

TEACHER'S HANDBOOK



STELLAR LEARNING

HISTORY

9

On
Board!

BOOKS

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The French Revolution

Check Your Progress

Multiple-Choice Questions

- Jacobin club became extremely revolutionary under the leadership of
 - Rousseau.
 - Mirabeau.
 - Louis XVI.
 - Maximilian Robespierre.

Ans. (d) Maximilian Robespierre.

- Who among the following was the king of France at the time of the Revolution?
 - Louis XVI
 - Louis XIV
 - Marie Antoinette
 - Jacques David

Ans. (a) Louis XVI

- In which year Napoleon Bonaparte crowned himself the Emperor of France?
 - 1814
 - 1804
 - 1806
 - 1811

Ans. (b) 1804

- When did Louis XVI of the Bourbon family ascend the throne of France?
 - 1764
 - 1774
 - 1784
 - 1794

Ans. (b) 1774

- Which estate in 18th century French society was responsible for paying taxes?
 - First Estate
 - Second Estate
 - Third Estate
 - Fourth Estate

Ans. (c) Third Estate

- How many representatives did the third estate send to the Estates General assembly on 5 May 1789?
 - 200
 - 300
 - 400
 - 600

Ans. (d) 600

- Who led the Jacobin club?
 - Roget de L'Isle
 - Marie Antoinette
 - Maximilian Robespierre
 - Louis XVI

Ans. (c) Maximilian Robespierre

- Which of the following best explains the primary reason for Robespierre's downfall during the Reign of Terror?
 - His failure to control the economic crisis in France.
 - His extreme and relentless policies, which alienated his supporters.
 - His inability to secure military victories against external enemies.
 - His attempt to reinstate the monarchy.

Ans. (b) His extreme and relentless policies, which alienated his supporters.

Very Short Answer Type Questions

- What were the voting criteria established by the Constitutional Monarchy?

Ans. Men above the age of 25 years who paid taxes equal to at least 3 days of a labourer's wage were entitled to vote.

- What were chateaux and manors, and who lived in these?

Ans. Chateaux were the Castles or stately residences belonging to a king or a nobleman. Manors were an estate consisting of the lord's lands and his mansion.

- What is guillotine? Who invented it?

Ans. Guillotine was a special process of beheading the enemies of the Republic. It was invented by Dr Guillotin.

- What do you understand by the term 'Reign of Terror' and which period in France is referred as such?

Ans. The period from 1793 to 1794 is referred to as the Reign of Terror. Robespierre followed a policy of severe control and punishment. All those whom he saw as being 'enemies' of the republic – ex-nobles and clergy, members of other political parties, even members of his own party who did not agree with his methods – were arrested, imprisoned and then tried by a revolutionary tribunal.

13. What actions did the National Assembly take on the night of 4 August 1789?

Ans. The National Assembly abolished the feudal system of obligations and taxes, forced the clergy to give up privileges, abolished tithes, and confiscated Church lands, acquiring assets worth 2 billion livres.

14. How did the Constitution of 1791 change the French political system?

Ans. The Constitution of 1791 limited the monarch's powers by creating a constitutional monarchy, dividing powers among the legislature, executive, and judiciary, and establishing the National Assembly as the legislative body.

15. What role did political clubs play during the French Revolution?

Ans. Political clubs, such as the Jacobins, became rallying points for people to discuss government policies and plan actions. They included less prosperous sections of society and were crucial in pushing revolutionary agendas.

16. How did the revolutionary government address women's rights during the French Revolution?

Ans. The revolutionary government made schooling compulsory for girls, legalised divorce, allowed women to train for jobs and run businesses, although women were still denied political rights and faced restrictions during the Reign of Terror.

Short Answer Type Questions

17. Napoleon's rise to power was nothing short of dramatic. Justify the statement.

Ans. Napoleon Bonaparte rose in rank under the rule of the Directory and finally in 1804, he crowned himself the Emperor of France. Napoleon saw himself as the moderniser of Europe, whose role was to spread the ideas of liberty and modern laws to the rest of Europe. He introduced laws protecting private property, uniform system of weights and measures based on the decimal system. He created an image of a liberator for the rest of Europe, liberating the people from the rule of despotic monarchs. However, very soon the Napoleonic armies came to be viewed as invaders and in 1815; he was finally defeated at a place called Waterloo in modern day Belgium,

by the combined forces of Britain, Austria, Prussia and Russia.

18. 'The Constitution of 1791' could not bring about equality. Explain the statement.

Ans. The Constitution of 1791 vested the powers to make laws in the National Assembly, which was indirectly elected. All citizens did not have the right to vote. Only men above 25 years of age who paid taxes equal to at least three days of a labourer's wage were entitled to vote. All other men and women were classed as passive citizens. In order to qualify as an elector and then as a member of the Assembly, a man had to belong to the highest bracket of taxpayers.

19. Where did the French have their colonies? What did these colonies produce? How was the demand for slaves met for the colonies?

Ans. Some of the important French colonies in the Caribbean – Martinique, Guadeloupe and San Domingo were significant suppliers of goods like tobacco, indigo, sugar and coffee. The slave trade started in the 17th century. French merchants sailed to the African coast, and bought slaves from the local chieftains. The easy availability of slave labours made it possible to meet the demand in European markets for sugar, coffee, and indigo. Port cities like Bordeaux and Nantes were prosperous due to the flourishing slave trade.

20. What role did the Jacobins play in the French Revolution?

Ans. The Jacobins, led by Maximilian Robespierre, were a political club comprising less prosperous citizens. They planned the insurrection that stormed the Palace of the Tuileries in August 1792, leading to the imprisonment of the royal family. Their actions contributed significantly to the abolition of the monarchy and the establishment of the French Republic.

21. How did Robespierre's policies during the Reign of Terror affect the daily lives of French citizens?

Ans. Robespierre's policies imposed strict controls on daily life, including maximum limits on wages and prices, rationing of meat and bread, and mandatory consumption of whole wheat equality bread (pain d'égalité). Traditional titles were replaced with 'Citoyen' and 'Citoyenne' to promote equality. Churches were closed and repurposed, reflecting the government's effort to enforce revolutionary ideals.

Long Answer Type Questions

22. What was the position of women in the pre-revolutionary years? How did it change as a result of the revolution of 1789?

Ans. Women belonging to the third estate used to work as laundresses, sold flowers, fruits and vegetables at the market, and domestic servants. Women in general did not have access to education and only daughters of nobles or richer members of the third estate could study at a convent. They were not paid wages equal to men. In the early years, the revolutionary government had introduced laws to improve lives of women. As a result of establishing of the state schools, schooling was made compulsory for all girls. Now they could not be forced into marriage against their will. Marriage was now a contract entered with the free will and divorce was made legal. Women could now train for jobs.

23. Describe the events leading to the formation of the National Assembly by the third estate in 1789.

Ans. Louis XVI called the Estates General assembly on 5 May 1789 to pass new tax proposals. The assembly had representatives from all three estates, but the third estate, consisting of 600 members, was marginalised. Traditionally, each estate had one vote, but the third estate demanded individual votes for each member. When Louis XVI rejected this proposal, the third estate members walked out in protest. On 20 June 1789, they assembled in an indoor tennis court and declared themselves the National Assembly. They vowed not to disperse until they drafted a constitution to limit the monarch's powers. Led by Mirabeau and Abbé Sieyès, they sought to end the feudal privileges and establish a merit-based society.

Self-Assessment

Multiple-Choice Questions

1. In which of the following countries livres, a unit of currency was in circulation?

- (a) France (b) Italy
- (c) Germany (d) Russia

Ans. (a) France

2. Who among the following is the author of the book *The Social Contract*?

- (a) John Locke (b) Montesquieu
- (c) Rousseau (d) Napoleon

Ans. (c) Rousseau

3. Which among the following bodies declared France a Republic?

- (a) The Directory (b) The Convention
- (c) The National Assembly (d) None of these

Ans. (b) The Convention

4. Where did the representatives of the third estate assemble to declare themselves the National Assembly?

- (a) Palace of Versailles (b) Indoor tennis court
- (c) Notre Dame Cathedral (d) Bastille

Ans. (b) Indoor tennis court

5. What event led to the storming and destruction of the Bastille on 14 July 1789?

- (a) A severe winter and bad harvest
- (b) The king ordering troops into Paris
- (c) Long queues and bread shortages
- (d) All of these

Ans. (d) All of these

6. What decree did the National Assembly pass on 4 August 1789?

- (a) Recognition of the National Assembly
- (b) Abolishment of the feudal system of obligations and taxes
- (c) Increase in bread prices
- (d) Confiscation of the nobility's lands

Ans. (b) Abolishment of the feudal system of obligations and taxes

7. When did the National Assembly complete the draft of the constitution?

- (a) 1789 (b) 1790
- (c) 1791 (d) 1792

Ans. (c) 1791

8. What did the National Assembly declare in April 1792?

- (a) Abolition of the monarchy
- (b) War against Prussia and Austria
- (c) New tax laws
- (d) Formation of the Convention

Ans. (b) War against Prussia and Austria

Assertion-Reason Type Questions

For question numbers 9 to 15, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Options:

- (a) Both A and R are true and R is the correct explanation of A.
- (b) Both A and R are true but R is not the correct explanation of A.
- (c) A is true but R is false.
- (d) A is false but R is true.

9. Assertion (A): In 1788, Louis XVI of the Bourbon family of kings ascended the throne of France.

Reason (R): He was 20 years old and married to the Austrian princess Marie Antoinette.

Ans. (d) A is false but R is true.

10. Assertion (A): The population of France rose from about 23 million in 1715 to 28 million in 1789.

Reason (R): This led to a rapid increase in the demand for foodgrains.

Ans. (a) Both A and R are true and R is the correct explanation of A.

11. Assertion (A): The National Assembly completed the draft of the constitution in 1791.

Reason (R): Its main objective was to give unlimited powers to the monarch.

Ans. (c) A is true but R is false.

12. Assertion (A): The period from 1793 to 1794 is referred to as the Reign of Terror.

Reason (R): The guillotine is a device consisting of two poles and a blade with which a person is beheaded.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

13. Assertion (A): The members of the third estate in 18th century French society bore the burden of financing the state through taxes.

Reason (R): The first two estates, the clergy and the nobility, enjoyed privileges by birth and were exempt from paying taxes.

Ans. (a) Both A and R are true, and R is the correct explanation of A.

14. Assertion (A): The National Assembly abolished the feudal system of obligations and taxes on 4 August 1789.

Reason (R): This decision was made to recognise the National Assembly and limit the king's powers with a constitution.

Ans. (b) Both A and R are true, but R is not the correct explanation of A.

15. Assertion (A): The Constitution of 1791 established natural and inalienable rights for citizens.

Reason (R): The Constitution aimed to limit the powers of the monarch by distributing them among different institutions.

Ans. (b) Both A and R are true, but R is not the correct explanation of A.

Match the Following

16. Match the following individuals given in Column A with their roles in Column B. Choose the correct answer from the given options.

Column A (Names)	Column B (Roles)
A. Mirabeau	1. King of France who called the Estates' General assembly
B. Abbé Sieyès	2. Wrote <i>The Social Contract</i> advocating democratic principles
C. Louis XVI	3. Noble who led the National Assembly and gave powerful speeches
D. Rousseau	4. Priest who wrote <i>What is the Third Estate?</i>

Codes:

	A	B	C	D
(a)	3	4	1	2
(b)	1	2	3	4
(c)	2	1	3	2
(d)	3	4	1	2

Ans. (d) 3 4 1 2

17. Match the following terms given in Column A with their respective description given in Column B. Choose the correct answer from the options given below.

Column A (Terms)	Column B (Descriptions)
A. Third Estate	1. System of government where the monarch's power is limited by a constitution
B. Reign of Terror	2. Group that bore the burden of taxes and sought political representation
C. Constitutional Monarchy	3. Period of extreme violence and political purges
D. Directory	4. Executive body established to prevent concentration of power

Codes:

	A	B	C	D
(a)	1	2	3	4
(b)	2	3	1	4
(c)	3	4	2	1
(d)	4	1	3	2

Ans. (b) 2 3 1 4

Study the Picture and Answer the Question



18. Which of the following option best signifies the above given image?

- The Declaration of the Rights of Man and Citizen.
- The Declaration of the legal Rights of Man.
- The Declaration of the Rights of Women and Citizen.
- The Declaration of the Fundamental Rights.

Ans. (a) The Declaration of the Rights of Man and Citizen.

Find the Incorrect Option

19. (a) Robespierre was convicted by a court in July 1784, arrested and on the next day sent to the guillotine.
 (b) Louis XVI was sentenced to death by a court on the charge of treason. On 21 January 1793 he was executed publicly at the Place de la Concorde.
 (c) In 1804, Napoleon Bonaparte crowned himself Emperor of France.
 (d) The Constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly elected.

Ans. (a) Robespierre was convicted by a court in July 1784, arrested and on the next day sent to the guillotine.

Correct and Rewrite the Following Statement

20. The first and second estates sent 500 representatives each, who were seated in rows facing each other on two sides, while the 800 members of the third estate had to stand at the back.

Ans. The first and second estates sent 300 representatives each, who were seated in rows facing each other on two sides, while the 600 members of the third estate had to stand at the back.

Fill in the Blanks

21. The main objective of the National Assembly was to limit the powers of the **monarch**.
 22. The Convention had a special way of eliminating the enemies of the state which was called **guillotine**.
 23. The Directory came to rule over France after the fall of the Republic and it comprised **of five** member executive.

Very Short Answer Type Questions

24. How can we say that feudalism still existed in the Old Regime?

Ans. In the eighteenth century, French society was divided into three estates. The society of estates was part of the feudal system that dates back to the middle ages. The term Old Regime is generally used to illustrate the society and institutions of France that existed before 1789.

25. What was the significance of the Rule of the Directory?

Ans. The Directory formed a new Constitution that brought back property qualification. Once again the wealthy people had the right to vote and the rest did not.

26. Mention the most revolutionary social reform of the Jacobin regime. What was the role of Jacobins in it?

Ans. One of the most revolutionary social reforms of the Jacobin regime was the abolition of slavery in the French colonies. The colonies in the Caribbean were important suppliers of commodities such as tobacco, indigo, sugar and coffee. But the reluctance of Europeans to go and work in distant and unfamiliar lands meant a shortage of labour on the plantations. So, this was met by a triangular slave trade between Europe, Africa and the Americas.

27. How and when did women in France get the right to vote?

Ans. The fight for the vote was carried out through an international suffrage movement during the late nineteenth and early twentieth centuries. The example of the political activities of French women during the revolutionary years was kept alive as an inspiring memory. It was finally in 1946 that women in France won the right to vote.

28. Why did the price of bread rise rapidly in France during the late 18th century?

Ans. The price of bread rose due to a rapid increase in population, leading to higher demand for food grains, and poor harvests exacerbated by droughts and hail, resulting in subsistence crises.

29. How did the middle class in the 18th century France envision a society based on merit?

Ans. The middle class, influenced by Enlightenment thinkers like Locke and Rousseau, believed that social position should depend on merit rather than birth, advocating for freedom, equal laws, and opportunities for all.

30. What led to the formation of the National Assembly by the third estate in 1789?

Ans. The third estate formed the National Assembly after Louis XVI rejected their demand for voting by individual members instead of estates, leading them to assemble separately and draft a constitution.

31. What was the significance of the abolition of slavery in French colonies during the Jacobin regime?

Ans. The abolition of slavery in 1794 by the Jacobin regime was a revolutionary social reform, though it was temporary as Napoleon reintroduced slavery in 1804. It marked a significant but short-lived step towards human rights in French colonies.

