands were taken over for White settlement and the Maasai were pushed into a small area in South Kenya and North Tanganyika. The Maasai lost about 60% of their precolonial lands. Encouragement was given by the British colonial government in East Africa to peasant communities to expand cultivation and pasture lands were converted into cultivated fields.

Large areas of grazing land were also turned into game reserves like the Maasai Mara and Samburu National Park in Kenya and Serengeti Park in Tanganyika. Pastoralists were not allowed to enter these reserves. They could neither hunt animals nor graze herds in these areas.

Very often these reserves were in areas that had traditionally been regular grazing grounds for Maasai herds.

Question 4. There are many similarities in the way in which the modern world forced changes in the lives of pastoral communities in India and East Africa. Write about any two examples of changes which were similar for Indian pastoralists and the Maasai herder.

Answer Both India and East Africa were under the control and dominance of the European colonial powers with similar intentions and objectives.

In both places, the pastoral communities lost the pasture land because the colonial powers took control of these pastures and brought them under cultivation.

Both in India and East Africa, forest laws were made and the pastoralists were not permitted to use the forests for grazing or taking out forest produce.

So, in India and Africa, the pastures or the grazing land declined and created a lot of hardship for the pastoral communities.

NCERT Solutions for Class 9th Social Science History : <http://freehomedelivery.net/Chapter 6 Peasants and Farmers>

Question 1. Draw a timeline from 1650 to 1930 showing the significant agricultural changes which you have read about in this chapter.

Answer

Timeline of Agricultural Changes

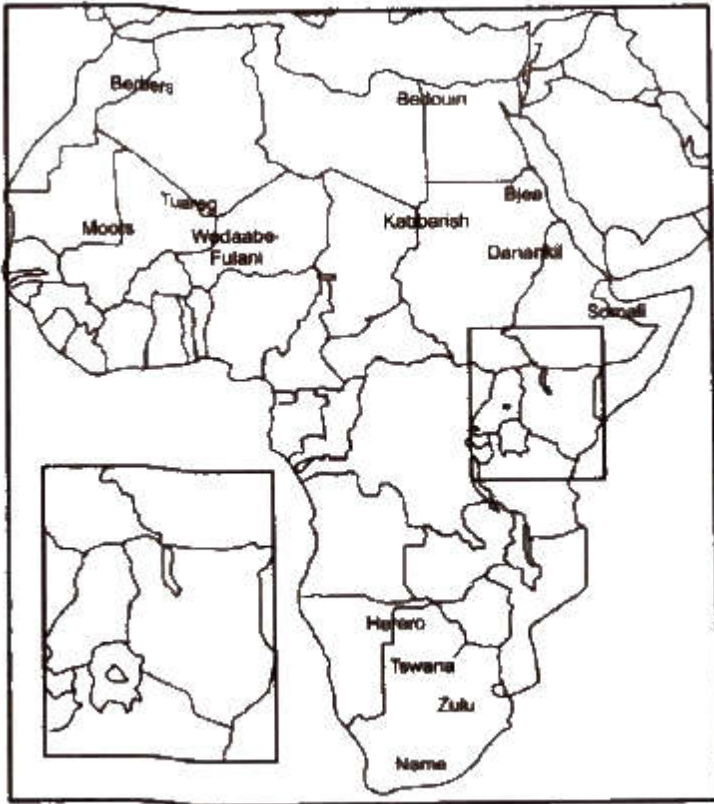


Fig. 11

Question 2. Fill in the following table with the events outlined in this chapter. Remember, there could be more than one change in a country.

