HISTORY NOTES FOR CLASS IX – SA2

**Forest Society and Colonialism**

***Deforestation***

The disappearance of forests or destruction of forest by humans for various reasons is referred to as deforestation.

***The causes of deforestation by the British in India***

1.      The British directly encouragedthe production of commercial crops like jute, sugar, andcotton. The demand for these crops increased in nineteenth-century Europe where foodgrains were needed to feed the growing urbanpopulation and raw materials were required for industrialproduction.

2.      In the early nineteenth century, the British thought that forests were unproductive. Forests were consideredto be wilderness that had to be brought under cultivation so thatthe land could yield agricultural products and revenue, and enhancethe income of the British.

3.      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 of India. Within a decade, trees were being felled on a massive scale and vast quantities of timber were being exported from India.

4.      The spread of railways from the 1850s 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, andto lay railway lines sleepers were essential to hold the tracks together.Each mile of railway track required around 2,000 sleepers. By 1890, about 25,500 km of track had been laid. In 1946, the length of the tracks had increased to over 765,000 km.As the railway tracks spread through India, a larger and larger number of trees were felled. As early as the 1850s, in the Madras Presidency alone, 35,000 trees were being cut annually for sleepers. The government gave out contracts to individuals to supply the required quantities. These contractors began cutting trees indiscriminately. Forests around the railway tracks fast started disappearing.

5.      Large areas of natural forests were also cleared to make way fortea, coffee and rubber plantations to meet Europe’s growing needfor these commodities. The colonial government took over theforests, and gave vast areas to European planters at cheap rates.

***Dietrich Brandis’s advice for commercial forest:***

The British invited a German forest expert, Dietrich Brandis, for advice, and made him the first InspectorGeneral of Forests in India.

1.      Brandis realized that a proper system had to be introduced to manage the forests and people had to be trained in the science of conservation.

2.      Rules about the use of forest resources had to be framed. This system would need legal sanction.

3.      Felling of trees and grazing had to berestricted so that forests could be preserved for timber production.Anybody who cut trees without following the system had to be legally punished.

4.      Brandis set up the Indian Forest Service in 1864

5.       He helped to formulate the Indian Forest Act of 1865.

6.      He set up the Imperial Forest Research Institute at Dehradun in 1906.

7.      After the Forest Act was enacted in 1865, it was amended twice,once in 1878 and then in 1927. The 1878 Act divided forests intothree categories: reserved, protected and village forests. The bestforests were called reserved forests. Villagers could not take anythingfrom these forests.

***Scientific Forestry***

In scientific forestry –forests with mixed trees are cleared and one kind of trees are planted at straight rows to cultivate timber for railway and ship building

***Forest management***

A system of cuttingtrees controlled by the forest department,in which old trees are cut and new onesplanted in straight lines for British railway and Navy.

***How didforest acts affect the Lives of Forest People?***

1.      Foresters wanted forests with a mixture of species to satisfy different needs such as fuel, food, fodder, leaves. The forest departmenton the other hand wanted trees which were suitable for buildingships or railways. So the British did not allow the foresters to collect them.

2.      After the Forest Act, all their everyday practices cutting wood for theirhouses, grazing their cattle, collecting fruits and roots, hunting and fishing became illegal. People were now forced to steal woodfrom the forests, and if they were caught, they were severely punished.

3.      One of the major impacts of European colonialism was on the practiceof shifting cultivation or ***swidden*** agriculture. In **shifting cultivation**, parts of the forest are cut and burnt in rotation.Seeds are sown in the ashes after the first monsoon rains, and the crop isharvested by October-November. (**European foresters regarded this practice as harmful for the forests.**They felt that land which was used for cultivation every few years could not grow trees for railway timber. When a forest was burnt, there was the added danger of the flames spreading and burning valuable timber.Shifting cultivation also made it harder for the government to calculate taxes. Therefore, the government decided to ban shifting cultivation.)

4.      The new forest laws changed the lives of forest dwellers in yet anotherway. Before the forest laws, many people who lived in or near forestshad survived by hunting deer, partridges and a variety of smallanimals. This customary practice was prohibited by the forest laws.Those who were caught hunting were now punished for poaching.

5.      Adivasi communities were trading elephants and other goods like hides, horns, silk cocoons, ivory, bamboo, spices, fibres, grasses, gums and resins etc. With the coming of the British, trade was regulated and the government gave monopoly rights to large European trading firms to trade in the forestproducts.