32. How did the rise of Napoleon Bonaparte lead to the end of the Directory?

Ans. The political instability and frequent clashes between the Directory and legislative councils allowed Napoleon Bonaparte to seize power, marking the end of the Directory and the rise of his military dictatorship.

Short Answer Type Questions

33. Which groups of French society benefited from the revolution? Which groups had to relinquish power? What happened to the French treasury as a result of the revolution?

Ans. The people belonging to the middle class and peasants of the French society benefited from the revolution. The nobles, clergymen and the Church were the ones who had to relinquish their powers. On 4th August 1789, the Assembly passed a decree abolishing the feudal system of obligations and taxes. Members of the clergy too were forced to give up their privileges. Tithes were abolished and lands owned by the Church were confiscated. As a result, the government acquired assets worth at least two billion livres.

34. Robespierre fall victim to his own policies. What does the statement mean?

Ans. Despite creating a Republic over France, the name of Robespierre is associated with severe control, severe punishment and resultant terror. Robespierre policy of severe control turned almost every one into 'enemies of the Republic'. Ex-nobles, clergymen, members of other political parties and even members of his party, who did not agree with him or his methods, were arrested, imprisoned, tried by the revolutionary tribunal, inevitably found guilty and beheaded. Robespierre government issued laws placing a maximum ceiling or control on wages and prices. Meat and bread were rationed and peasants were forced to sell their products at prices fixed by the government.

35. Why did the members of the third estate walked out of the assembly?

Ans. Voting in the Estates General in the past had been conducted according to the principle that each estate had one vote and Louis XVI decided to continue the same practice. Members of the third estate demanded that voting now be conducted by the assembly as a whole, where each member would have one vote. When king rejected this proposal, members of the third estate walked out of the assembly in protest.

36. What was the condition of the women at the time of France revolution?

Ans. Various political clubs and newspapers were launched in order to discuss and voice the interests of women. Around sixty women's clubs were constituted in different cities and among them the 'Society of Revolutionary and Republican Women' was the most famous. They demanded for equal political rights for women similar to men. Some of their important demands were the right to vote, to be elected to the Assembly and to hold political office. As a result of establishing of the state schools, schooling was made compulsory for all girls. Now they could not be forced into marriage against their will. Marriage was now a contract entered with the free will and divorce was made legal. Women were now free to train for jobs. Finally in 1946, women in France won the right to vote.

37. The period from 1793 to 1794 is referred to as the 'Reign of Terror.' Justify the statement.

Ans. The period from 1793 to 1794 is referred to as the Reign of Terror because Robespierre followed a policy of severe control and punishment. If he considered anyone as the enemy of the republic such as ex-nobles and clergy, members of other political parties, even members of his own party who opposed his policies. He arrested them and imprisoned and later they were tried by a revolutionary tribunal. If the court held them guilty they were guillotined.

38. Who were considered active citizens under the Constitution of 1791, and what rights did they have?

Ans. 'Active citizens under the Constitution of 1791 were men over 25 years old who paid taxes equivalent to at least three days of a labourer's wage. They had the right to vote for electors, who then selected members of the National Assembly. Passive citizens, including women and less wealthy men, did not have voting rights.

Paragraph Based Questions

39. Read the sources given below and answer the questions that follow:

Source A – France Becomes a Constitutional Monarchy

Not all citizens, however, had the right to vote. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were given the status of active citizens, that is, they were entitled to vote. The remaining men and all women were classed as passive citizens. To qualify as an elector and then as a member of

the Assembly, a man had to belong to the highest bracket of taxpayers.

- (a) Who all were given the right to vote and what was the criterion for a person to become a member of the Assembly?

Source B – The Outbreak of the Revolution

A resplendent hall in Versailles was prepared to host the delegates. The first and second estates sent 300 representatives each, who were seated in rows facing each other on two sides, while the 600 members of the third estate had to stand at the back. The third estate was represented by its more prosperous and educated members.

- (b) How many delegates were there in the assembly of the Estates General?

Source C – France Abolishes Monarchy and Becomes a Republic

The members of the Jacobin club belonged mainly to the less prosperous sections of society. They included small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, as well as servants and daily-wage workers. Their leader was Maximilian Robespierre. A large group among the Jacobins decided to start wearing long striped trousers similar to those worn by dock workers. This was to set themselves apart from the fashionable sections of society, especially nobles, who wore knee breeches.

- (c) Discuss the composition of the members of the Jacobin club.

Ans. (a) The men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were classed as active citizens. They were entitled to vote. The remaining men and all women were considered as passive citizens. In order to become a member of the Assembly, it was mandatory for a man to belong to the highest bracket of taxpayers.

- (b) The first and second estates sent 300 delegates each. The third estate sent 600 delegates, they were more prosperous and educated members.

- (c) The members of the Jacobin club included small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, servants and daily-wage workers. They belonged to the less prosperous section of society. They started wearing long striped trousers to set themselves apart from fashionable section of the society.

Case Based Questions

40. The eighteenth century witnessed the emergence of social groups, termed the middle class, who

earned their wealth through an expanding overseas trade and from the manufacture of goods such as woollen and silk textiles that were either exported or bought by the richer members of society. In addition to merchants and manufacturers, the third estate included professions such as lawyers or administrative officials. All of these were educated and believed that no group in society should be privileged by birth. Rather, a person's social position must depend on his merit. These ideas envisaging a society based on freedom and equal laws and opportunities for all, were put forward by philosophers such as John Locke and Jean Jacques Rousseau. In his Two Treatises of Government, Locke sought to refute the doctrine of the divine and absolute right of the monarch. Rousseau carried the idea forward, proposing a form of government based on a social contract between people and their representatives. In The Spirit of the Laws, Montesquieu proposed a division of power within the government between the legislative, the executive and the judiciary. This model of government was put into force in the USA, after the thirteen colonies declared their independence from Britain. The American Constitution and its guarantee of individual rights was an important example for political thinkers in France.

- 40.1 How did the middle class in the eighteenth century earn their wealth?

Ans. The middle class earned their wealth through expanding overseas trade and manufacturing goods such as woolen and silk textiles.

- 40.2 Which philosopher proposed a division of government power into legislative, executive, and judiciary branches?

Ans. Montesquieu proposed a division of government power into legislative, executive, and judiciary branches.

- 40.3 Explain how the ideas of John Locke and Jean Jacques Rousseau influenced the political thought of the eighteenth century.

Ans. John Locke, in his "Two Treatises of Government," refuted the doctrine of the divine and absolute right of monarchs, advocating for a government based on merit and individual rights. Jean Jacques Rousseau expanded on these ideas, proposing a government based on a social contract between the people and their representatives. Their philosophies championed freedom, equality, and the idea that social positions should be based on merit, which deeply influenced the emerging middle class and political thought of the eighteenth century.

- 41.** In 1774, Louis XVI of the Bourbon family of kings ascended the throne of France. He was 20 years old and married to the Austrian princess Marie Antoinette. Upon his accession the new king found an empty treasury. Long years of war had drained the financial resources of France. Added to this was the cost of maintaining an extravagant court at the immense palace of Versailles. Under Louis XVI, France helped the thirteen American colonies to gain their independence from the common enemy, Britain. The war added more than a billion livres to a debt that had already risen to more than 2 billion livres. Lenders who gave the state credit, now began to charge 10 per cent interest on loans. So the French government was obliged to spend an increasing percentage of its budget on interest payments alone. To meet its regular expenses, such as the cost of maintaining an army, the court, running government offices or universities, the state was forced to increase taxes. Yet even this measure would not have sufficed. French society in the eighteenth century was divided into three estates, and only members of the third estate paid taxes. The society of estates was part of the feudal system that dated back to the middle ages. The term Old Regime is usually used to describe the society and institutions of France before 1789.
- 41.1** What was one of the main financial burdens on France when Louis XVI ascended the throne?
- Ans.** One of the main financial burdens was the cost of supporting the American colonies' fight for independence, which added over a billion livres to France's debt.
- 41.2** Why was the tax increase under Louis XVI insufficient to meet the state's expenses?
- Ans.** The tax increase was insufficient because only members of the third estate paid taxes, while the first and second estates were exempt.
- 41.3** Explain the impact of the Old Regime's social structure on France's financial crisis during Louis XVI's reign.
- Ans.** The Old Regime's social structure, divided into three estates, significantly contributed to France's financial crisis. Only the third estate, comprising commoners, was taxed, while the first (clergy) and second (nobility) estates were exempt. This unequal tax burden, combined with the state's growing debt and extravagant expenditures, created an unsustainable financial situation. Efforts to increase taxes were inadequate due to this imbalance, exacerbating the fiscal crisis and leading to widespread discontent that fueled revolutionary sentiments.
- 42.** In the past, peasants and workers in France had revolted against increasing taxes and food scarcity, but they lacked the resources and organisation to enact significant social and economic change. This responsibility fell to the emerging middle class within the third estate during the 18th century. This middle class included prosperous merchants, manufacturers, lawyers, and administrative officials who earned their wealth through expanding overseas trade and the production of goods like woolen and silk textiles. These individuals were well-educated and influenced by new ideas, believing that no group in society should have privileges based on birth. Instead, they advocated for a social order where one's position was determined by merit. Philosophers like John Locke and Jean Jacques Rousseau championed these ideals, promoting the concepts of freedom, equal laws, and equal opportunities. Locke, in his work *Two Treatises of Government*, challenged the doctrine of the divine and absolute right of monarchs. The middle class envisioned a society where personal achievements and talents were the basis of social standing, leading to a push for reforms that ultimately contributed to the French Revolution.
- 42.1** How did the middle class in 18th century France acquire their wealth?
- Ans.** The middle class in 18th century France acquired their wealth through expanding overseas trade and the manufacture of goods such as woolen and silk textiles.
- 42.2** What was the primary belief of the French middle class regarding social status and privileges?
- Ans.** The French middle class believed that social status should be based on individual merit and achievements rather than privileges by birth.
- 42.3** How did the educational background and new ideas embraced by the French middle class contribute to the revolutionary sentiments in France?
- Ans.** The educational background and exposure to new ideas enabled the French middle class to challenge the traditional social hierarchy and demand reforms. Influenced by Enlightenment thinkers like John Locke and Jean Jacques Rousseau, they advocated for a society based on equality, freedom, and meritocracy. This ideological shift fueled dissatisfaction with the existing feudal system and the privileges enjoyed by the clergy and nobility, contributing significantly to the revolutionary sentiments that led to the French Revolution.

43. From the beginning, women were active participants in the French Revolution, aiming to improve their lives. Most women of the third estate worked as seamstresses, laundresses, market sellers, or domestic servants, and had limited access to education and job training, with only daughters of noble or wealthy families receiving convent education. Working women also managed household duties and received lower wages than men. Women formed political clubs and newspapers to discuss and advocate for their interests, with about sixty clubs across France, the most famous being the Society of Revolutionary and Republican Women. They demanded equal political rights, including the right to vote and hold office, feeling underrepresented as passive citizens under the Constitution of 1791. Early revolutionary laws improved women's lives by making schooling compulsory for girls, legalising divorce, and allowing women to train for jobs and run businesses. Despite these advances, women's political activities were restricted during the Reign of Terror, with clubs closed and prominent women arrested or executed. The struggle for voting rights and equal wages continued globally, with an international suffrage movement emerging in the late 19th and early 20th centuries. French women finally won the right to vote in 1946.

43.1 What was one of the key demands of women's political clubs during the French Revolution?

Ans. One of the key demands was equal political rights, including the right to vote and hold office.

43.2 How did early revolutionary laws improve the lives of women in France?

Ans. Early revolutionary laws improved women's lives by making schooling compulsory for girls, legalising divorce, and allowing women to train for jobs and run businesses.

43.3 Describe the impact of the Reign of Terror on women's political activities and the long-term struggle for their rights.

Ans. During the Reign of Terror, women's political activities were severely restricted; clubs were closed, and many prominent women were arrested or executed. Despite these setbacks, the struggle for women's rights continued globally. The international suffrage movement in the late 19th and early 20th centuries kept the momentum alive, leading to significant achievements, such as French women finally gaining the right to vote in 1946.

Long Answer Type Questions

44. The reign of Robespierre was known for not only the terror it spread but also the reforms it

introduced in the society. Discuss all the reforms introduced by him.

Ans. Robespierre immediately took charge of the situation after convicting the royal family. He also brought down the voting age from 25 to 21 years and gave voting rights to all the men of France, irrespective of their wealth and social position. Members to the National Assembly were re-elected based on the new voting age. This newly elected assembly was now called as the Convention. In September 1792, the Convention, under the orders of Robespierre, abolished the Constitutional Monarchy and declared France as a Republic. Robespierre policy of severe control turned almost every one into 'enemies of the Republic'. Ex-nobles, clergymen, members of other political parties and even members of his party, who did not agree with him or his methods, were arrested, imprisoned, tried by the revolutionary tribunal, inevitably found guilty and beheaded. A special process of beheading the enemies of the Republic was used which was called Guillotine, invented by Dr Guillotin. This was carried out publically to instil fear in the minds of the people. The government went to the ridiculous extent of forbidding the more expensive use of white flour and the citizens of France were forced to eat whole-wheat bread or equality bread. Equality was also practiced by abolition of traditional ways of addressing. Instead of Monsieur and Madam, all were to be addressed as Citoyen and Citoyenne respectively.

45. Describe the political, social and economic circumstances that led to the outbreak of the revolution in France.

Ans.

- **Political circumstances:** The kings regarded themselves as 'Representatives of God on Earth' and ruled over their subjects without any check. In 1774, Louis XVI of the Bourbon family of kings ascended the throne of France and upon his accession he found an empty treasury. The basic cause of empty treasury was extravagant court at the immense palace of Versailles. Long years of war had drained the financial resources of France.
- **Social circumstances:** The members of the First and Second Estates were exempted from paying taxes to the state. All the taxes were paid by the members of the Third Estate. In the seventeenth century, the French society was divided into three groups called the Estates (the first estate: Clergy, the second estate: Nobility, the third estate: Common people). Although the upper two classes made up only a small fraction of the total population, yet they were the people who

controlled the political and economic system of the nation. The people belonging to the Third Estate did not enjoy any political rights.

- **Economic circumstances:** The spread of industrial revolution led to the emergence of the Middle Class. It was the class of businessmen, traders, bankers, manufacturers, scholars, etc. The middle class people became the leaders of the Revolution. Production of food grains failed to keep pace with demand so price of staple diet rose rapidly. This caused a widespread anger among the masses.

46. Analyse the role of the middle class in the context of the French Revolution. How did their vision for society differ from that of the traditional aristocracy?

Ans. The middle class played a pivotal role in the French Revolution by providing the intellectual and economic foundation for the movement. Unlike the traditional aristocracy, which sought to maintain privileges based on birthright and the feudal system, the middle class envisioned a society where social status was determined by merit and individual achievements. They advocated for a legal and political system based on equality, freedom, and the protection of property rights. This vision directly challenged the entrenched aristocratic order and its associated inequalities, fuelling revolutionary demands for a new social contract that aligned with Enlightenment principles. The middle class's push for these changes significantly shaped the course of the French Revolution.

———— Let's Compete ————

Multiple-Choice Questions

- 1.** The doctrine of division of power was propounded by
- | | |
|------------------|------------------|
| (a) Rousseau. | (b) John Locke. |
| (c) Montesquieu. | (d) Abbe Sieyes. |

Ans. (c) Montesquieu.

- 2.** The men known as sans-culottes wore red caps that symbolised
- | | |
|----------------|-----------------|
| (a) Liberty. | (b) Fraternity. |
| (c) Integrity. | (d) Equality. |

Ans. (a) Liberty.