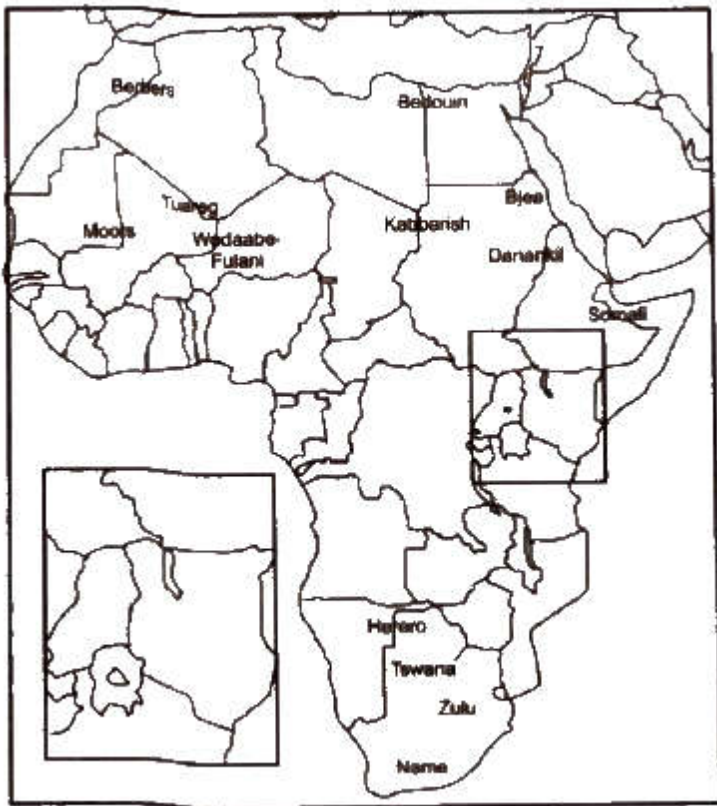


Fig. 11

Answer

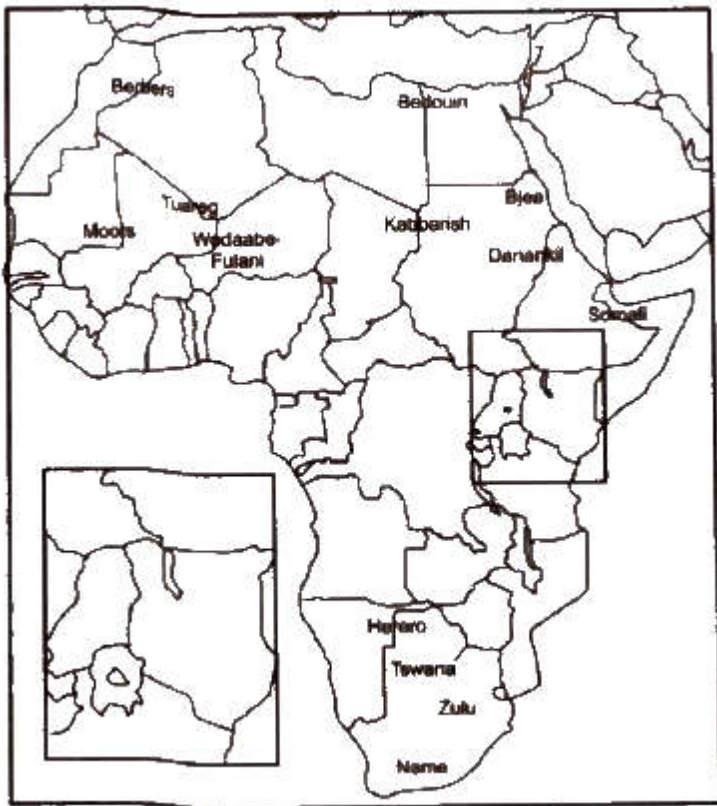


Fig. 11

Questions

Question 1. Explain briefly what the open field system meant to rural people in the 18th century England?

Look at the system from the point of view of

(a) a rich farmer

(b) a labourer

(c) a peasant woman

Answer


(a) **A Rich Farmer** The open field system was not beneficial for the rich farmer. A rich farmer preferred to expand his land holding by enclosing the open land. In the 18th century, the second round of enclosing open fields took place to increase grain production.