***Location of Bastar and believes of the People of Bastar***

1.      Bastar is located in the southernmost part of Chhattisgarh andborders Andhra Pradesh, Orissa and Maharashtra. The central partof Bastar is on a plateau.

2.      A number of differentcommunities live in Bastar such as Maria and MuriaGonds, Dhurwas,Bhatras and Halbas. They speak different languages but sharecommon customs and beliefs.

3.      The people of Bastar believe that eachvillage was given its land by the Earth, and in return, they look afterthe earth by making some offerings at each agricultural festival. They show respect to the spirits of the river, the forest and the mountain.

4.      Since each village knows where itsboundaries lie, the local people look after all the natural resourceswithin that boundary. If people from a village want to take somewood from the forests of another village, they pay a small fee called*devsari*,*dand*or *man*in exchange.

5.      Some villages also protect their forestsby engaging watchmen and each household contributes some grainto pay them. Every year there is one big hunt where the headmen ofvillages meet and discuss issues ofconcern, including forests.

***Causes for Bastar rebellion***

1.      When the colonial government proposed to reserve two-thirds ofthe forest in 1905, and stop shifting cultivation, hunting and collectionof forest produce, the people of Bastar were very worried.

2.      Somevillages were allowed to stay on in the reserved forests on the conditionthat they worked free for the forest department in cutting andtransporting trees, and protecting the forest from fire. So these came to be known as **forest villages**.

3.      People of other villageswere displaced without any notice or compensation. Villagers had been suffering from increased land rents and frequentdemands for free labour and goods by colonial officials.

4.      Then the terrible famines came, in 1899-1900 and again in 1907-1908. Rebellion became inevitable.

***How was the Bastar Rebellion organized?***

1.      People began to gather and discuss these issues in their village councils,in bazaars and at festivals or wherever the headmen and priests ofseveral villages were assembled.

2.      The initiative was taken by theDhurwas of the Kanger forest, where reservation first took place. Leader of the rebellion was GundaDhur, from village Nethanar. They used weapons like mango boughs, a lump of earth, chillies andarrows, which began circulating between villages.

3.      These were actuallymessages inviting villagers to rebel against the British. Every villagecontributed something to the rebellion expenses.

4.      Bazaars were looted,the houses of officials and traders, schools and police stations wereburnt and robbed, and grain redistributed. Most of those who wereattacked were in some way associated with the colonial state and itsoppressive laws.

5.      It took threemonths (February - May) for the British to regain control. However,they never managed to capture GundaDhur.

***Results of the Bastar Rebellion***

1.      In a major victoryfor the rebels, work on reservation was temporarily suspended.

2.      The area to be reserved was reduced to roughly half of thatplanned before 1910.

***Causes for forest Rebellion in Java***

1.      The Dutch wanted timber from Java tobuild ships. They banned the Practice of shifting cultivation.The Dutch enacted forest laws in Java, restricting villagers’ access to forests.

2.      Nowwood could only be cut for specified purposeslike making river boats or constructing houses,and only from specific forests under closesupervision.

3.      Villagers were punished forgrazing cattle in young stands, transportingwood without a permit, or travelling on forestroads with horse carts or cattle.

4.      As in India, the need to manage forests forshipbuilding and railways led to theintroduction of a forest service by the Dutch in Java.

5.      The Dutchfirst imposed rents on land being cultivated in the forest and thenexempted some villages from these rents if they worked collectivelyto provide free labour and buffaloes for cutting and transportingtimber. This was known as the ***blandongdiensten***system.

.

***Forest Rebellion in Java or Saminist Movement in Java***

1.      In 1890s, SurontikoSamin a teak forestvillager began questioning state ownership of the forest. He argued thatthe state had not created the wind, water, earth and wood, so it could notown it.

2.       Soon a widespread movement developed. Amongst those whohelped organise it were Samin’s sons-in-law.

3.      By 1907, 3,000 familieswere following his ideas. Some of the Saminists protested by lying downon their land when the Dutch came to survey it, while others refused topay taxes or fines or perform labour.

***World Wars and Deforestation***

1.      The First World War and the Second World War had a major impacton forests. In India, working plans were abandoned at this time, andthe forest department cut trees freely to meet British war needs.

2.       InJava, just before the Japanese occupied the region, the Dutch followeda**scorched earth policy**, destroying sawmills, and burning hugepiles of giant teak logs so that they would not fall into Japanesehands.

3.      The Japanese then exploited the forests recklessly for theirown war industries, forcing forest villagers to cut down forests.