- 3.** Who among the following responded to the ideas coming from revolutionary France?
- | |
|--|
| (a) Mahatma Gandhi and Sardar Patel |
| (b) Tipu Sultan and Raja Ram Mohan Roy |
| (c) Akbar and Aurangzeb |
| (d) Jawaharlal Nehru |

Ans. (b) Tipu Sultan and Raja Ram Mohan Roy

- 4.** Who among the following is the author of the book *The spirit of the Laws*?

(a) Rousseau	(b) John Locke
(c) Montesquieu	(d) None of these

Ans. (c) Montesquieu

- 5.** Which term was used for the indigenous people of Africa?

(a) Lames	(b) Negroes
(c) Pygmies	(d) Gypsies

Ans. (b) Negroes

- 6.** Members of the Jacobin Club came to be known as the

(a) Sans-culottes.	(b) Revolutionaries.
(c) Conservatives.	(d) None of these.

Ans. (a) Sans-culottes.

- 7.** On which of the following dates France was declared a republic by the Convention?

(a) 21 July 1792	(b) 21 April 1789
(c) 21 September 1792	(d) 27 November 1791

Ans. (c) 21 September 1792

- 8.** When was the Estates General convened?

(a) 1647	(b) 1614
(c) 1681	(d) 1604

Ans. (b) 1614

- 9.** Which one of the following was not a French colony?

(a) San Domingo	(b) Guadeloupe
(c) Martinique	(d) Mexico

Ans. (d) Mexico

- 10.** Who wrote the influential pamphlet called *What is the Third Estate*?

(a) John Locke	(b) Rousseau
(c) Abbe Sieyes	(d) Mirabeau

Ans. (c) Abbe Sieyes

———— Life Skills ————

- 1.** The people of Paris rose up and decided to march on the Bastille, a state prison that stood for the absolute despotism of the Ancient Regime. This is an instance when the people attacked a symbol of authority in their own country. Can you think of instances from the French history or history of Indian National Movement when people became violent and attacked the authorities? (Try and put at least two such instances from any one country or a combination of both)

Ans. One such instance took place during the Indian National Movement. The Chauri Chaura incident, in Gorakhpur district of UP, which took place

on 5th February 1922 when peaceful protesters turned violent and set fire to the police station and killed many policemen. Another incident was the Royal Indian Navy mutiny in which the naval ratings of Indian origin serving the British navy turned against the British in demand for equal salaries and facilities enjoyed by the serving officers of British origin.

2. Imagine yourself to be a visitor from America – a country that has recently undergone a revolution, who is visiting France in the year 1789. What observations will you make about the French countryside as well as the French Royalty in terms of popular discontent and conservatism respectively? Write your observation separately for the two cases.

Ans. The French society in the eighteenth century was divided into three estates, and only members of the third estate paid taxes. The society of estates was part of the feudal system that dated back to the middle ages. Peasants made up about 90 per cent of the population but only a small number of them owned the land they cultivated. About 60 per cent of the land was owned by the nobles, the Church and other richer members of the third estate. The clergy and the nobility were exempted from paying taxes to the state. The Church too extracted its share of taxes called tithes from the peasants. The gap between the poor and the rich widened. Things worsened whenever drought or hail reduced the harvest which in turn led to a subsistence crisis.

2

Socialism in Europe and the Russian Revolution

Check Your Progress

Multiple-Choice Questions

1. Who among the following led the Provisional Government in Russia?

- (a) Kerenskii
- (b) Stalin
- (c) Lenin
- (d) None of these

Ans. (a) Kerenskii

2. Majority of the Russian population were

- (a) artisans.
- (b) soldiers.
- (c) agriculturists.
- (d) factory workers.

Ans. (c) agriculturists.

3. The Russian Parliament is called the

- (a) Duma.
- (b) House of Representatives.
- (c) House of Commons.
- (d) Reichstag.

Ans. (a) Duma.

4. What event is referred to as Bloody Sunday in Russian history?

- (a) The abdication of Tsar Nicholas II
- (b) The Bolshevik uprising
- (c) The massacre of workers during a peaceful march
- (d) The signing of the Treaty of Brest-Litovsk

Ans. (c) The massacre of workers during a peaceful march

5. What significant change did the Bolsheviks make to private property after October 1917?

- (a) Expanded private ownership
- (b) Nationalised most industry and banks
- (c) Gave land back to the nobility

(d) Supported capitalist ventures

Ans. (b) Nationalised most industry and banks

6. What was one of the primary goals of the Second International formed by socialists?

- (a) To support dynastic rulers
- (b) To coordinate efforts of socialists across Europe
- (c) To promote religious discrimination
- (d) To strengthen the power of landowners

Ans. (b) To coordinate efforts of socialists across Europe

7. What triggered the Revolution of 1905 in Russia?

- (a) The fall of the monarchy
- (b) Bloody Sunday
- (c) The abdication of Tsar Nicholas II
- (d) The signing of the Treaty of Brest-Litovsk

Ans. (b) Bloody Sunday

8. What did the Provisional Government in Russia establish after the abdication of the Tsar?

- (a) A new monarchy
- (b) A democratic republic
- (c) An elected consultative parliament or Duma
- (d) A socialist state

Ans. (c) An elected consultative parliament or Duma

9. What were Lenin's *April Theses* focused on?

- (a) Promoting capitalism
- (b) Ending the war, transferring land to peasants, and nationalising banks
- (c) Expanding imperial conquests
- (d) Supporting the Provisional Government

Ans. (b) Ending the war, transferring land to peasants, and nationalising banks

10. Place the following events in chronological order and choose the correct answer from the options given below.

- A. Formation of the Russian Social Democratic Workers Party
- B. The Bloody Sunday
- C. Abdication of the Tsar
- D. Bolshevik uprising in Petrograd

Options:

- (a) BACD (b) CDAB
- (c) ABCD (d) DABC

Ans. (c) ABCD

11. Arrange the following in chronological order and choose the correct answer from the given options.

- A. Establishment of the Second International
- B. Formation of the Labour Party in Britain
- C. Formation of the Socialist Party in France
- D. Formation of Comintern

Options:

- (a) BACD (b) CDAB
- (c) ABCD (d) DABC

Ans. (c) ABCD

Very Short Answer Type Questions

12. Who were these people who opposed any kind of private property and why?

Ans. Socialists were against any kind of private property, seeing it as a source of inequality, exploitation, and oppression.

13. How did the 'western front' differ from the 'eastern front' during the First World War?

Ans. During First World War, the war was fought differently in the western front and the eastern front. While the French fought mainly through trenches in the western front, the Russian soldiers advanced on foot in the eastern front incurring heavy casualties.

14. What was the Second International?

Ans. Second International was an international body of the socialists formed in the 1870s.

15. What changes did the Provisional Government make after the abdication of the Tsar?

Ans. The Provisional Government removed restrictions on public meetings and associations, set up soviets across Russia, and aimed for an elected government but struggled to maintain control.

16. How did the First World War impact Russia?

Ans. The First World War led to severe casualties, economic strain, food shortages, and widespread discontent, ultimately contributing to the Russian Revolution and the collapse of Tsarist autocracy.

17. What role did women play in the February Revolution of 1917?

Ans. Women played a significant role in the February Revolution of 1917, leading strikes and demonstrations, notably during International Women's Day, which contributed to the downfall of the Tsar.

18. What was the significance of Lenin's *April Theses*?

Ans. Lenin's *April Theses* were significant for their radical demands to end the war, redistribute land, nationalise banks, and shift the Bolshevik Party's focus to revolutionary goals.

19. What were the main ideas of socialism in the 19th century?

Ans. Socialism in the 19th century focused on collective ownership of property, opposing private property, and addressing social ills by prioritising collective social interests over individual gains.

Short Answer Type Questions

20. Write a short note on the *Bloody Sunday*.

Ans. Father Gapon was the head of this massive demonstration, which had 10000 workers. When this procession reached the Winter Palace – the house of the Royal family, it was attacked by the police in which nearly 100 workers were killed and another 300 wounded. This incident came to be known as Bloody Sunday and started the 1905 Revolution in Russia.

21. Discuss the main causes of the 1905 Revolution.

Ans. Continuation of autocratic rule of the monarch while all the other countries in Europe had been subjected to law and authority of the Parliament. Both the political parties wanted a Constitution for Russia and had found support in the nationalists and the Muslim reformists known as jadidists. Price rise for essential commodities in 1904 while real wages declined by 20 per cent causing untold hardships for the workers. Dismissal of four members of the Assembly of Russian Workers, who worked at the Putilov Iron Works, led to massive strike at St Petersburg. Their demand was reduction of working hours to eight hours a day, increase in wages and better condition of work.

22. What led to a rise in the support for Bolsheviks during the civil war?

Ans. Events took a favourite turn with severe punishment meted out by the 'whites' towards those peasants who had seized land in the countryside. The Bolsheviks slowly gained power and by January 1920 it was in control of majority of Russia. They also found support from the Non-Russian nationalities and the Muslim Jadidists. In December 1922, the Bolsheviks called the new nation as Soviet Union (USSR) and gave political autonomy to the non-Russian Nationalists as the Russian colonialists, who had turned Bolsheviks

had brutally massacred the nationalists in Khiva, Central Asia.

23. What was the role of the Second International?

Ans. The Second International, formed by socialists in the 1870s, aimed to coordinate socialist efforts across Europe. It facilitated collaboration among socialists, promoted socialist ideas, and supported workers' rights, contributing to the spread of socialism and the formation of socialist parties and trade unions demanding better living and working conditions.

24. How did the Russian Social Democratic Workers Party operate before 1914?

Ans. The Russian Social Democratic Workers Party operated as an illegal organisation due to government policing. It mobilised workers, organised strikes, and spread Marxist ideas through underground activities, advocating for a socialist revolution and challenging the existing autocratic rule in Russia.

Long Answer Type Questions

25. What was the impact of the Russian Revolution of 1917 on Russia?

Ans. Some of the important impacts of the Russian Revolution of 1917 on Russia are as follows:

- Most industries and banks were nationalised in November 1917.
- Land was declared social property and peasants were permitted to seize the land of the nobles.
- Large houses were partitioned according to the family requirements in the cities.
- Use of old titles of aristocracy was banned.
- New uniforms were designed for the army and officials, where the Soviet hat called budeonovka was pioneered.
- Bolshevik Party was renamed as the Russian Communist Party.
- The party failed to summon a majority in the November 1917 elections to the Constituent Assembly got rejected by the Assembly in January 1918 and finally Lenin dismissed the Assembly altogether.
- In March 1918, the Bolsheviks made peace with Germany at Brest Litovsk and withdrew from the World War.
- Russia became a one-party state, with trade unions under the party control.
- Severe punishment was given by the secret police called the Cheka, and then renamed as OGPU and NKVD, to those who criticised the government.
- Censorship was imposed by the party.

26. Explain the ideas of Robert Owen, Louis Blanc and Karl Marx in the context of socialism in Europe.

Ans. Views of different socialists are as follows:

- **Robert Owen (1771–1858)** – he was a leading English manufacturer who sought to build a cooperative community called New Harmony in Indiana, USA.
- **Louis Blanc (1813–1882)** – he wanted the government to encourage cooperatives and replace capitalist enterprise. Further he wanted these cooperatives to be associations of people who produced goods together and divided the profit according to each worker's contribution.
- **Karl Marx (1818–1883) and Friedrich Engels (1820–1895)** – they argued that industrialisation leads to rise of capitalism and amassment of wealth in the hands of a few. As long as the profit incurred was invested back for the welfare of the workers, their condition would not improve. Thus, it was in the hands of the workers to stage a revolution by overthrowing the capitalist rule and private property. They further argued that in order to free themselves from capitalist exploitation, the workers had to create a radically socialist society where all property was socially controlled, which would then set the order of nature on the right path.

27. What were the major changes implemented by the Bolsheviks after the October Revolution of 1917?

Ans. After the October Revolution of 1917, the Bolsheviks implemented significant changes to transform Russian society. They nationalised most industries and banks, transferring ownership and management to the government. Land was declared social property, and peasants were allowed to seize noble lands. In cities, large houses were partitioned based on family needs, and aristocratic titles were banned. The Bolshevik Party was renamed the Russian Communist Party (Bolshevik), and they established a one-party state, suppressing opposition and controlling trade unions and the secret police. Centralised economic planning was introduced, leading to rapid industrialisation and the development of new factory cities. These changes aimed to create a socialist society, fundamentally altering the economic, social, and political landscape of Russia.

Self-Assessment

Multiple-Choice Questions

- Which among the following parties fought for peasants' rights in Russia?
 - Socialist Revolutionary Party
 - Social Industrial Party
 - Socialist Party
 - Social Democratic Workers Party

Ans. (a) Socialist Revolutionary Party

2. Who of the following were important socialists of the nineteenth century Europe?

- (a) Lenin and Stalin (b) Rousseau and Voltaire
(c) Karl Marx and Engels (d) None of these

Ans. (c) Karl Marx and Engels

3. Identify the ship which shelled the Winter Palace and choose the correct option.

- (a) Dreamer (b) Aurora
(c) Queen (d) None of these

Ans. (b) Aurora

4. What did liberals in the 19th century Europe advocate for?

- (a) Unrestricted power of dynastic rulers
(b) Tolerance for all religions
(c) Universal adult franchise
(d) Concentration of property in a few hands

Ans. (b) Tolerance for all religions

5. What did radicals support in the 19th century?

- (a) The privileges of great landowners
(b) A nation based on the majority of the population
(c) Unchecked power of rulers
(d) Religious discrimination

Ans. (b) A nation based on the majority of the population

6. Who opposed both radicals and liberals?

- (a) Socialists (b) Conservatives
(c) Communists (d) Nationalists

Ans. (b) Conservatives

7. What was a major consequence of the French Revolution?

- (a) Strengthening of aristocratic power
(b) Introduction of new ideas about individual rights
(c) Increase in religious discrimination
(d) Expansion of colonial empires

Ans. (b) Introduction of new ideas about individual rights

8. What was the role of the Russian Social Democratic Workers Party before 1914?

- (a) A legal political party
(b) An illegal organisation due to government policing
(c) A supporter of the Tsar
(d) A capitalist party

Ans. (b) An illegal organisation due to government policing

9. What did Karl Marx and Friedrich Engels argue about industrial society?

- (a) It was feudal. (b) It was capitalist.
(c) It was socialist. (d) It was democratic.

Ans. (b) It was capitalist.

10. What did the Bolsheviks rename their party to in November 1917?

- (a) Russian Social Democratic Workers Party
(b) Socialist Revolutionary Party

(c) Russian Communist Party (Bolshevik)

(d) Labour Party

Ans. (c) Russian Communist Party (Bolshevik)

11. When did the Russian Social Democratic Workers Party form?

- (a) 1880 (b) 1898
(c) 1917 (d) 1920

Ans. (b) 1898

12. Sequence the following events chronologically and choose the correct answer from the options given below.

- A. Beginning of Collectivisation
B. Civil War in Russia
C. Nationalisation of industry and banks by Bolsheviks
D. Formation of the Russian Communist Party (Bolshevik)

Options:

- (a) BACD (b) CDBA
(c) ABCD (d) DABC

Ans. (b) CDBA

Assertion-Reason Type Questions

For question numbers 13 to 21, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Options:

- (a) Both A and R are true and R is the correct explanation of A.
(b) Both A and R are true but R is not the correct explanation of A.
(c) A is true but R is false.
(d) A is false but R is true.

13. **Assertion (A):** One of the groups which looked to change society were the liberals.

Reason (R): Liberals wanted a nation which tolerated all religions.

Ans. (a) Both A and R are true and R is the correct explanation of A.

14. **Assertion (A):** Socialists were active in the countryside through the late nineteenth century.

Reason (R): They formed the Socialist Revolutionary Party in 1925.

Ans. (c) A is true but R is false.

15. **Assertion (A):** Russia was an autocracy.

Reason (R): The Tsar was not subject to Parliament.