(b) **A Labourer** All villagers had access to common land or the open fields. The small poor farmers and labourers used the open fields for grazing sheep and cows. They fished in the rivers and ponds and hunted rabbit in common forests. For the poor labourer the open common land was essential for survival. It supplemented their meagre income, sustained their cattle and helped them tide over bad times when the crops failed.

(c) **A Peasant Woman** The poor woman collected fuelwood for fire and berries and fruit for food during the time of open fields and commons. So, it was beneficial to peasant women.

Question 2. Explain briefly the factors that led to the enclosures in England.

Answer The factors that led to the enclosure movement in England were the increase in prices of wool in the international market and the increased demand for foodgrains in England.

- 
- **Increase in Prices of Wool** In the 16th century, the price of wool in the international market went up so the rich farmers wanted to expand wool production to earn higher profits. They were eager to improve their sheep breeds and keen on controlling large areas of land in compact blocks to allow improved breeding so they started building hedges around their holdings to separate their property from that of others.
 - **Increased Demand for Grain** From the mid 18th century, the population of England expanded rapidly, more people were living in the cities and working in the factories. As urban population grew, demand for food grains increased and food grain prices rose.

Because of the war with France, trade was disrupted and import of grain from Europe declined, increasing prices of foodgrains in England. This encouraged landowners to enclose land and enlarge areas under grain cultivation, leading to the second enclosure movement.

Question 3. Why were threshing machines opposed by the poor in England?

Answer The poor labourers lived and worked on the land of the rich farmers for their livelihood and survival. During the Napoleonic wars the rich farmers introduced the threshing machines which reduced the demand for labour, as a result of which unemployment increased among the labourers.

The poor labourers thought that the machines were taking away their jobs and livelihoods and so they opposed the threshing machines and started destroying them and threatening the rich farmers to stop using them.

Question 4. Who was Captain Swing? What did his name symbolise or represent?

Answer Captain Swing was a mythical name used in the threatening letters written by the poor labourers in rural England to the rich farmers telling them to stop using threshing machines or face the consequences. The rich farmers had introduced threshing machines, due to which demand for labour decreased which caused the labourers to become agitated.

The name Captain Swing symbolised or represented the anger of the poor labourers in rural England who wanted return to the pre machine days when human labour was used.

Question 5. What was the impact of the westward expansion of settlers in the USA ?

Answer With the westward expansion of settlers in USA the landscape of the country was transformed radically. White Americans had moved westward and established control upto the West coast, displacing local tribes and carving out the entire landscape into different agricultural belts.

USA came to dominate the world market in agricultural produce. The local American Indians were driven out from their homeland. Many wars were fought in which Indians were massacred and their villages burnt. Gradually, the whole of America was taken over by the white settlers.

Question 6. What were the advantages and disadvantages of the use of mechanical harvesting machines in the USA?

Answer Advantages The new machines helped in breaking the hard ground with tractors and disk ploughs, clearing vast stretches for wheat cultivation.

The mechanical reaper invented by Cyrus McCormick could cut in one day as much as five men could cut with cradles and 16 men with sickles. With a combined harvester 500 acres of wheat could be harvested in two weeks. With power driven machinery four men could plough, seed and harvest 2,000 to 4,000 acres of wheat in just two weeks.

Disadvantages

- **Unemployment** Introduction of machines reduced the need for labour leading to unemployment on a large scale.
- **Unpaid Debts** Many poor farmers in USA had bought machines by taking loans from banks, but due to increased production there was surplus of food grains and storehouses overflowed. Prices fell, export collapsed, leading to an agrarian depression. due to which the farmers could not pay back the bank loans. So, they deserted their farms and looked for jobs elsewhere.
- **Dust Bowl** To expand cultivation, tractors had turned the soil over and broken the sod into dust. Over a period of time, overuse turned the whole region into a dust bowl, leading to terrifying dust storms called 'black blizzards' which blinded and choked the people; the animals were suffocated to death. The rivers were coated with dust and the fish died. The machinery was clogged with dust, and there was a huge damage to life and property.