4.      After the war, it was difficult for the Indonesian forest serviceto get this land back. As in India, people’s need for agricultural landhas brought them into conflict with the forest department’s desireto control the land and exclude people from it.

**History and Sport: The Story of Cricket**

***The peculiarities of Test cricket and reasons for peculiarities***

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.      Another curious characteristic of cricket is that the length of the pitch is specified as 22 yards but the size or shape of the ground is not. Most other team sports, such as hockey and football lay down the dimensions of the playing area but cricket does not.

3.      Cricket’s connection with a rural past can be seen in the length of a Test match. The rhythms of village life were slower and cricket’s rules were made before the Industrial Revolution so the match is played for many days.

4.      In the same way, cricket’s vagueness about the size of a cricket ground is a result of its village origins. Cricket was originally played on country common forests which were unfenced land that was public property.The size of the commons varied from one village to another.

***The first written Laws of Cricket in 1744***

1.      The principals (rulers) shallchoose from amongst the gentlemen (rich batsmen) present.

2.      The twoumpires who shall absolutely decide all disputes.

3.      The stumps must be 22 inches high and the bailacross them six inches.

4.      The ball must be between5 and 6 ounces, and the two sets of stumps 22 yards apart.

5.      There were no limits on the shapeor size of the bat.

***MCC’s first revision of Cricket laws or Cricket Laws after 1760s***

1.      During the 1760s and 1770s it became common to pitch the ball through the air, rather than roll it along the ground.

2.      This change gave bowlers the option of the replacement of the curved bat with the straight one.

3.      The weight of the ball was limited to between 5½ and 5¾ ounces,and the width of the bat to four inches.

4.      In 1774, the first leg-before law was published.

5.      At this time, a third stump became common. This year also saw the creation of the first six-seam cricket ball.

***Important changes occurred in Cricket in the nineteenth century***

1.      The rule about wide balls was applied

2.      The exact circumference of the ball was specified.

3.      Protective equipment like pads and gloves became available.

4.      Boundaries were introduced where previously all shots had to be run.

5.      Most importantly, overarm bowling became legal.

***How cricket both changed with changing times and yet fundamentally remained true to its origins in rural England***?

1.      Cricket’s most important tools are all madeof natural, pre-industrial materials. The bat is made of wood as arethe stumps and the bails. The ball is made with leather, twine andcork. Even today both bat and ball are handmade, not industriallymanufactured.

2.      But in the matter of protective equipment, cricket has been influenced by technological change. The introduction of pads, protective gloves and helmets madeout of metal and synthetic lightweight materials is a change in cricket.

***The organisation of cricket in England reflected the nature of English society***.

1.      The rich who could afford to play it for pleasure were called amateurs and Gentlemen the poor who played it for a living were called professionals and players. (The rich were amateurs for two reasons. They considered sport a kind of leisure. There was not enough money in the game for the rich to be interested. )

2.      The wages of professionals were paid by **patronage**or **subscription**or gate money. But the amateurs did not take money for playing.

3.      The social superiority of amateurs was built into the customs of cricket. Players entered the ground from different entrances. Amateurs tended to be batsmen,leaving the energetic, hardworking aspects of the game, like fast bowling, to the professionals.

4.      The laws of the game always give the benefit of the doubt to the batsman. Cricket is a batsman’s game because its rules were made to favour Gentlemen, who did most of the batting.

5.      The social superiority of the amateur was also the reason the captain of a cricket team was traditionally a batsman: not because batsmen were naturally better captains but because they were generally Gentlemen (Rich).

***It is often said that the battle of Waterloo was won on the playing fields of Eton. OR Britain’s military success was based on the values taught to schoolboys in its public schools.***

1.      Eton was the most famous Public school which trained English boys for careers in the military,the civil service and the church, the three great institutions of imperial England.

2.      Thomas Arnold, founder of the modern public school system, saw team sport like cricket as an outdoor play, but as an organised way of teaching English boys the discipline, the importance of hierarchy,the skills, the codes of honour and the leadership qualities that helped them build and run the British Empire.

3.      Victorian empire builders justified the conquest of other countries as an act of unselfish social service to the civilizing influence of British law and Western knowledge.

4.      In actual fact the Napoleonic wars were won because of the economic contribution of the iron works of Scotland and Wales, the mills of Lancashire and the financial houses of the City of London.

5.      It was the English lead in trade and industry that made Britain the world’s greatest power, but they believed that it was the superior character of its young men, built in boarding schools,playing gentlemanly games like cricket, that tipped the balance.