Ans. (a) Both A and R are true and R is the correct explanation of A.

16. Assertion (A): In Russia, the war was initially popular and people rallied around Tsar Nicholas II.

Reason (R): The First World War on the 'eastern front' differed from that on the 'western front'.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

17. Assertion (A): Liberals wanted a representative, elected parliamentary government.

Reason (R): Liberals believed in universal adult franchise.

Ans. (c) A is true but R is false.

18. Assertion (A): Radicals opposed the privileges of great landowners and wealthy factory owners.

Reason (R): Radicals wanted a government based on the majority of the population.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

19. Assertion (A): Conservatives were opposed to radicals and liberals.

Reason (R): Conservatives wanted rapid societal changes.

Ans. (c) A is true but R is false.

20. Assertion (A): The 1905 Revolution in Russia led to the creation of an elected consultative Parliament (Duma).

Reason (R): The Tsar dismissed the first and second Duma within a short period.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

21. Assertion (A): Lenin believed that peasants were not a united group for a socialist movement.

Reason (R): Lenin thought some peasants were capitalists employing other workers.

Ans. (a) Both A and R are true and R is the correct explanation of A.

Match the Following

22. Match the following political ideologies given in Column A with their beliefs in Column B. Choose the correct answer from the given options.

Column A	Column B
A. Liberals	1. Supported universal suffrage and women's rights
B. Radicals	2. Believed in gradual societal changes respecting the past
C. Conservatives	3. Advocated for tolerance of all religions and limited voting rights
D. Socialists	4. Supported that property should be controlled by society as a whole

Codes:

	A	B	C	D
(a)	1	2	3	4
(b)	3	2	4	1
(c)	3	1	2	4
(d)	1	4	2	3

Ans. (c) 3 1 2 4

23. Match the following events given in Column A with their dates in Column B. Choose the correct answer from the options given below.

Column A	Column B
A. Formation of the Russian Social Democratic Workers Party	1. 1905
B. The Bloody Sunday	2. 1917
C. Abdication of the Tsar	3. 1898
D. Bolshevik uprising in Petrograd	4. 1917

Codes:

	A	B	C	D
(a)	3	1	2	4
(b)	1	2	3	4
(c)	3	4	1	2
(d)	2	1	3	4

Ans. (a) 3 1 2 4

24. Match the following terms given in Column A with their descriptions in Column B. Choose the correct answer from the options given below.

Column A	Column B
A. Suffragette movement	1. The right to govern themselves
B. <i>Jadidists</i>	2. Lifestyle of those who move from area to area to earn their living
C. Autonomy	3. Muslim reformers within the Russian empire
D. Nomadism	4. Movement to give women the right to vote

Codes:

	A	B	C	D
(a)	3	1	2	4
(b)	1	2	3	4
(c)	4	3	1	2
(d)	2	1	3	4

Ans. (c) 4 3 1 2

Study the Picture and Answer the Question



25. Which of the following option best signifies the above given image?
- It portrays a scene from the popular uprising in Paris between March and May 1868.
 - It portrays a scene from the popular uprising in Paris between March and May 1869.
 - It portrays a scene from the popular uprising in Paris between March and May 1870.
 - It portrays a scene from the popular uprising in Paris between March and May 1871.
- Ans. (d) It portrays a scene from the popular uprising in Paris between March and May 1871.

Find the Incorrect Option

26. (a) Socialists took over the government in Russia through the October Revolution of 1905.
 (b) The Russian empire included current-day Finland, Latvia, Lithuania, Estonia, parts of Poland, Ukraine and Belarus.
 (c) About 85 per cent of the Russian empire's population earned their living from agriculture.
 (d) All political parties were illegal in Russia before 1914.
- Ans. (a) Socialists took over the government in Russia through the October Revolution of 1905.

Correct and Rewrite the Following Statement

27. The Russian Social Democratic Workers Party was founded in 1887 by socialists who respected Lenin's ideas.
- Ans. The Russian Social Democratic Workers Party was founded in 1898 by socialists who respected Marx's ideas.

Fill in the Blanks

28. The Bolsheviks Group during Russian Revolution was led by Vladimir Lenin.
29. Petrograd had led the February Revolution that brought down the monarchy in February 1917.
30. All political parties were illegal in Russia before 1914.

Very Short Answer Type Questions

31. 'Politically Russia was far behind the other European power'. What does the statement mean?
- Ans. About 85 per cent of the Russian empire's population earned their livelihood from agriculture which was higher in comparison to most of the European nations.
32. Why did the Tsarist autocracy collapse in 1917?
- Ans. Shortage of food was the immediate cause for the collapse of Tsarist autocracy in 1917. It began with a demonstration by the working class women trying to purchase bread on March 7, 1917.
33. With what objective had the Duma been set up?
- Ans. The Duma was established by Tsar Nicholas II, according to which it would be a representative assembly and its approval would be necessary for the enactment of any law.
34. Which foreign powers supported the pro-Tsarists and the Socialist Revolutionaries during the civil war and why?
- Ans. During the Russian Civil War, the pro-Tsarist faction, commonly referred to as the "Whites," received backing from France, Britain, the United States, and Japan. These capitalist nations were opposed to the expansion of socialism in Russia, fearing that its success might inspire similar ideologies within their own borders.
35. What was the main belief of radicals in the 19th century?
- Ans. Radicals believed in a government based on the majority of the population, supported women's suffrage, and opposed privileges of large landowners and wealthy factory owners.
36. What was the result of the October Revolution of 1917?
- Ans. The October Revolution of 1917 led to the Bolshevik seizure of power, nationalisation of industry and banks, redistribution of land, and the establishment of a one-party state.
37. How did the Russian Social Democratic Workers Party differ from the Socialist Revolutionary Party?
- Ans. The Russian Social Democratic Workers Party focused on Marxist principles and mobilising urban workers, while the Socialist Revolutionary Party emphasised peasant rights and land redistribution.
38. What challenges did the Provisional Government face in 1917?
- Ans. The Provisional Government faced challenges such as growing Bolshevik influence, widespread worker and peasant unrest, and the inability to effectively address demands for land redistribution and peace.

39. How did the Bolsheviks consolidate power after the October Revolution?

Ans. The Bolsheviks consolidated power by nationalising industry and banks, suppressing opposition, establishing a one-party state, and creating a centralised planning system for the economy.

40. What was the impact of the civil war on Russia after the October Revolution?

Ans. The civil war led to widespread destruction, looting, famine, and the eventual victory of the Bolsheviks, who solidified their control over the Russian empire and implemented socialist policies.

Short Answer Type Questions

41. Describe the manner in which the Bolsheviks seized power from the Provisional Government in October 1917.

Ans. The Provisional Government, under Prime Minister Kerenskii, began to repress the Bolshevik Party and arrest its leaders. Sensing the threat of dictatorship, Lenin began discussing seizure of power from the Provisional Government. The plan to usurp power from Kerenskii was to be hatched on 16 October 1917 by a special body called the Military Revolutionary Committee under Leon Trotsky. On 24 October Kerenskii, suspecting trouble, summoned the troops to the city, which captured two Bolshevik buildings that published newspaper and gave protection to the telephone office, telegraph office and the Winter Palace. The Military Revolutionary Committee immediately seized government officers, arrested the ministers and took over the Winter Palace after a ship named 'Aurora' shelled it down. By nightfall, the seizure of power was complete.

42. What step was taken by the newly formed state of USSR towards the non-Russian Nationalities?

Ans. Bolsheviks founded the Comintern, an international union of pro-Bolshevik socialist parties and opened it for the non-Russians. USSR's Communist University of the Workers of the East imparted education to many students globally. Thus, USSR got a global recognition by the time the Second World War broke out.

43. What was the focus of the first two Five-year plans? Did it lead to a change in the condition of the working classes? Discuss.

Ans. Centralised planning was introduced to assist public work and economic growth. Industrial growth was the focus of the first two Five-Year plans. During this period, prices were fixed by the government. Centralised planning led to industrial growth (particularly in oil, coal and steel industries) and coming up of new factory cities.

Factory workers and peasants were extended opportunities to educate themselves through a developed schooling system. Women workers were given the benefit of crèches for keeping their children. Health care was provided to all at cheap rates. Model living quarters were set up for the workers.

44. Discuss the views of socialists on private property. Name the international body set up to spread and coordinate their efforts.

Ans. By mid-nineteenth century in Europe, socialism had become a well known body of ideas. It was against private property, wanted society not individuals to control property and to promote social good. Second International, which was an international body of the socialists, was formed in the 1870s. This was followed by the socialist parties in different countries of the world. Social Democratic Party of Germany, Labour Party in Britain and a Socialist Party in France put up the demand for workers – their better living condition, help in distress, reduction of working hours and right to vote.

45. Explain the role of Lenin in Russian Revolution.

Ans. Lenin was a socialist leader who was against the autocratic rule of Tsar. He put forward three demands, i.e. the war be brought to an end, land be transferred to the peasants, and banks to be nationalised. The Provisional Government established after the February Revolution of 1917 was controlled by the landlords, industrialists and army officers. So Lenin was against this government. The Provisional Government was overthrown by the Soviets under the leadership of Lenin. He also laid the foundation of the Communist State.

46. The First World War on the 'eastern front' differed from that on the 'western front.' Justify the statement.

Ans. The above given statement is true because different strategies were adopted by the armed forces on both the fronts. On the western front the armies fought from trenches stretched along eastern France. On the eastern front the armies moved a good deal and fought battles leaving large casualties. There were many shocking and demoralising defeats. Russian army lost badly in Germany and Austria between 1914 and 1916. There were more than 7 million casualties by 1917.

47. What was the significance of the French Revolution for societal change?

Ans. The French Revolution introduced powerful ideas of freedom and equality, challenging the existing

societal structure dominated by the aristocracy and church. It opened up the possibility of creating significant changes in society, leading to discussions about individual rights and control of social power in Europe, Asia, and colonies, influencing future political movements.

48. What was the outcome of the October Revolution of 1917?

Ans. The October Revolution of 1917 resulted in the Bolshevik seizure of power, nationalisation of industry and banks, land redistribution to peasants, and the establishment of a one-party state. The Bolsheviks consolidated their control, suppressing opposition and implementing socialist policies, leading to significant changes in Russian society and governance.

Paragraph Based Questions

49. Read the sources given below and answer the questions that follow:

Source A – After February

In April 1917, the Bolshevik leader Vladimir Lenin returned to Russia from his exile. He and the Bolsheviks had opposed the war since 1914. Now he felt it was time for soviets to take over power. He declared that the war be brought to a close, land be transferred to the peasants, and banks be nationalised. These three demands were Lenin's *April Theses*. He also argued that the Bolshevik Party rename itself the Communist Party to indicate its new radical aims.

(a) What did Lenin fight for after his return from exile?

Source B – The Civil War

Non-Bolshevik socialists, liberals and supporters of autocracy condemned the Bolshevik uprising. Their leaders moved to south Russia and organised troops to fight the Bolsheviks (the 'reds'). During 1918 and 1919, the 'greens' (Socialist Revolutionaries) and 'whites' (pro-Tsarists) controlled most of the Russian empire. They were backed by French, American, British and Japanese troops – all those forces who were worried at the growth of socialism in Russia.

(b) What were the reasons for making Five-year plans?

Source C – Making a Socialist Society

A process of centralised planning was introduced. Officials assessed how the economy could work and set targets for five-year period. On this basis they made the Five-year Plans. The government fixed all prices to promote industrial growth during the first two 'Plans' (1927–1932 and 1933–1938).

(c) What were the reasons for making Five-year plans?

Ans. (a) In April 1917, Vladimir Lenin, the leader of the Bolsheviks, made his return to Russia after a period of exile. Since 1914, he and his party had been vocal opponents of the war. At this juncture, Lenin believed it was imperative for the soviets to assume control of the government. He proclaimed that the war should be ended, land should be allocated to the peasants, and the banks should be nationalised.

(b) The Soviet Union implemented five-year plans aimed at swiftly transforming the nation from an agrarian economy into a formidable industrial power.

(c) Five year plans were made to promote economic growth, industrial growth and to increase the production.

Case Based Questions

50. Some Russian socialists felt that the Russian peasant custom of dividing land periodically made them natural socialists. So peasants, not workers, would be the main force of the revolution, and Russia could become socialist more quickly than other countries. Socialists were active in the countryside through the late nineteenth century. They formed the Socialist Revolutionary Party in 1900. This party struggled for peasants' rights and demanded that land belonging to nobles be transferred to peasants. Social Democrats disagreed with Socialist Revolutionaries about peasants. Lenin felt that peasants were not one united group. Some were poor and others rich, some worked as labourers while others were capitalists who employed workers. Given this 'differentiation' within them, they could not all be part of a socialist movement. The party was divided over the strategy of organisation. Vladimir Lenin (who led the Bolshevik group) thought that in a repressive society like Tsarist Russia the party should be disciplined and should control the number and quality of its members. Others (Mensheviks) thought that the party should be open to all (as in Germany).

50.1 When was the Socialist Revolutionary Party formed in Russia?

Ans. The Socialist Revolutionary Party was formed in 1900.

50.2 What was Lenin's view on the composition of the peasantry in relation to the socialist movement?

Ans. Lenin believed that peasants were not a united group, with some being poor and others rich, some working as labourers, and others as

capitalists who employed workers, making them unsuitable as the main force for a socialist movement.

50.3 Explain the main disagreement between the Socialist Revolutionaries and the Social Democrats regarding the role of peasants in the socialist movement.

Ans. The Socialist Revolutionaries believed that the Russian peasant custom of dividing land periodically made them natural socialists and that peasants, not workers, should be the main force of the revolution, as this could hasten Russia's transition to socialism. In contrast, the Social Democrats, including Lenin, disagreed, arguing that the peasantry was not a homogenous group; due to their varied economic conditions, they could not be a united force in the socialist movement. Lenin also felt that the party should be highly disciplined and selective in membership, unlike the more inclusive approach of the Mensheviks.

51. Industrialisation brought men, women and children to factories during the coming of industrial society. Work hours were often long and wages were poor. Unemployment was common, particularly during times of low demand for industrial goods. Housing and sanitation were problems since towns were growing rapidly. Liberals and radicals searched for solutions to these issues. Almost all industries were the property of individuals. Liberals and radicals themselves were often property owners and employers. Having made their wealth through trade or industrial ventures, they felt that such effort should be encouraged – that its benefits would be achieved if the workforce in the economy was healthy and citizens were educated. Opposed to the privileges the old aristocracy had by birth, they firmly believed in the value of individual effort, labour and enterprise. If freedom of individuals was ensured, if the poor could labour, and those with capital could operate without restraint, they believed that societies would develop. Many working men and women who wanted changes in the world rallied around liberal and radical groups and parties in the early nineteenth century.

51.1 What were the working conditions like during the industrialisation period?

Ans. Work hours were often long, wages were poor, and unemployment was common, especially during times of low demand for industrial goods.

51.2 What did liberals and radicals believe would help society develop?

Ans. Liberals and radicals believed that society would

develop if individual freedom was ensured, the poor could labour, and those with capital could operate without restraint.

51.3 Describe the approach of liberals and radicals towards addressing the issues brought about by industrialisation.

Ans. Liberals and radicals sought solutions to the problems caused by rapid industrialisation, such as poor housing and sanitation. They believed in encouraging individual effort, labour, and enterprise, opposing the privileges of the old aristocracy. They felt that a healthy and educated workforce would benefit society. Many of them were property owners and employers who made their wealth through trade or industrial ventures. They rallied support from working men and women who desired change, advocating for a society where freedom for individuals, opportunities for the poor to work, and the ability for capitalists to operate freely would lead to societal development.