Question 7. What lessons do we draw from the conversion of the countryside in the USA from a bread basket to a dust bowl?

Answer Overuse and overexploitation of the soil for cultivation by machinery turned the soil into dust, ultimately leading to dust storms. These suffocated the people and cattle leading to their death, and clogged the machines and the tractors and damaged them beyond repair. The bread basket had turned into a dust bowl.

From this experience we learn that we should not overuse and over exploit our resources because it leads to ecological damage and environmental imbalance. To avoid that we should have respect for nature and ecology for a better future.

Question 8. Write a paragraph on why the British insisted on farmers growing opium in India?

Answer In the late 18th century, the east India Company was buying tea and silk from China for sale in England. As tea became a popular English drink, trade in tea became important, moving upto 50 million pounds in value. This created a problem because England at this time produced nothing that could be sold in China. The Chinese were suspicious of foreign goods and Chinese rulers did not allow foreign goods to enter China, so payment could be made only in silver coins or bullion which was unacceptable to the British because it would impoverish the nation.

The British therefore started an illegal trade in opium with Chinese merchants. The profit from opium trade could be used to buy tea and silk from China. The British needed more and more opium to export to China and therefore they insisted that Indian farmers should grow opium to fulfil the opium demand from China.

Question 9. Why were the Indian farmers reluctant to grow opium?

Answer The Indian farmers were reluctant to grow opium because of the following reasons

- **First** The crop had to be grown on the best land, on the fields that lay near the villages and were well manured. On this, the farmers usually produced pulses. If they planted opium on this

land, then pulses could not be grown there or they would have to be grown on inferior land where harvests were poorer and uncertain. “

- **Second** Many cultivators owned no land. To cultivate opium they had to pay rent and lease land from landlords and the rent charged on good lands near the villages was very high.
- **Third** The cultivation of opium was a difficult process. The plant was delicate and Cultivators had to spend long hours nurturing it. This meant that they did not have enough time to care for other crops. Fourth, the price which the government paid to the cultivators for the opium they produced was very low. It was unprofitable for the cultivators to grow opium at that price.

NCERT Solutions for Class 9th Social Science History :

<http://freehomedelivery.net/Chapter 7 History & Sports :>

The Story of Cricket

Question 1. Imagine a conversation between Thomas Arnold, the headmaster of Rugby School, and Mahatma Gandhi on the value of cricket in education. What would each say? Write out a conversation in the form of a dialogue.

Answer

A sample conversation is given below Thomas Arnold (TA) I am surprised that you are opposing the inclusion of cricket as a game in the schools, Mr Gandhi.

Mahatma Gandhi (MG) I think only the games which suit the boys and are traditionally played In India should be included in schools.

TA Why do say this? Cricket is a good exercise, besides building up team spirit and also leadership qualities in the boys. It fosters sportsman's spirit. It is really a gentleman's game.

MG I think cricket takes a long time to play. One whole day wasted on just a game! Also it is too expensive. Indian boys will not be able to buy all the equipment needed for a game of cricket. Besides, it reminds us of you British. We want the boys to enjoy games, not think of how we have been colonised.

TA Cricket is a modern game which imparts discipline to the boys. You have no such Indian traditional game.

MG No, I do not agree. Cricket is dividing our nation on a communal basis and so should not be included.

Question 2. Find out the history of anyone local sport. Ask your parents and grandparents how this game was played in their childhood. See whether it is played in the same way now. Try and think of the historical forces that might account for the changes.

Answer: Do it yourself. You can consider Kabaddi, as it is still very popular.

Questions :

Question 1. Test cricket is a unique game in many ways. Discuss some of the ways in which it is different from other team games. How are the peculiarities of test cricket shaped by its historical beginnings as a village game?