***Spread of Cricket in the West Indies***

1.      While British imperial officials brought the game to the colonies, they made little effort to spread the game and the Afro-Caribbean population was discouraged from participating in organized club cricket, which remained dominated by white plantation owners and their servants.

2.      The first non-white club in the West Indies was established towards the end of the nineteenth century, and even in this case its members were light-skinned **mulattos**.

3.      Despite the exclusiveness of the white cricket elite in the West Indies, the game became hugely popular and success at cricket became a measure of racial equality and political progress.

4.      At the time of their independence many of the political leaders of Caribbean countries like Forbes Burnham and Eric Williams saw in the game a chance for self-respect and international standing.

5.      When the West Indies won its first Test series against England in1950, it was celebrated as a national achievement, as a way of demonstrating that West Indians were the equals of white Englishmen.

***What were two ironies about West Indies victory over English***

1.       West Indian team that won was captained by a white player.

2.      West Indies cricket team represented not one nation but several dominions that later became independent countries.

***Spread of Cricket in India***

1.      Cricket in colonial India was organised on the principle of race and religion. The first record we have of cricket being played in India is from 1721. The first Indian club, the Calcutta Cricket Club, was established in 1792 by British military men and civil servants.

2.      The origins of Indian cricket, that is, cricket played by Indians are tobe found in Bombay and the first Indian community to start playing the game was the small community of Zoroastrians, the Parsis, founded the first Indian cricket club, the Oriental Cricket Club in Bombay in 1848.

3.      By the 1890s, Hindus and Muslims were busy gathering funds and support for a Hindu Gymkhana and an Islam Gymkhana.

4.      This history of gymkhana cricket led to first-class cricket being organised on communal and racial lines. The teams that played colonial India’s greatest and most famous first-class cricket tournament did not represent regions, but religious communities.

5.      The tournament was initially called the Quadrangular, because it was played by four teams: the Europeans, the Parsis, the Hindus and the Muslims. It later became the Pentangular when a fifth team was added, namely, the Rest, which comprised all the communities left over, such as the Indian Christians.

***Decolonisation and Fight against Racial (Discrimination) segregation in Cricket***

1.      Decolonisation, the process through which different parts of European empires became independent nations, this process led to the decline of British influence in trade, commerce, military affairs, international politics and, sporting matters(cricket).

2.      Even after Indian independence kick-started the disappearance of the British Empire, the regulation of international cricket remained the business of the *Imperial Cricket Conference*. The ICC was renamed as the International Cricket Council.

3.      Cricket’s centre of gravity is shifted to South Asia. This shift was symbolized by the shifting of the ICC headquarters from London to tax-free Dubai.

4.      Australia and New Zealand, continued to play Test cricket with South Africa, a racist state that practiced a policy of racial segregation which, barred non-whites from representing that country in Test matches.

5.      Test-playing nations like India, Pakistan and the West Indies boycotted South Africa, but they did not have the necessary power in the ICC to debar that country from Test cricket. Newly decolonised nations of Asia and Africa combined with liberal feeling in Britain and forced the English cricket authorities to cancel a tour by South Africa in 1970 and South Africa was excluded from World Cricket.

***Cricket and Television Technology***

1.      Kerry Packer, an Australian television tycoon who saw the moneymaking potential of cricket as a televised sport, signed up fifty-one of the world’s leading cricketers against the wishes of the national cricket boards and staged unofficial Tests and One-Day internationals under the name of World Series Cricket.

2.      Coloured dress, protective helmets, field restrictions, cricket under artificial lights, became a standard part of the post-Packer game. Cricket became a marketable game and generated huge revenues. Cricket boards became rich by selling television rights to television companies.

3.      Television channels made money by selling television spots to companies who were happy to pay large sums of money to air commercials for their products to the television audience.

4.      Continuous television coverage made cricketers celebrities.They were not only paid better but now made even larger sums of money by making commercials for a wide range of products, from tyres to colas, on television.

5.      Television coverage changed cricket. It expanded the audience for the game by beaming cricket into small towns and villages. It also broadened cricket’s social base. The technology of satellite television and the world wide reach of multi-national television companies created a global market for cricket.

***Innovations in cricket by the subcontinental teams***

1.      Innovations in cricket by the sub continental teams like India, Pakistan and Sri Lanka.Pakistan has pioneered two great advances in bowling: the *doosra*and the reverse swing. Both skills were developed in response to subcontinental conditions.