52. In the Provisional Government, army officials, landowners, and industrialists held significant influence, but liberals and socialists among them aimed for an elected government. They lifted restrictions on public meetings and associations, leading to the formation of Soviets, including the Petrograd Soviet. In April 1917, Vladimir Lenin returned from exile and declared his 'April Theses,' demanding an end to the war, land redistribution to peasants, and nationalisation of banks. Initially, many Bolsheviks were surprised by Lenin's radical proposals, believing it was too soon for a socialist revolution. However, as the workers' movement spread and factory committees and soldiers' committees formed, Bolshevik influence grew. The Provisional Government's power diminished, leading to harsh measures against the Bolsheviks, including arrests and repression of demonstrations. By summer 1917, many Bolshevik leaders were forced into hiding or fleeing due to the government's stern actions.

52.1 What were the three main demands of Lenin's *April Theses*?

Ans. Lenin's *April Theses* demanded an end to the war, land redistribution to peasants, and nationalisation of banks.

52.2 What action did the Provisional Government take against Bolshevik demonstrations in July 1917?

Ans. The Provisional Government sternly repressed Bolshevik demonstrations, leading to the arrest and hiding of many Bolshevik leaders.

52.3 How did the workers' movement and formation of Soviets impact the power of the Provisional Government by the summer of 1917?

Ans. The workers' movement and the formation of Soviets, factory committees, and soldiers' committees significantly reduced the power of the Provisional Government. As Bolshevik influence grew, the government resorted to harsh measures, including arrests and repression, to control the spreading discontent, ultimately weakening its authority.

53. The period of the early Planned Economy was linked to the disasters of the collectivisation of agriculture. By 1927–1928, the towns in Soviet Russia were facing an acute problem of grain supplies. The government fixed prices at which grain must be sold, but the peasants refused to sell their grain to government buyers at these prices.

Stalin, who headed the party after the death of Lenin, introduced firm emergency measures. He believed that rich peasants and traders in the countryside were holding stocks in the hope of higher prices. Speculation had to be stopped and supplies confiscated.

In 1928, Party members toured the grain-producing areas, supervising enforced grain collections, and raiding 'kulaks' – the name for well to-do peasants. As shortages continued, the decision was taken to collectivise farms.

53.1 Who were *Kulaks*?

Ans. Rich peasants and traders were known as *kulaks*.

53.2 What was the main problem faced by the towns in Soviet Russia?

Ans. In 1927–1928, the towns in Soviet Russia faced an acute problem of grain supplies. The government fixed the rate of the grains, but the peasants refused to sell their grains to government because of the low rates.

53.3 What measures were taken by Stalin to resolve the issue of grain supplies?

Ans. Stalin introduced various firm emergency measures in order to ensure adequate supply of grains in the market. According to him rich peasants and traders in the countryside were holding stocks in the hope of higher prices. He ordered to confiscate all the stocks.

Long Answer Type Questions

54. Explain how workers in Russia were a divided social group. Mention one unique feature about them.

Ans. In 1890s, workers were divided on the basis of society they live, skills they possess, dress they wear and on many other criterias. On the basis of society, some workers came from villages while some came from cities. On the basis of skill, workers who had knowledge in metals were

given more importance among the workers. Skilled workers were paid more in comparison to the less skilled workers. They were divided into different social groups. Some of them had strong links with their ancestral villages while others had permanently settled in the cities.

55. Who was ruling over Russia during the revolution? How was he responsible for the revolution?

Ans. Prime Minister Kerenskii was ruling over Russia during the revolution. The Provisional Government, under Prime Minister Kerenskii, began to repress the Bolshevik Party and arrest its leaders. Sensing the threat of dictatorship, Lenin began discussing seizure of power from the Provisional Government. The plan to usurp power from Kerenskii was to be hatched on 16 October 1917 by a special body called the Military Revolutionary Committee under Leon Trotsky. On 24 October Kerenskii suspecting trouble, summoned the troops to the city, which captured two Bolshevik buildings that published newspaper and gave protection to the telephone office, telegraph office and the Winter Palace.

56. Describe the main political ideologies of liberals, radicals, and conservatives in the 19th century. How their ideas about societal change differed?

Ans. In the 19th century, liberals advocated for religious tolerance, representative parliamentary government, and protection of individual rights against government power but opposed universal suffrage. Radicals sought government based on the majority population, supported women's suffrage, and opposed privileges of large landowners and wealthy factory owners, seeking profound societal changes. Conservatives initially resisted change, valuing tradition, but post-French Revolution, they accepted gradual change, believing in respecting historical continuity. These differing ideologies clashed during social and political upheavals, with liberals and radicals pushing for various reforms and conservatives advocating for slow, respectful changes, shaping the era's revolutionary movements and national transformations.

57. Explain the causes and consequences of the Revolution of 1905 in Russia.

Ans. The Revolution of 1905 in Russia was triggered by widespread discontent due to economic hardship, poor working conditions, and political repression. The immediate cause was the Bloody Sunday massacre, where peaceful protesters were killed by the Tsar's forces. This led to widespread strikes, demonstrations, and demands for political reforms, including the creation of an elected consultative Parliament (Duma). The

revolution highlighted the growing unrest among workers and peasants, forcing the Tsar to make concessions. However, the Duma faced severe restrictions, and the revolution ultimately failed to bring significant changes, setting the stage for further revolutionary activities and the eventual collapse of the Tsarist regime in 1917.

———— Let's Compete ————

Multiple-Choice Questions

1. *Jadidists* in Russia were
 - (a) muslim reformers within the Russian Empire.
 - (b) muslim revolutionaries.
 - (c) muslim scholars.
 - (d) buddhist revolutionaries.

Ans. (a) muslim reformers within the Russian Empire.

2. Who among the following succeeded Vladimir Lenin?
 - (a) Kerenskii
 - (b) Stalin
 - (c) Leon Trotsky
 - (d) None of these

Ans. (b) Stalin

3. Collective farms in Russia were known as
 - (a) *junkers*.
 - (b) *kolkhoz*.
 - (c) *kulaks*.
 - (d) all of these.

Ans. (b) *kolkhoz*.

4. Who among the following were also known as the 'Reds'?
 - (a) Pro-Tsarists
 - (b) Socialists
 - (c) Bolsheviks
 - (d) Non-Bolsheviks

Ans. (c) Bolsheviks

5. International Union of Communist parties was
 - (a) Comintern.
 - (b) Communist International.
 - (c) Petrograd Soviet.
 - (d) None of these.

Ans. (a) Comintern.

6. At which of the following places did the Bolsheviks make peace with Germany?
 - (a) Berlin
 - (b) Moscow
 - (c) Vienna
 - (d) Brest Litovsk

Ans. (d) Brest Litovsk

7. The secret police of Russia was
 - (a) Security Service International.
 - (b) BOSS.
 - (c) Cheka.
 - (d) SWAT.

Ans. (c) Cheka.

8. Who among the following headed the Military Revolutionary Committee?
 - (a) Lenin
 - (b) Stalin
 - (c) Leon Trotsky
 - (d) None of these

Ans. (c) Leon Trotsky

9. Which one of the following was the feature of Centralised Planning?
 - (a) Five Year Plans
 - (b) Nationalization of Banks
 - (c) Distribution of Land
 - (d) Nationalisation of Industries

Ans. (a) Five Year Plans

10. Who among the following was the ruler of Russia during the First World War?
 - (a) Lenin
 - (b) Tsar Nicholas II
 - (c) Tsar Nicholas III
 - (d) None of these

Ans. (b) Tsar Nicholas II

———— Life Skills ————

1. 'Emergence of the Soviet Union as a great power after World War I was considered a danger by many countries'. Comment.

Ans. Though the idea of creating a worker's state excited many thinkers but the manner in which the Bolsheviks had taken power in Russia was seen with skepticism. By 1950's it was clear that the style of government in USSR was not in keeping with the ideals of the Russian Revolution. Despite sudden and enormous growth, essential freedoms had been denied to the common people. However, the Revolution had global impact as many communists parties came up in different countries; the Bolsheviks encouraged the colonial people to create socialist revolutions in their countries.

2. The Russian Revolution of 1905 was a dress rehearsal of the October Revolution of 1917. Explain.

Ans. It is true to say that the Russian Revolution of 1905 was a dress rehearsal of the October Revolution of 1917. The Tsar allowed the creation of an elected consultative Parliament or Duma. Most of the trade unions and committees were declared illegal. Severe restrictions were imposed on various political activities. The Tsar changed the voting laws, and packed the Duma with conservatives who were in favour of old traditions. The above mentioned causes played an important role in preparing the ground for the October Revolution of 1917.

3

Nazism and the Rise of Hitler

Check Your Progress

Multiple-Choice Questions

1. In which year did Germany withdraw from the 'League of Nations'?

- (a) 1932
- (b) 1933
- (c) 1937
- (d) 1939

Ans. (b) 1933

2. On which of the following thinkers was the Hitler's idea of racialism based?

- (a) Charles Darwin
- (b) Rousseau
- (c) Voltaire
- (d) None of these

Ans. (a) Charles Darwin

3. Who among the following was on the top in the list of 'undesirables'?

- (a) Gypsies
- (b) Jews
- (c) Aryans
- (d) Blacks

Ans. (b) Jews

4. Who was the head of the German Labour Front?

- (a) Joseph Goebbels
- (b) Heinrich Himmler
- (c) Robert Lay
- (d) Hermann Göring

Ans. (c) Robert Lay

5. What was the German Workers' Party renamed to by Hitler?

- (a) National Socialist German Workers' Party
- (b) Communist Party of Germany
- (c) Socialist Revolutionary Party
- (d) German Labour Front

Ans. (a) National Socialist German Workers' Party

6. What was the result of the Treaty of Versailles for Germany?

- (a) Gained territories
- (b) Lost territories and had to pay reparations

- (c) Maintained its empire
- (d) Formed new alliances

Ans. (b) Lost territories and had to pay reparations

7. Which event marked the beginning of the Great Depression?

- (a) The Treaty of Versailles
- (b) Wall Street Exchange crash
- (c) German invasion of Poland
- (d) The rise of Hitler

Ans. (b) Wall Street Exchange crash

8. What was the primary aim of the Nazi propaganda?

- (a) To promote peace
- (b) To spread Nazi ideology
- (c) To encourage democracy
- (d) To support the Weimar Republic

Ans. (b) To spread Nazi ideology

9. What did the Nuremberg Laws of 1935 enforce?

- (a) Equality for all citizens
- (b) Exclusion of Jews from German citizenship
- (c) Freedom of speech
- (d) End of war

Ans. (b) Exclusion of Jews from German citizenship

10. What was Hitler's book called?

- (a) The Final Solution
- (b) Mein Kampf
- (c) Nazi Ideology
- (d) The Communist Manifesto

Ans. (b) Mein Kampf

11. Arrange the following events in chronological order and choose the correct answer from the options given below.

- A. Treaty of Versailles
- B. Germany capitulates, ending the war
- C. Hitler becomes Chancellor
- D. Germany invades Poland

Options:

- (a) BACD (b) CDAB
(c) ABCD (d) DABC

Ans. (a) BACD

Very Short Answer Type Questions

12. What was the Enabling Act of 1933?

Ans. The famous Enabling Act was passed on 3rd March 1933 through which dictatorship was established in Germany and all powers were given to Hitler who ruled by decree. Except Nazi Party all political parties and trade unions were banned.

13. What terms were used by the Nazi regime for the mass killing of the Jews?

Ans. Special treatment, final solution, euthanasia, selection and disinfections were the terms used by the Nazi regime for the mass killing of the Jews.

14. Define the term 'proletarianisation'.

Ans. The term 'proletarianisation' means to become impoverished to the level of working class.

15. Who were the Allied and Axis Powers?

Ans. The Allied Powers were initially led by the UK and France. In 1941 they were joined by the USSR and USA. They fought against the Axis Powers, namely Germany, Italy and Japan.

16. What were the Honour Crosses in Nazi Germany?

Ans. Honour Crosses were awards given to German women who bore multiple children, promoting the growth of the Aryan population, with bronze for four children, silver for six, and gold for eight or more.

17. What was the impact of the Wall Street Crash on Germany?

Ans. The Wall Street Crash led to the withdrawal of American loans, causing economic collapse in Germany with massive unemployment, business failures, and increased support for extremist parties like the Nazis.

18. What was the role of the SA and SS in Nazi Germany?

Ans. The SA (Storm Troopers) and SS (Protection Squads) were paramilitary organisations that enforced Nazi policies, conducted terror campaigns against political opponents, and oversaw the implementation of the Holocaust.

19. How did the Nazis use the concept of the 'master race'?

Ans. The Nazis used the concept of the 'master race' to promote the superiority of the Aryan race, justify the exclusion and extermination of Jews and other minorities, and legitimise their aggressive expansionist policies.

20. What was Hitler's book *Mein Kampf* about?

Ans. "Mein Kampf" outlined Hitler's ideology and plans for Germany, including his beliefs in Aryan supremacy, anti-Semitism, and his goals for expanding German territory.

21. What did the Enabling Act of 1933 establish?

Ans. The Enabling Act of 1933 gave Hitler the power to rule by decree, effectively establishing a dictatorship and sidelining the democratic Weimar Republic.

Short Answer Type Questions

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

Ans. Nazis began by identifying the 'undesirable' from the 'desirable'. Nazis wanted a society of 'pure and healthy Nomadic Aryan'. Jews, Gypsies and blacks, Russians and Poles, socialists and liberals, mentally and physically challenged were identified as the 'undesirables'. Many Gypsies and blacks living in Nazi Germany were considered as racial 'inferiors' who threatened the biological purity of the 'superior Aryan' race. They were persecuted on large scale. Nazis also considered Russians and Poles subhuman, and hence undeserving of any humanity. The Jews were called by derogatory names like vermin, rats and pests. From 1939–1945, Nazis aimed at concentrating Jews in certain areas and eventually killing them in gas chambers in Poland.

23. How and when did the world get to know about the Nazi atrocities?

Ans. The people who witnessed and escaped from the holocaust wrote diaries and kept notebooks but after the defeat of Germany the allied armies found the description about the Nazi atrocities. Some witnesses of holocaust also used to keep some documents in milk cans and buried them with some more containers under the building cellars.

24. Write a short note on the chief sources of information about the 'Holocaust'.

Ans. Holocaust, a Greek word, means sacrifice by fire. Holocaust was the state sponsored persecution and murder of around 6 million Jews by the Nazis. The information about Nazi practices trickled out of Germany during the last years of regime. The Jews wanted the world know about the atrocities they had endeavoured during the holocaust. Some of the ghetto inhabitants wrote diaries and kept notebooks recording the details of holocaust.

25. What was the purpose of the Nuremberg Trials?

Ans. The purpose of the Nuremberg Trials was to prosecute leading Nazi war criminals for their

roles in the atrocities committed during World War II, including Crimes against Peace, War Crimes, and Crimes Against Humanity. The trials aimed to provide justice for the victims, establish accountability, and set a precedent for international law and human rights.

26. Explain the concept of *Lebensraum* in Nazi ideology.

Ans. Lebensraum, or living space, was a key concept in Nazi ideology advocating for the expansion of German territory eastwards to provide space for the Aryan race to grow and thrive. It justified aggressive expansionist policies, displacement, and extermination of local populations, and aimed to ensure the survival and dominance of the German nation.

27. What measures did the Nazis take to control education in Germany?

Ans. The Nazis controlled education by rewriting textbooks to promote Nazi ideology, introducing racial science, dismissing politically unreliable teachers, and segregating Jewish and other 'undesirable' children. Education focused on loyalty to Hitler, militarism, racial purity, and hatred for Jews and political opponents, aiming to indoctrinate children from a young age.

Long Answer Type Questions

28. How did the First World War end? The Treaty of Versailles was very harsh and humiliating. Support the statement by citing four terms of the treaty.