Answer : Test cricket is a unique game in many ways and different from other team games.

1. One of the peculiarities of test cricket is that a match can go on for five days and still end in a draw. No other modern team sport takes even half as much time to complete.
2. A football match is generally over in an hour and a half of playing time.
3. Even baseball a long drawn out bat and ball game by standards of modern sport, completes hire innings in less than half the time that it takes to play a limited overs match the shortened version of modern cricket.
4. Most of the team sports, such as hockey and football lay down the dimensions of the playing area cricket does not. Grounds can be oval like the Adelaide OVO; or nearly circular like Chepauk in Chennai,
5. Cricket began as a village game and crickets connection with the rural past can be seen in the length of a test match. Originally, cricket matches had no time limit. The game went on for as long as it took to bowl out a side twice because the rhythms of village life were slower and cricket rules were made before the Industrial Revolution.
6. In the same way, vagueness about the size of a cricket ground is a result of its rural origins. Cricket was originally played on country commons, unfenced land that was public property. The size of the commons varied from one village to another, so there were no designated boundaries or boundary hits.

Question 2. Describe one way in which in the 19th century, technology brought about a change in equipment and give one example where no change in equipment took place.

Answer

In the 19th century with changing times the game of cricket both changed and also remained true to its origins in rural England.

(i) Change in Equipment In the matter of protective equipment, cricket has been influenced by technological change. The invention of vulcanised rubber led to the introduction of pads in 1848, and protective gloves soon afterwards followed by helmets made of out of metal and synthetic light weight materials. Once the bat was made of a single piece of wood. Now it consists of two pieces, the blade which is made out of the wood of the willow tree and the handle which is made out of cane.

(ii) No Change in Equipment Cricket's most important tools are all made of natural, pre-industrial materials.

The bat is made of wood as are the stumps and the bails.

The ball is made with leather, twine and cork.

Even today both bat and ball are handmade, not industrially manufactured.

Question 3. Explain why cricket became popular in India and the West Indies. Can you give reasons why it did not become popular in countries in South America?

Answer : The pre-industrial oddness of cricket made it a hard game to export.

It took root only in countries that the British conquered and ruled.

In these colonies, cricket was established as a popular sport either by white settlers (as in South Africa Zimbabwe, Australia, New Zealand, the West Indies and Kenya) or by local elites who wanted to copy the habits of their colonial masters as in India.

Cricket was a British game. It did not become popular in the countries of South America because the British did not colonise and rule these countries as they did in Asia and Africa and therefore these countries remained

unexposed to cricket in the early years of the game.

Question 4. Give brief explanations for the following.

(a) The Parsis were the first Indian community to set up a cricket club in India.

(b) Mahatma Gandhi condemned the Pentangular tournament.

(c) The name of ICC was changed from the Imperial Cricket Conference to the International Cricket Conference.

(d) The shift of the ICC headquarters from London to Dubai.

Answer The first Indian community to start playing the game of cricket in India was the small community of Zoroastrians, the Parsis.

(a)

- They came into close contact with the British because of their interest in trade and were the first Indian community to Westernise themselves.
- The Parsis founded the first Indian Cricket Club, the Oriental Cricket Club, in Bombay in 1848.
- Parsi clubs were funded and sponsored by Parsi businessmen like the Tatas and the Wadias.
- The Parsis built their own Gymkhana to play cricket in.
- A Parsi team beat the Bombay Gymkhana at cricket in 1889.
- The establishment of the Parsi Gymkhana became a precedent for other Indians who, in turn, established clubs based on the idea of a religious community.

(b) Mahatma Gandhi condemned the Pentangular tournament as a communally divisive competition that was out of place in a time when nationalists were trying to unite India's diverse population into a cohesive force, a force which would strengthen the National Movement.

(c) The name of the ICC was changed from the Imperial Cricket Conference to International Cricket Conference as late as 1965. Till then it was dominated by its founding members, England and Australia, which retained the right to veto its proceedings.