2.      The **doosra** to counter aggressive batsmen with heavy modern bats who were threatening to make finger-spinobsoleteand **reverse swing** to move the ball in on dusty, unresponsive  wickets under clear skies.

**SA – 2**

**Social Studies Notes**

**Class – IX**

**Chapter – 3 (Poverty as a challenge)**

**Poverty :-** A situation when a person is unable to fulfill the basic requirements i.e. food, clothing and shelter.

1. Consumption level
2. Income

**1. Consumption Level :-** The desiredcalorierequired by an individual.

**Urban Area :-** 2100calorie per person per day.

**Rural Area :-** 2400 calorie per person per day.

**2. Income :-** Income earned an individual.

**Urban Area :-** Rs. 434 per month per person.

**Rural Area :-** Rs. 328 per month per person.

* **NSSO :-** National Sample Survey Organisation computing the poverty in every 5 years.
* **Vulnerable group :-** Thesocialgroups which are most including in poverty line are estimated as schedule tribe and scheduled castes households.

The economic groups including in poverty line are estimated as rural agricultural labour and urban casual labour households.

**Causes of Poverty :-**

1. Landlessness
2. Unemployment
3. Size of Family
4. Helplessness
5. Illiteracy
6. Child Labour
7. Malnutrition
8. Corruption
9. Lack of resources
10. Indebtedness

**Anti-Poverty Measures**

The governmental strategy is based on two planks :-

1. Promotion of economic growth.
2. Targeted anti-poverty programmes.

**Poverty Alleviation Programmes**

1. **NREGA :-** NationalRuralEmployment Guarantee Act, 2005. This act provide 100 days assured employment to every individual in 200 district. Now, this scheme is extended to 600 district.
2. **NFWP :**- National Food for Work Programme, 2004. This programme was launched in 150 backward district. It is opened in all rural poor and provided food grain free of cost to the states.
3. **PMRY :**- Prime Minister Rozgar Yozana, 1993. The aim of this programme is to create self – employment opportunities for educated unemployed.
4. **REGP :**- Rural Employment Generation Programme, 1995. The aim of this scheme is to create self-employment opportunities in rural areas and small towns. They targeted to create 25 lakh jobs.
5. **PMGY :**- Pradhan Mantri Gramodaya Yozana, 2000. This scheme is started to provide basic facilities to small town such as primary health, primary education, rural shelter etc.

Class IX

Civics

Constitutional design

|  |  |
| --- | --- |
| Main Points | Description |
| Constitution | Constitution is the supreme law that determines the relationship among people living in a territory and also the relationship between the people and the government. |
| The constituent assembly | The constituent assembly that wrote the Indian constitution had 299 members .dr rajedra prashad was the chairman of the constituent assembly hc mookherjee was the vice chairman of the constituent assembly.dr br ambedkar was the chairman of the drafting committee. |
| Philosophy of the constitution | Values that inspired and guided the freedom struggle and were in turn the nurtured by it.these values are embedded in the preamble of the Indian constitution. |
| Sovereign | People have supreme right to make decisions or internal as well as external matters. |
| Socialist | Wealth is generated socially and should be sheared equally by society. |
| secular | Citizens have complete freedom to follow any religion but there is no official religion. |
| Democratic | A form of government where people enjoy equall political rights elect there rulers and hold them accountable. |
| Republic | The head of the state is an elected person and not a hereditary position . |
| Justice | Citizens cannot be discriminated on the grounds of caste religion and gender. |
| Equality | All are equal before the law. |
| Fraternity | All of us should behave as if we are members of the same family. |
|  |  |

Democracy

|  |  |
| --- | --- |
| Main point | Discripition |
| Democracy | Democracy is the form of government in which the rulers are elected by the people. |
|  | Democracy each adult citizen must have one vote and each vote must have one value. |
|  | Democracy is the form of government in which the rulers are elected by the people. |
|  | A democratic government is a better government because it is a more accountable form of government. |
|  | Democracy is better than other forms of government because it allows us to its own mistakes. |
| Arguments against democracy | Democracy is all about political competition and power play. There is no scope for morality. |
|  | So many people have to be consulted in democracy that it leads to delays. |
|  | Elected leaders do not know the best interest of the people. It leads to bad decisions. |
|  | Democracy leads to corruption for it is based on electoral competition. |
| One person ,one vote ,one value | Democracy, each adult citizen must have one vote and each vote must have one value. |
| Rule of Law | Every citizen of India is equal in the eyes of laws. |