Ans. First World War ended with the defeat of Germany and Central Powers in November 1918 by the Allied Powers. Some of the important provisions of the Treaty of Versailles are as follows:

- Demilitarisation of Germany to weaken its powers.
- Germany was held responsible for the war and damages suffered by the Allies according to the War guilt clause.
- Germany was forced to pay six billion pounds in compensation to the Allies.
- Resource rich Rhineland was occupied by the Allied armies for most of 1920s.

29. Discuss the reasons for setting up an International Military Tribunal at Nuremberg at the end of the Second World War. Why were the Nazis prosecuted?

Ans. In 1945, The International Military Tribunal was set up at Nuremberg after the Second World War in order to conduct trials on the Nazis for their atrocities which were considered as crimes against humanity. In this tribunal all the Allied powers had representation. The crimes against the Jews, Poles, Russians and others were condemned and many prominent Nazi leaders were punished. Some of the Nazi organisations like Gestapo and Secret

Police were named as criminal organisations. Medical examinations conducted on the Jews were also condemned and conducting any such experiments without consent was declared illegal and punishable.

30. Explain the role of propaganda in establishing and maintaining the Nazi regime.

Ans. Propaganda played a crucial role in establishing and maintaining the Nazi regime. Joseph Goebbels, as the Minister of Propaganda, masterminded a comprehensive propaganda campaign that permeated all aspects of German life. The regime used propaganda to spread Nazi ideology, glorify Hitler, and create a cult of personality around him. Films, posters, radio broadcasts, and mass rallies were used to convey the regime's messages. Propaganda emphasised Aryan racial superiority, vilified Jews and other minorities, and justified the regime's policies and actions. It also promoted the idea of a strong, unified Germany, instilling national pride and loyalty to the Führer. By controlling the media and censoring dissent, the Nazis ensured that their propaganda was the dominant narrative, effectively manipulating public opinion and suppressing opposition.

31. How did the Nazi regime impact women in Germany?

Ans. The Nazi regime had a significant impact on women in Germany, as it promoted a specific role for women centred on traditional family values and motherhood. The regime encouraged women to leave the workforce and focus on childbearing and homemaking to increase the Aryan population. Women were awarded the Honour Cross for having multiple children and were portrayed as guardians of German culture and morality. However, professional and educational opportunities for women were severely restricted. The regime propagated the slogan "Kinder, Küche, Kirche" (Children, Kitchen, Church) to emphasise the roles they deemed appropriate for women. While some women initially welcomed these policies as a return to traditional values, others resented the loss of freedom and professional opportunities. The regime's policies ultimately aimed to control and limit women's roles in society to support its broader ideological goals.

Self-Assessment

Multiple-Choice Questions

1. Which among the following was a war veterans organisation?

- | | |
|----------------------|-------------------|
| (a) Free Corps | (b) Gestapo |
| (c) Protection Squad | (d) None of these |

Ans. (a) Free Corps

2. Which among the following were Allied Powers in the Second World War?
- Germany, Italy and Turkey
 - Japan, Italy and Germany
 - UK, France, USSR and USA
 - UK, France and Germany

Ans. (c) UK, France, USSR and USA

3. Which of the following was the immediate cause for the Great Depression (1929–1932)?

- Collapse of Banks
- Collapse of Wall Street Exchange
- Economic impact of the First World War
- All of these

Ans. (b) Collapse of Wall Street Exchange

4. What was the main focus of Hitler's foreign policy?

- Isolationism
- Expansion of German territory
- Establishing democracy
- Reducing military power

Ans. (b) Expansion of German territory

5. What happened on November 9, 1918, in Germany?

- Treaty of Versailles was signed
- Germany capitulated, ending the war
- Hitler became Chancellor
- Germany invaded Poland

Ans. (b) Germany capitulated, ending the war

6. Which pact strengthened Hitler's claim to international power in 1940?

- Treaty of Versailles
- Tripartite Pact
- Munich Agreement
- Treaty of Trianon

Ans. (b) Tripartite Pact

7. When did the mass murder of Jews begin?

- January 30, 1933
- June 23, 1941
- September 1, 1939
- December 8, 1941

Ans. (b) June 23, 1941

8. Which city was the seat of the democratic constitution after the First World War?

- Berlin
- Munich
- Weimar
- Hamburg

Ans. (c) Weimar

9. Who were considered the 'November criminals' in Germany?

- Communists
- Nazis
- Supporters of the Weimar Republic
- Allied forces

Ans. (c) Supporters of the Weimar Republic

10. What was the main aim of the Enabling Act passed in 1933?

- To promote democracy
- To establish dictatorship
- To support trade unions
- To reduce taxes

Ans. (b) To establish dictatorship

11. What was the name given to the Nazi youth organisation for boys aged 14?

- Jungvolk
- Hitler Youth
- Labour Service
- SS Youth

Ans. (b) Hitler Youth

12. Arrange the following events in chronological order and choose the correct answer from the given options.

- Germany invades the USSR
- Mass murder of Jews begins
- United States joins Second World War
- Soviet troops liberate Auschwitz

Options:

- BACD
- CDAB
- ABCD
- DABC

Ans. (c) ABCD

13. Arrange the following events in chronological order and choose the correct answer from the given options.

- Establishment of the Weimar Republic
- Hitler becomes Chancellor
- Enabling Act passed
- Outbreak of the Second World War

Options:

- BACD
- CDAB
- ABCD
- DABC

Ans. (c) ABCD

Assertion-Reason Type Questions

For question numbers 14 to 22, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Options:

- Both A and R are true and R is the correct explanation of A.
- Both A and R are true but R is not the correct explanation of A.
- A is true but R is false.
- A is false but R is true.

14. **Assertion (A):** Under the shadow of the Second World War, Germany had waged a genocidal war.

Reason (R): This war resulted in the mass murder of selected groups of innocent civilians of Europe.

Ans. (a) Both A and R are true and R is the correct explanation of A.

15. Assertion (A): The peace treaty at Versailles with the Allies was a harsh and humiliating peace.

Reason (R): Germany lost its overseas colonies, a tenth of its population, 25 per cent of its territories, 55 per cent of its iron and 30 per cent of its coal to France, Poland, Denmark and Lithuania.

Ans. (c) A is true but R is false.

16. Assertion (A): Within its short life, the Weimar Republic saw twenty different cabinets lasting on an average 336 days, and a liberal use of Article 54.

Reason (R): The Weimar constitution had some inherent defects, which made it unstable and vulnerable to dictatorship.

Ans. (d) A is false but R is true.

17. Assertion (A): In 1928, the Nazi Party got not more than 2.6 per cent votes in the Reichstag – the German parliament.

Reason (R): By 1932, it had become the largest party with 37 per cent votes.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

18. Assertion (A): The Nuremberg Laws excluded Jews from German citizenship.

Reason (R): The Nuremberg Laws aimed to protect the purity of the Aryan race.

Ans. (a) Both A and R are true and R is the correct explanation of A.

19. Assertion (A): The Treaty of Versailles led to the rise of the Weimar Republic.

Reason (R): The Treaty of Versailles was harsh and humiliating for Germany.

Ans. (a) Both A and R are true and R is the correct explanation of A.

20. Assertion (A): Hitler chose war as a way to solve the economic crisis.

Reason (R): Hitler believed that resources could be accumulated through the expansion of territory.

Ans. (a) Both A and R are true and R is the correct explanation of A.

21. Assertion (A): The Nazi regime used the term 'final solution' in their official communications.

Reason (R): The term 'final solution' referred to the systematic extermination of Jews.

Ans. (a) Both A and R are true and R is the correct explanation of A.

22. Assertion (A): The Weimar Republic was stable and long-lasting.

Reason (R): The Weimar constitution had defects, making it unstable and vulnerable to dictatorship.

Ans. (d) A is false but R is true.

Match the Following

23. Match the following leaders given in Column A with their roles in Column B. Choose the correct answer from the given options.

Column A (Leaders)	Column B (Roles)
A. Adolf Hitler	1. Chancellor of Germany
B. Joseph Goebbels	2. Propaganda Minister
C. Heinrich Himmler	3. Head of SS
D. Robert Lay	4. Head of German Labour Front

Codes:

A	B	C	D
(a) 1	2	3	4
(b) 2	1	3	4
(c) 1	4	3	2
(d) 3	2	1	4

Ans. (a) 1 2 3 4

24. Match the following terms given in Column A with their descriptions in Column B. Choose the correct answer from the given options.

Column A (Terms)	Column B (Descriptions)
A. Mein Kampf	1. Hitler's autobiography
B. Nuremberg Laws	2. Exclusion of Jews from German citizenship
C. Gestapo	3. Nazi secret state police
D. Kristallnacht	4. Night of broken glass, attacks on Jewish properties

Codes:

A	B	C	D
(a) 1	2	3	4
(b) 2	1	3	4
(c) 1	4	3	2
(d) 3	2	1	4

Ans. (a) 1 2 3 4

25. Match the following events given in Column A with their dates in Column B. Choose the correct answer from the options given below.

Column A (Events)	Column B (Dates)
A. Treaty of Versailles	1. June 28, 1919
B. Hitler becomes Chancellor	2. January 30, 1933
C. Germany invades Poland	3. September 1, 1939
D. United States joins WWII	4. December 8, 1941

Codes:

	A	B	C	D
(a)	1	2	3	4
(b)	2	1	3	4
(c)	1	4	3	2
(d)	3	2	1	4

Ans. (d) 3 2 1 4

Study the Picture and Answer the Question



26. Which of the following option best signifies the above given image?

- (a) Hitler being greeted at the Party Congress in Berlin in 1938.
- (b) Hitler being greeted at the Party Congress in Munich in 1938.
- (c) Hitler being greeted at the Party Congress in Hamburg in 1938.
- (d) Hitler being greeted at the Party Congress in Nuremberg in 1938.

Ans. (d) Hitler being greeted at the Party Congress in Nuremberg in 1938.

Find the Incorrect Option

- 27.** (a) On 16th January 1935, President Hindenburg offered the Chancellorship, the highest position in the cabinet of ministers, to Hitler.
- (b) On 3 March 1933, the famous Enabling Act was passed. This Act established dictatorship in Germany.
- (c) The Fire Decree of 28 February 1933 indefinitely suspended civic rights like freedom of speech, press and assembly that had been guaranteed by the Weimar constitution.
- (d) Hitler pulled out of the League of Nations in 1933.

Ans. (a) On 16th January 1935, President Hindenburg offered the Chancellorship, the highest position in the cabinet of ministers, to Hitler.

Correct and Rewrite the Following Statement

28. In September 1939, Poland invaded Germany. This started a war with France and Italy. In September 1942, a Tripartite Pact was signed between USA, Germany, Italy and England strengthening Hitler's claim to international power.

Ans. In September 1939, Germany invaded Poland. This started a war with France and England. In September 1940, a Tripartite Pact was signed between Germany, Italy and Japan, strengthening Hitler's claim to international power.

Fill in the Blanks

- 29.** In 1919, Hitler joined a small group called the German Workers' Party.
- 30.** Hitler assigned the responsibility of economic recovery to the economist Hjalmar Schacht.
- 31.** The Soviet Red Army inflicted a crushing and humiliating defeat on Germany at Stalingrad.

Very Short Answer Type Questions

32. What was Tripartite Pact and which countries were the members of the Tripartite Pact?

Ans. In September 1940, a Tripartite Pact was signed between Germany, Italy and Japan, strengthening Hitler's claim to international power. According to it, each country would provide military, political, and economic assistance if another signatory was attacked by a power not involved in the European or Sino-Japanese conflicts.

33. What was meant by 'Evacuation' by the Nazis?

Ans. 'Evacuation' meant deporting people to gas chambers. They were labelled 'disinfection-areas', and looked like bathrooms equipped with fake showerheads.

34. Which country inflicted a crushing defeat on Germany and where did it inflict a crushing defeat on it?

Ans. The Soviet Red Army inflicted a crushing and humiliating defeat on Germany at Stalingrad. After this the Soviet Red Army hounded out the retreating German soldiers until they reached the heart of Berlin.

35. What was the Third Reich?

Ans. Charlotte Beradt secretly recorded people's dreams in her diary and later published them in a highly disconcerting book called the 'Third Reich of Dreams'. She describes how Jews themselves began believing in the Nazi stereotypes about them.

36. What was the main aim of the Nuremberg Laws?

Ans. The Nuremberg Laws aimed to exclude Jews from German citizenship and prohibit marriages and extramarital relations between Jews and Germans to protect the purity of the Aryan race.

37. How did the Nazi regime use propaganda?

Ans. The Nazi regime used propaganda through films, posters, radio, and speeches to spread their ideology, create hatred for Jews, and mobilise the population in support of their policies.

38. What was the significance of the Treaty of Versailles for Germany?

Ans. The Treaty of Versailles was significant for Germany as it imposed harsh reparations, territorial losses, and military restrictions, which led to widespread resentment and economic hardship.

39. What was the significance of *Kristallnacht*?

Ans. *Kristallnacht*, or the Night of Broken Glass, was a significant event where Jewish properties were vandalised, synagogues burned, and thousands of Jews arrested, marking a major escalation in Nazi persecution of Jews.

40. What was the Lebensraum concept in Nazi ideology?

Ans. Lebensraum was a concept in Nazi ideology advocating for the expansion of German territory eastwards to provide living space for the Aryan race and ensure the nation's survival and growth.

41. What was the outcome of the Nuremberg Trials?

Ans. The Nuremberg Trials resulted in the prosecution of leading Nazi war criminals for Crimes against Peace, War Crimes, and Crimes Against Humanity, with several sentenced to death and others imprisoned for life.

42. How did the Nazis attempt to win support from different sections of society?

Ans. The Nazis attempted to win support from different sections of society by promising economic stability, employment, national pride, and security, while using propaganda to scapegoat Jews and other minorities for Germany's problems.

Short Answer Type Questions

43. Discuss why Nazism became popular in Germany in 1930.

Ans. The most important reason for the popularity of Nazism in Germany in 1930 was the Great Depression. The Weimar Republic did almost nothing for the economic downfall of the country.

44. What stereotypes were used by the Nazis for the Jews?

Ans. Jews along with the Gypsies and blacks living in Nazi Germany were considered as racial 'inferiors' who threatened the biological purity of the 'superior Aryan' race.

45. Discuss the Nazi cult of motherhood.

Ans. Hitler believed that 'in my state the mother is the, most important citizen'. The Nazis worshipped

the cult of motherhood but did not believe in the equality of both the genders. On one hand boys were taught to be aggressive, masculine and steel hearted and on the other girls were told to be good mothers and rear pure-blooded Aryan children.

46. Give causes for the rise of Nazism in Europe between the two World Wars.

Ans. After a crushing defeat of Germany in the First World War, the newly constituted Weimar Republic was forced to pay for the sins committed by the old empire. Germany was forced to sign a humiliating Treaty of Versailles according to which it was forced to pay a huge amount as compensation. So the Weimar Republic was not even accepted by its own people. Germany began to print its paper currency recklessly which led to a situation known as hyperinflation. During economic depression the German people saw a great hope in Nazi Party.

47. 'The USA had resisted involvement in the war. It was unwilling to once again face all the economic problems that the First World War had caused.' Justify the statement.

Ans. The above given statement is true because, the US never wanted to engage in the Second World War as it has already faced the economic problems at the time of First World War. But it could not avoid joining the war for long because Japan was expanding its power in the east and occupied French Indo-China. It was also planning attacks on various US naval bases in the Pacific Ocean. However, when Japan extended its support to Hitler and bombed the US base at Pearl Harbor, the US decided to enter the Second World War. This war ended in May 1945 with Hitler's defeat and the US dropping of the atom bomb on Hiroshima in Japan.