This privileged position of England and Australia was scrapped in 1989 in favour of equal membership of all the test playing countries.

(d) The shift of the headquarters of the ICC from London to Dubai took place because the technology of satellite television and the worldwide reach of multinational television companies created a global market for cricket. Matches in Sydney could be watched live in Surat.

Since India had the largest viewership for the game amongst the cricket playing nations and the largest market in the cricketing world the game's centre of gravity shifted to South Asia.

This shift was symbolised by the shifting of the ICC headquarters from London to tax free Dubai.

The shifting of the ICC headquarters from London to Dubai marked the end of the Anglo-Australian domination over the game of cricket.

Question 5. How have advances in technology, especially television technology affected the development of contemporary cricket?

Answer : The 1970's was the decade in which cricket was transformed. Kerry Packer, an Australian television tycoon, signed up fifty of the world's leading cricketers and for two years conducted unofficial tests and one day internationals under the name of world series cricket.

- Televised coverage expanded the audience for the game by beaming cricket into small towns and villages.
- Coloured dress, protective helmets, field restrictions and cricket under lights became popular.
- Cricket boards became rich by selling television rights to television companies.
- Television channels made money by selling sports to companies for large sums of money to air their commercials to the captive television audience.
- Continuous television coverage made the cricketers celebrities, who now made large sums of money by making commercials for a wide range of products from tyres to colas on television.
- The technology of satellite television and the worldwide reach of multinational companies created a global market for cricket, making it highly popular.

NCERT Solutions for Class 9th Social Science History :

<http://freehomedelivery.net/Chapter 8 Clothing : A Social History>

Question 1 Imagine you are the 14-year-old child of a trader. Write a paragraph on what you feel about the sumptuary laws in France.

Answer The sumptuary laws in France are aimed at controlling the behaviour of those considered socially inferior by the aristocracy. These laws prevented individuals from the lower strata of society, like my trading family, from wearing certain clothes, consuming certain foods and beverages, and hunting game in certain areas.

These laws have been in existence in France for 500 years. They do not want us enjoy our lives, even if we have the money to do so. This has also reduced our customers, as we are able to sell the good things to only a limited number of people. So, now my father is trying to sell the expensive goods in other European countries by exporting them.

Question 2. Can you think of any expectations of proper and improper dress which exist today? Give examples of two forms of clothing which would be considered disrespectful in certain places but acceptable in others.

Answer : The quality and applicability of dresses on various occasions and at various locations make them acceptable or disrespectful. Our expectations of a dress would be that it should be comfortable and not hampering movement, cover the body adequately so it does not appear indecent and that it should cover us against any adverse weather conditions like intense heat, freezing cold and so on.

Forms of clothing which may be considered acceptable or disrespectful in different situations can be as follows

1. A pyjama – kurta will be acceptable if worn at home, but will not suit a dress for a modern office job, where western style dress will be more suitable.
2. If a lawyer is arguing a case in Court and attends it wearing Jeans and T-shirt, it will be considered disrespectful to the Court. However, if the lawyer is attending a picnic with his family and friends with the same Jeans and T-shirt, it will be considered appropriate.

Questions :

Question 1. Explain the reasons for the changes in clothing patterns and materials in the 18th century.

Answer : Changes in clothing patterns and materials in the 18th century took place due to events like the French Revolution, which ended the restrictions imposed by the sumptuary laws.

Due to colonialism, different cultures came into contact with each other and were in turn influenced by each other's cultures dress styles. Thus, changes took place in the clothing patterns.

Trade with India brought the beautiful and easy to maintain Indian chintzes within the reach of Europeans.

Question 2. What were the sumptuary laws in France?

Answer : In medieval Europe, dress codes were sometimes imposed upon members of different layers of the society through actual laws which were spelt out in some detail.

From about 1294 to the time of the French Revolution in 1789, the people of France were expected to strictly follow what were known as 'sumptuary laws'.