48. What was the impact of *Kristallnacht* on the Jewish community?

Ans. *Kristallnacht*, or the Night of Broken Glass, had a devastating impact on the Jewish community as Jewish properties were vandalised, synagogues burned, and thousands of Jews were arrested and sent to concentration camps. It marked a significant escalation in Nazi persecution, instilling fear and leading many Jews to emigrate or face increasing repression and violence.

49. How did the Great Depression affect the Weimar Republic?

Ans. The Great Depression severely affected the Weimar Republic by causing massive unemployment, business failures, and economic instability. The crisis led to widespread discontent and loss of faith in the democratic government,

creating fertile ground for extremist parties like the Nazis, who promised economic recovery, national pride, and strong leadership.

50. How did Hitler consolidate power after becoming Chancellor?

Ans. After becoming Chancellor, Hitler consolidated power by passing the Enabling Act, allowing him to rule by decree. He suppressed political opposition, eliminated rivals within the Nazi Party, established control over the media, and used propaganda to build a cult of personality. The SA and SS enforced Nazi policies, creating a totalitarian regime.

Paragraph Based Questions

51. Read the sources given below and answer the questions that follow:

Source A – The Nazi Worldview

Nazi ideology was synonymous with Hitler's worldview. According to this there was no equality between people, but only a racial hierarchy. In this view blond, blue-eyed, Nordic German Aryans were at the top, while Jews were located at the lowest rung. They came to be regarded as an anti-race, the arch-enemies of the Aryans.

- (a) Write a short note on the Nazi ideology.

Source B – Youth in Nazi Germany

All schools were 'cleansed' and 'purified'. This meant that teachers who were Jews or seen as 'politically unreliable' were dismissed. Children were first segregated: Germans and Jews could not sit together or play together. Subsequently, 'undesirable children' – Jews, the physically handicapped, Gypsies – were thrown out of schools. And finally in the 1940s, they were taken to the gas chambers.

- (b) How were schools managed under Nazism?
(Give any one point)

Source C – The Art of Propaganda

The Nazi regime used language and media with care, and often to great effect. The terms they coined to describe their various practices are not only deceptive. They are chilling. Nazis never used the words 'kill' or 'murder' in their official communications. Mass killings were termed special treatment, final solution (for the Jews), euthanasia (for the disabled), selection and disinfections. 'Evacuation' meant deporting people to gas chambers.

- (c) Is it true to say that the Nazi regime used language and media with care? (Give any two points)

Ans. (a) Both the Nazi ideology and Hitler's worldview were synonymous to each other. According

to Nazi ideology there was no equality among people but only a racial hierarchy. In their view blond, blue-eyed, Nordic German Aryans were at the top whereas the Jews were at the lowest level. They were considered as an anti-race and the arch-enemies of the Aryans.

- (b) Under the Nazi rule, all schools were purified and cleansed which means that non-German teachers or those considered politically unreliable were dismissed from their jobs. Children were segregated, Germans and Jews were not allowed to sit or play together. Later the undesirable children – Jews, physically challenged, Gypsies were thrown out of schools and finally in the 1940s they were sent to the gas chambers.
- (c) Yes, it is absolutely true to say that the Nazi regime used language and media with care, because they never used the words 'kill' or 'murder' in official communications.
- Mass killings were given some specific names, for example, special treatment, final solution (for the Jews), euthanasia (for physically challenged), selection and disinfections.
 - The term 'evacuation' was used for deporting people to the gas chambers.

Case Based Questions

52. The war had a devastating impact on the entire continent both psychologically and financially. From a continent of creditors, Europe turned into one of debtors. Unfortunately, the infant Weimar Republic was being made to pay for the sins of the old empire. The republic carried the burden of war guilt and national humiliation and was financially crippled by being forced to pay compensation. Those who supported the Weimar Republic, mainly Socialists, Catholics and Democrats, became easy targets of attack in the conservative nationalist circles. They were mockingly called the 'November criminals'. This mindset had a major impact on the political developments of the early 1930s. The First World War left a deep imprint on European society and polity. Soldiers came to be placed above civilians. Politicians and publicists laid great stress on the need for men to be aggressive, strong and masculine. The media glorified trench life. The truth, however, was that soldiers lived miserable lives in these trenches, trapped with rats feeding on corpses. They faced poisonous gas and enemy shelling, and witnessed their ranks reduce rapidly. Aggressive war propaganda and national honour occupied centre stage in the public sphere, while popular support grew for conservative

dictatorships that had recently come into being. Democracy was indeed a young and fragile idea, which could not survive the instabilities of inter-war Europe.

52.1 How did the financial burden of war guilt impact the Weimar Republic?

Ans. The financial burden of war guilt left the Weimar Republic financially crippled and humiliated, as it was forced to pay reparations, leading to economic instability and resentment among its citizens.

52.2 Why were supporters of the Weimar Republic targeted by conservative nationalist circles?

Ans. Supporters of the Weimar Republic were targeted by conservative nationalist circles because they were blamed for Germany's defeat and the harsh terms of the Treaty of Versailles, earning them the derogatory label "November criminals."

52.3 How did the psychological and social impact of the First World War contribute to the rise of conservative dictatorships in Europe during the interwar period?

Ans. The First World War's psychological and social impact glorified soldiers over civilians and promoted aggressive, masculine ideals. The media's glorification of trench life and national honour fuelled support for strong, authoritarian leaders. This environment of aggressive war propaganda and disillusionment with democracy, seen as fragile and ineffective, created fertile ground for the rise of conservative dictatorships across Europe.

53. Germany, a powerful empire in the early years of the twentieth century, fought the First World War (1914–1918) alongside the Austrian empire and against the Allies (England, France and Russia.) All joined the war enthusiastically hoping to gain from a quick victory. Little did they realise that the war would stretch on, eventually draining Europe of all its resources. Germany made initial gains by occupying France and Belgium. However the Allies, strengthened by the US entry in 1917, won, defeating Germany and the Central Powers in November 1918. The defeat of Imperial Germany and the abdication of the emperor gave an opportunity to parliamentary parties to recast German polity. A National Assembly met at Weimar and established a democratic constitution with a federal structure. Deputies were now elected to the German Parliament or Reichstag, on the basis of equal and universal votes cast by all adults including women. This republic, however, was not received well by its own people largely because of the terms it was forced to accept after Germany's defeat at the end of the First

World War. The peace treaty at Versailles with the Allies was a harsh and humiliating peace. Germany lost its overseas colonies, a tenth of its population, 13 per cent of its territories, 75 per cent of its iron and 26 per cent of its coal to France, Poland, Denmark and Lithuania. The Allied Powers demilitarised Germany to weaken its power. The War Guilt Clause held Germany responsible for the war and damages the Allied countries suffered. Germany was forced to pay compensation amounting to £6 billion. The Allied armies also occupied the resource-rich Rhineland for much of the 1920s. Many Germans held the new Weimar Republic responsible for not only the defeat in the war but the disgrace at Versailles.

53.1 Why did the Weimar Republic face hostility from its own people?

Ans. The Weimar Republic faced hostility because it was associated with the harsh terms of the Treaty of Versailles, which many Germans saw as humiliating and unjust, including territorial losses, military restrictions, and massive reparations.

53.2 How did the entry of the United States in 1917 influence the outcome of World War I?

Ans. The entry of the United States in 1917 provided the Allies with additional resources and military strength, which was crucial in turning the tide of the war and ultimately defeating Germany and the Central Powers in November 1918.

53.3 How did the Treaty of Versailles contribute to the political instability of the Weimar Republic in the post-World War I era?

Ans. The Treaty of Versailles imposed severe reparations, territorial losses, and military restrictions on Germany, leading to economic hardship and national humiliation. This fostered resentment and anger among Germans, who blamed the Weimar Republic for accepting these terms. The War Guilt Clause, which held Germany responsible for the war, further intensified this sentiment. As a result, the Weimar Republic was viewed as weak and ineffective, contributing to political instability and paving the way for extremist parties to gain support.

54. Children in Nazi Germany were repeatedly told that women were radically different from men. The fight for equal rights for men and women that had become part of democratic struggles everywhere was wrong and it would destroy society. While boys were taught to be aggressive, masculine and steel hearted, girls were told that they had to become good mothers and rear pure-blooded Aryan children. 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. In 1933 Hitler said: 'In my state the mother is the most important citizen.' But in Nazi Germany all mothers were not treated equally. Women who bore racially undesirable children were punished and those who produced racially desirable children were awarded. They were given favoured treatment in hospitals and were also entitled to concessions in shops and on theatre tickets and railway fares. To encourage women to produce many children, Honour Crosses were awarded. A bronze cross was given for four children, silver for six and gold for eight or more.

54.1 According to Hitler who is the most important citizen?

Ans. In 1933 Hitler said: 'In my state the mother is the most important citizen.'

54.2 How were several women treated differently?

Ans. In Nazi Germany all mothers were not treated equally. Women who bore racially undesirable children were punished and those who produced racially desirable children were awarded. They were given favoured treatment in hospitals and were also entitled to concessions in shops and on theatre tickets and railway fares.

54.3 What steps were taken to encourage women to produce more children?

Ans. To encourage women to produce many children, Honour Crosses were awarded. A bronze cross was given for four children, silver for six and gold for eight or more.

Long Answer Type Questions

55. What is meant by Economic Depression of 1920? How did it impact Germany?

Ans. Wall Street Exchange crashed in 1929. Due to fear of fall in prices, many people made anxious efforts to sell their shares. On 24 October, thirteen million shares were sold. This was the start of the Great Economic Depression. In between 1929 and 1932, the national income of the USA fell by half. Factories were shut down, exports fell to an all time low, farmers were the most badly hit and speculators withdrew their investments from the market. The effects of recession in the US economy were felt across the world. German investments and industrial recovery were totally dependent on short-term loans, largely from the USA. This support was withdrawn when the Wall Street Exchange crashed. The economy of Germany was the worst hit by the economic crisis and as a consequence by 1932, industrial

production was reduced to 40 per cent of the 1929 level. Workers either lost their jobs or were paid low wages. In total the number of unemployed people touched an unprecedented number of six million. It was a common thing to see on the streets of Germany men with placards around their necks saying, 'Willing to do any work'.

56. 'In the Treaty of Versailles lay the seeds of the Second World War'. What does this statement mean?

Ans. It is true to say that 'In the Treaty of Versailles laid the seeds of the Second World War'. After Germany's crushing defeat in the First World War it was forced to sign a humiliating Treaty of Versailles. Some of the important provisions of this treaty are as follows:

- Loss of overseas colonies, a tenth of its population, thirteen per cent of its territories, 75 per cent of its iron 26 per cent of its coal to France, Poland, Denmark and Lithuania.
- Demilitarisation of Germany to weaken its powers.
- Germany was held responsible for the war and damages suffered by the Allies according to the War guilt clause.
- Germany was forced to pay six billion pounds in compensation to the Allies.
- Resource rich Rhineland was occupied by the Allied armies for most of 1920s.

57. Discuss the economic and social impact of the Treaty of Versailles on Germany.

Ans. The Treaty of Versailles had a profound economic and social impact on Germany. Economically, the treaty imposed heavy reparations, leading to severe financial strain and hyperinflation, which devastated the German economy and impoverished many citizens. The loss of industrial territories further weakened economic stability. Socially, the treaty caused widespread resentment and a sense of humiliation among Germans, who viewed it as a 'Diktat' imposed by the victors of World War I. This national humiliation and economic hardship fueled political instability and extremist movements, ultimately contributing to the rise of Adolf Hitler and the Nazi Party, who capitalized on public discontent by promising to restore German pride, overturn the treaty, and revive the economy.

58. Analyse the reasons behind the failure of the Weimar Republic.

Ans. The failure of the Weimar Republic can be attributed to multiple factors. Firstly, the Republic was born out of Germany's defeat in World War

I and the harsh terms of the Treaty of Versailles, which imposed reparations and territorial losses, leading to economic hardship and national humiliation. The economic instability, exacerbated by hyperinflation and the Great Depression, created widespread discontent. Politically, the Weimar Republic suffered from a lack of strong leadership and frequent changes in government, leading to instability. The democratic system was undermined by extremist parties on both the left and right, with the Nazis and Communists gaining significant support. Finally, societal divisions and the legacy of authoritarianism meant that many Germans were not fully committed to democracy, paving the way for the rise of the Nazi dictatorship.

———— Let's Compete ————

Multiple-Choice Questions

1. In the German context what was 'holocaust'?
(a) Nazi killing operations (b) Nazi Medals
(c) Nazi schools (d) Nazi propaganda

Ans. (a) Nazi killing operations

2. Which one of the following treaties was signed by Germany after its defeat in the First World War?

- (a) Treaty of Vienna (b) Treaty of Paris
(c) Treaty of Versailles (d) None of these

Ans. (c) Treaty of Versailles

3. Where was the International War Tribunal set-up?

- (a) Rome (b) Nuremberg
(c) St. Petersburg (d) Munich

Ans. (b) Nuremberg

4. Who among the following were called the 'November Criminals'?

- (a) Socialists, Catholics and Democrats
(b) Jews and Bolsheviks
(c) Nazis and Bolsheviks
(d) All of these

Ans. (a) Socialists, Catholics and Democrats

5. Which one of the following was the leading industrial area in Germany?

- (a) Versailles (b) Berlin
(c) Alsace (d) Ruhr

Ans. (d) Ruhr

6. Which of the following parties came to be known as Nazi Party?

- (a) Nationalist Socialist German Workers Party
(b) Socialist Party

- (c) Revolutionary Party
(d) German Workers Party

Ans. (a) Nationalist Socialist German Workers Party

7. Destination of all undesirables in the German empire was

- (a) Labour service. (b) Secret service.
(c) General Government. (d) Ghettos.

Ans. (c) General Government.

8. The Second World War broke out with the German invasion of

- (a) Russia. (b) Poland.
(c) UK. (d) France.

Ans. (b) Poland.

9. Who among the following is the author of the book *Mein Kampf*?

- (a) Charlotte Beradt (b) Mussolini
(c) Adolf Hitler (d) Mahatma Gandhi

Ans. (c) Adolf Hitler

10. Identify the American plan from the following, which helped bail Germany out of the economic crisis.

- (a) Dawes Plan (b) Jungvolk
(c) Paris Plan (d) Berlin Plan

Ans. (a) Dawes Plan

———— Life Skills ————

1. In two letters that Mahatma Gandhi wrote to Hitler, he implored Hitler to stop the war and follow the path of non-violence. Think of all the reasons Mahatma Gandhi might have cited to convince Hitler. What are the values displayed from the conversation of Mahatma Gandhi and Hitler?

Ans. Mahatma Gandhi was the follower and believer of non-violence. So in one of his letters written to Adolf Hitler he said that you are the only person who can prevent a war which may reduce humanity to the savage state. He also requested Hitler to consider his appeal because Gandhiji has deliberately shunned the method of war with success both in South Africa and India. This letter conveys the concern of Mahatma Gandhi for the humanity and his firm belief in non-violence.

2. In the initial page of the chapter (refer to the NCERT Book), there is a story of a little eleven-year old German boy Helmuth. Read the story aloud in the class and address these questions in the class:

- (a) Why did Helmuth stop eating at home for the next nine years?

- (b) What fear plagued Helmuth's parents that forced his father to commit suicide?
- (c) From the conversation between his parents what can we infer? Did the Germans know what they were actually doing with the Jews? Had they not committed unthinkable atrocities in the name of revenge and progress?

Ans. (a) Helmuth stopped eating at home for the next nine years because he was afraid that his mother might poison him.

(b) Helmuth overheard his parents discussing something in serious tones. His father deliberated with his wife whether the time

had come to kill the entire family, or if he should commit suicide alone. His father spoke about his fear of revenge, saying 'Now the Allies will do to us what we did to the crippled and Jews'.