The sumptuary laws tried to control the behaviour of those considered social inferior, preventing them from wearing certain clothes, consuming certain food and beverages and hunting game in certain areas.

In France, the items of clothing a person could purchase per year was regulated not only by income but also by social rank. The material to be used for clothing was also legally prescribed.

Only royalty (the ruling class) could wear expensive material like ermine and fur or silk and brocade.

The lower classes could not clothe themselves with materials that were associated with the aristocracy.

Question 3. Give any two examples of the ways in which European dress codes were different from Indian dress codes.

Answer

European Dress Code

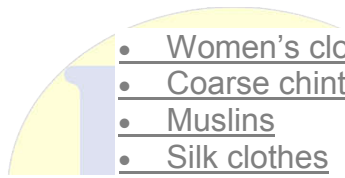
1. Europeans used to wear hats

which were removed before social

superiors as a sign of respect

2. The dress code In Europe was influenced by apersons economic and social status.

Question 4. In 1805, a British official Benjamin Heyne, listed the manufactures of Bangalore which included the following



- Women's cloth of different musters and names
- Coarse chintz
- Muslins
- Silk clothes

Of this list, which kind of cloth would have definitely fallen out of use in the early 1800's and why?

Answer : In the early 1800s, the East India Company was exporting a large quantity of silk clothes, coarse chintz and muslin to England, as such clothes were not available 'n England or even in Europe. Due to this, such cloth material became expensive in India and so they fell out of use Also, western clothes were influencing the men in Indian society and they were adopting to the mill-made clothes quickly. Trus further led to reduction in use of silk, coarse chintz and muslin.

Question 5. Suggest reasons why women in 19th century India were obliged to continue wearing traditional Indian dress even when men switched over to more convenient Western clothing. What does this show about the position of women in society?

Answer

In the 19th century, Indian men SWitched over to more convenient Western clothing but wernen were obliged to continue wearing traditiona. Indian dress because they were bound by the traditions, customs and social values of India. Indian society was a patriarchal society or a male dominated society and women were supposed to uphold the family honour and wear traditional clothes. This implies that the women were constcered inferior to men In Indian society.

Question 6. Winston Churchill described Mahatma Gandhi as 'Seditious Middle Temple Lawyer' now 'posing as a half naked fakir'.

What provoked such a comment and what does it tell you about the symbolic strength of Mahatma Gandhi's dress?

Answer : Winston Churchill described Mahatma Gandhi as a 'Seditious Middle Temple Lawyer' now 'posing as a half naked fakir' because Mahatma Gandhi adopted the dress of the poorest Indian. He started to wear a short dhoti without a shirt, which he even wore when he went to England for the Round Table Conference in 1931.

He wanted to identify himself with the poor common man of India, to support Swadeshi Movement and encourage boycott of British goods to show resistance to the British. Discarding of Western clothing and

adoption

of the simple dhoti and sometimes a chadder served as a symbolic weapon against British rule.

Question 7. Why did Mahatma Gandhi's dream of clothing the nation in khadi appeal only to some sections of Indians?

Answer : Mahatma Gandhi's dream of clothing the nation in khadi appealed only to some sections of Indian because

1. Those who had been deprived of proper dress by caste norms for centuries were attracted to Western dress styles and other nationalists such Babashaheb Ambedkar never gave up his western style suit.
2. Earlier, many dalits and other so called subordinate classes were prevented from dressing like upper castes: Woman of the Shanar caste were not allowed to cover their upper body parts or use umbrellas, wear shoes or golden ornaments. They now started experimenting and wearing Western clothes and did not favour khadi.
3. Khadi was expensive and the poor could not afford it.
4. Khadi was usually white and in India white clothes are worn when there is a death. Widows wear white saris and the dead body is covered with a white cloth. So khadi was not worn by many people.
5. Khadi was very costly to buy and most people could not make it home. So, the poor people could not wear khadi.

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