- (c) From the conversation it can be easily inferred that now the Germans were afraid of the outcome of their atrocities committed against the Jews and others. Now the Germans realised that what they did to the Jews was inhuman. Yes, the Germans had committed many atrocities against the Jews in the name of revenge and progress.

4

Forest Society and Colonialism

Check Your Progress

Multiple-Choice Questions

- Which one of the following was the most essential for trade and movement of goods for the colonial powers?
(a) Railways (b) Roadways
(c) Airways (d) All of these
Ans. (a) Railways
- Who among the following was the first Inspector General of Forests in India?
(a) Nagurunderi (b) George Yule
(c) Dietrich Brandis (d) None of these
Ans. (c) Dietrich Brandis
- How much landmass of India was under the cultivation in 1600 CE?
(a) Two-third of India's landmass
(b) One-sixth of India's landmass
(c) Three-fourth of India's landmass
(d) One-tenth of India's landmass
Ans. (b) One-sixth of India's landmass
- Who was the first Inspector General of Forests in India?
(a) George Yule (b) William Ward
(c) Dietrich Brandis (d) Gunda Dhur
Ans. (c) Dietrich Brandis
- What act divided forests into reserved, protected, and village forests?
(a) Forest Act of 1865 (b) Forest Act of 1878
(c) Forest Act of 1906 (d) Forest Act of 1927
Ans. (b) Forest Act of 1878
- What agricultural practice was banned by the British due to its perceived harm to forests?
(a) Terrace farming
(b) Shifting cultivation

- (c) Permanent agriculture
(d) Mixed farming

- Ans.** (b) Shifting cultivation
- Who led the Bastar rebellion in 1910?
(a) Birsa Munda (b) Gunda Dhur
(c) Alluri Sitarama Raju (d) Siddhu and Kanu
Ans. (b) Gunda Dhur
 - What was one of the main uses of teakwood in Java under Dutch control?
(a) Building houses (b) Making furniture
(c) Building ships (d) Making paper
Ans. (c) Building ships
 - What system did the Dutch introduce in Java to control forest labour?
(a) Scientific forestry
(b) *Blandongdiensten* system
(c) Swidden agriculture
(d) Plantation system
Ans. (b) *Blandongdiensten* system
 - Who began questioning state ownership of forests in Java around 1890?
(a) Surontiko Samin (b) Dietrich Brandis
(c) George Yule (d) Gunda Dhur
Ans. (a) Surontiko Samin
 - What major global events had a significant impact on forests in the 20th century?
(a) Industrial Revolution (b) World Wars
(c) Agricultural Revolution (d) Cold War
Ans. (b) World Wars
 - What was the primary crop planted in place of natural forests in the 1970s proposal by the World Bank?
(a) Rubber (b) Pine
(c) Tea (d) Coffee
Ans. (b) Pine

13. In what year was the Imperial Forest Research Institute set up in Dehradun?

- (a) 1864 (b) 1878
(c) 1906 (d) 1927

Ans. (c) 1906

14. Arrange the following events in chronological order and choose the correct answer from the options given below.

- A. Bastar rebellion
B. Establishment of the Indian Forest Service
C. Enactment of the Forest Act of 1865
D. Setting up of the Imperial Forest Research Institute

Options:

- (a) CBDA (b) CDAB
(c) ABCD (d) DABC

Ans. (a) CBDA

Very Short Answer Type Questions

15. Define the term 'Deforestation'.

Ans. The cutting down of trees in a large area or the destruction of forests by people.

16. Define the *blandongdiensten* system in Java.

Ans. Blandongdiensten system, an extremely exploitative system imposed by the Dutch according to which the Dutch first imposed rents on land being cultivated in the forest and then exempted some villagers from these rents if they worked collectively to provide free labour and buffaloes for cutting and transporting timber.

17. List any two similarities between colonial management of the forests in Bastar and in Java.

Ans. Both places had forest laws that restricted villagers' access to forests. Villagers were forced to work for free for the forest department. Villagers needed permits to enter forests and collect forest products.

18. Name some leaders who led the rebellion against the British for their forests.

Ans. Some leaders of these movements against the British were Siddhu and Kanu in the Santhal Parganas, Birsa Munda of Chhotanagpur or Alluri Sitarama Raju of Andhra Pradesh.

19. What impact did the banning of shifting cultivation have on forest communities?

Ans. Banning shifting cultivation forced many forest communities to abandon their traditional agricultural practices, leading to displacement, loss of livelihood, and increased hardship as they struggled to adapt to new ways of life imposed by colonial authorities.

20. Explain the significance of the Bastar rebellion of 1910.

Ans. The Bastar rebellion of 1910 was significant as it represented local resistance against British forest policies, particularly the reservation of forests and restrictions on traditional practices. It highlighted the tensions between colonial authorities and indigenous communities.

21. What is the *blandongdiensten* system introduced by the Dutch in Java?

Ans. The *blandongdiensten* system required forest villagers in Java to provide free labour and buffaloes for cutting and transporting timber in exchange for rent exemption. It later involved paying small wages while restricting their right to cultivate forest land.

Short Answer Type Questions

22. Describe the types of forests created by the Forest Act 1878.

Ans. The Forest Act of 1878 divided forests into three categories:

- **Reserved forests:** Famous for best quality timber, entry to forest people was not allowed, it was dark and densely forested land.
- **Protected forests:** Surrounding area of reserved forests was called protected forest, entry allowed with permit/passes or ID proof.
- **Village forests:** These forests were situated at the extreme outskirts of the main forest. They were sparse and thinly forested areas, contained mostly bad quality timber and grazing grounds and were used by villagers to take wood for house building or fuel.

23. What was the fate of the Kalangs when the Mataram kingdom in Java collapsed? How did the Dutch try to make use of them?

Ans. The Kalangs were important because without their expertise it was difficult to harvest teak. In 1755 when the Mataram kingdom of Java split, the 6000 Kalang families were equally divided between the two kingdoms. When the Dutch gained control of Javanese forests in the eighteenth century they tried to make the Kalangs' work under them, to exploit timber of the forest. The Kalangs resisted by attacking the Dutch fort at Java but the uprising was suppressed.

24. Write any two uses of the forests. Why did the people of Bastar rise in revolt against the British?

Ans. Some of the important uses of the forests for the people are as follows:

Fruits and tubers are nutritious to eat. Herbs are used for medicine, wood for agricultural implements like yokes and ploughs, bamboo

makes excellent fences and is also used to make baskets and umbrellas. A dried scooped-out gourd can be used as a portable water bottle. The rebellion of Bastar people took place in 1910. The tribals of Bastar were for long plagued by the policies of the British. The terrible famines in 1899-1900 and again in 1907-1908 with the British proposal of reservation in 1905 proved the last straw.

25. How did the Bastar rebellion reflect the broader resistance to British colonial policies?

Ans. The Bastar rebellion reflected broader resistance to British colonial policies by highlighting local opposition to forest reservations and restrictions on traditional practices. It involved widespread participation from various communities, targeting symbols of colonial authority, and demonstrated the deep-rooted grievances and determination of indigenous people to protect their rights and way of life.

26. What were the ecological and social consequences of the extensive deforestation during the colonial period?

Ans. Extensive deforestation during the colonial period led to significant ecological consequences, including loss of biodiversity, soil erosion, and disruption of ecosystems. Socially, it displaced forest communities, disrupted traditional livelihoods, and increased poverty and hardship. The prioritisation of commercial interests over ecological and social well-being created long-lasting negative impacts on both the environment and local populations.

Long Answer Type Questions

27. Write the causes of deforestation. How can wars be held responsible for deforestation?

Ans. Important causes of deforestation are as follows:

- Increase in population lead to growth in demand for food.
- The colonial government thought that forests were unproductive because they brought no revenue.
- The British encouraged production of commercial crops like jute, sugar, coffee.
- Demand for timber increased due to expansion of railways. Forest wood was needed to make sleepers to hold the tracks together and as fuel for locomotives.
- By the early nineteenth century, Oak forests in England started disappearing. This created problem of timber supply for building ships for the Royal Navy.

It is true to say that wars can be held responsible for deforestation for following reasons:

- In order to meet the war needs forests were cut indiscriminately.
- Fearing the capture of forest areas by the enemy, sometimes the government themselves cut down forests, destroyed saw mills and burnt huge piles of logs. This policy was followed by the Dutch in Java.
- At times the occupying forces recklessly cut down trees for their own ends. During the World War II, after Java fell into Japanese hands, the Japanese exploited the forests for their ends.

28. Who was Dietrich Brandis? What changes did he bring about in the management of forests in India?

Ans. Dietrich Brandis was a German expert invited by the British for advice. He was the first Inspector General of Forests in India. Some of the important changes brought about by him in the management of forests in India are as follow:

- Need for training people in the science of conservation.
- Legal sanction and rules about use of forest resources to be framed.
- Anyone cutting tree from sections called 'reserved' or 'protected' to be punished.
- Setting up of Indian forest service in 1864.
- Formulation of Indian Forest Act of 1865, which was amended twice, once in 1878 and again in 1927.
- Imperial Forest Research Institute was set up in Dehradun in 1906 where a new system for forest management was taught called scientific forestry.

29. How did the Dutch colonial forest management in Java compare to British forest management in India?

Ans. Dutch colonial forest management in Java and British forest management in India had several similarities and differences. Both colonial powers introduced scientific forestry to exploit forest resources for commercial and strategic purposes, such as shipbuilding and railway construction. In Java, the Dutch imposed strict forest laws, restricted villagers' access, and introduced the *blandongdiensten* system, which required villagers to provide free labour for timber extraction. In India, the British implemented the Forest Act, categorising forests and restricting traditional practices like shifting cultivation and grazing. Both systems disrupted local communities' livelihoods, leading to resistance and rebellions. However,

the Dutch faced more organised movements like the Saminist Movement, while the British dealt with multiple localised rebellions like the Bastar rebellion. Despite different contexts, both colonial regimes prioritised resource extraction over local welfare, leading to long-lasting socio-economic and environmental impacts.

Self-Assessment

Multiple-Choice Questions

1. In which of the following years was the Forest Act enacted?

(a) 1878 (b) 1898
(c) 1921 (d) 1873

Ans. (a) 1878

2. Why did colonists need durable timber?

(a) For the construction of bridges
(b) For constructing homes
(c) For the construction of ships for the Royal Navy
(d) For furniture

Ans. (c) For the construction of ships for the Royal Navy

3. Which of the following species of trees was best suited for building ships and railways?

(a) Deodar and Teak (b) Teak and *Sal*
(c) *Sal* and Deodar (d) All of these

Ans. (b) Teak and *Sal*

4. What is deforestation?

(a) The process of planting trees
(b) The process of clearing forests
(c) The process of conserving forests
(d) The process of irrigating land

Ans. (b) The process of clearing forests

5. In what period did deforestation become more systematic and extensive?

(a) Pre-colonial period (b) Colonial period
(c) Post-colonial period (d) Modern period

Ans. (b) Colonial period

6. By how much did the cultivated area in India rise between 1880 and 1920?

(a) 5 million hectares (b) 6.7 million hectares
(c) 10 million hectares (d) 15 million hectares

Ans. (b) 6.7 million hectares

7. What was the primary reason for the British to clear forests in India?

(a) To build factories
(b) For agricultural expansion
(c) To build ships and railways
(d) For urban development

Ans. (c) To build ships and railways

8. What tree was primarily promoted by the British for timber production?

(a) *Sal* (b) Teak
(c) Bamboo (d) *Mahua*

Ans. (b) Teak

9. What percentage of the world's total area was cleared for industrial uses between 1700 and 1995?

(a) 5 per cent (b) 7 per cent
(c) 9.3 per cent (d) 12 per cent

Ans. (c) 9.3 per cent

10. What is another term used for shifting cultivation?

(a) Mixed farming (b) Subsistence farming
(c) Swidden agriculture (d) Commercial farming

Ans. (c) Swidden agriculture

11. Who observed and reported on the Bastar rebellion?

(a) George Yule (b) William Ward
(c) Verrier Elwin (d) Michael Taussig

Ans. (b) William Ward

12. What tree's fruit is used to make oil and alcohol in Indian forests?

(a) Teak (b) *Sal*
(c) *Mahua* (d) Bamboo

Ans. (c) *Mahua*

13. What was the response of forest villagers to the British proposals for forest reservation?

(a) Acceptance (b) Indifference
(c) Rebellion (d) Negotiation

Ans. (c) Rebellion

14. Arrange the following in the order they occurred and choose the correct answer from the options given below.

A. Dutch enactment of forest laws in Java
B. Expansion of railways in India
C. First World War
D. Second World War

Options:

(a) BADC (b) CDAB
(c) BACD (d) DABC

Ans. (c) BACD

15. Place these events in chronological sequence and choose the correct answer from the options given below.

A. Resistance by the Kalangs in Java
B. Introduction of scientific forestry in India
C. Establishment of the Indian Forest Act of 1878
D. Petition by Baigas against shifting cultivation ban

Options:

- (a) BACD (b) CDAB
(c) ABCD (d) DABC

Ans. (c) ABCD

Assertion-Reason Type Questions

For question numbers 16 to 24, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Options:

- (a) Both A and R are true and R is the correct explanation of A.
(b) Both A and R are true but R is not the correct explanation of A.
(c) A is true but R is false.
(d) A is false but R is true.

16. **Assertion (A):** A lot of diversity found in the forests is fast disappearing.

Reason (R): Between 1700 and 1995, the period of industrialisation, 13.9 million sq km of forest or 9.3 per cent of the world's total area was cleared for industrial uses, cultivation, pastures and fuelwood.

Ans. (a) Both A and R are true and R is the correct explanation of A.

17. **Assertion (A):** In 1750, approximately one-sixth of India's landmass was under cultivation.

Reason (R): Now that figure has gone up to about half.

Ans. (d) A is false but R is true.

18. **Assertion (A):** The spread of railways from the 1850s created a new demand.

Reason (R): Railways were essential for colonial trade and for the movement of imperial troops.

Ans. (b) Both A and R are true but R is not the correct explanation of A.

19. **Assertion (A):** The British were worried that the use of forests by local people and the reckless felling of trees by traders would destroy forests.

Reason (R): Britishers decided to invite a French expert, Dietrich Brandis, for advice, and made him the first Inspector General of Forests in India.

Ans. (c) A is true but R is false.

20. **Assertion (A):** Deforestation in India became more systematic under colonial rule.

Reason (R): The British needed timber for shipbuilding and railways.

Ans. (a) Both A and R are true and R is the correct explanation of A.

21. **Assertion (A):** The Forest Act of 1878 categorised forests into three types.

Reason (R): The British wanted to exploit forest resources for commercial gain.

Ans. (a) Both A and R are true and R is the correct explanation of A.

22. **Assertion (A):** Shifting cultivation was banned by the British in India.

Reason (R): It was seen as a sustainable practice that conserved forests.

Ans. (c) A is true but R is false.

23. **Assertion (A):** The Mundurucu people of Brazil began collecting latex from wild rubber trees in the mid-nineteenth century.

Reason (R): There was a growing demand for rubber in international markets.

Ans. (a) Both A and R are true and R is the correct explanation of A.

24. **Assertion (A):** The Bastar rebellion was successful in completely driving out the British.

Reason (R): The British had superior military strength.

Ans. (d) A is false but R is true.

Match the Following

25. Match the following terms given in Column A with their explanation in Column B. Choose the correct answer from the options given below.

Column A	Column B
A. Deforestation	1. Clearing of forests
B. Shifting Cultivation	2. Swidden agriculture
C. Scientific Forestry	3. Plantation of a single species
D. Kalangs of Java	4. Community of skilled forest cutters

Codes:

A	B	C	D
(a) 1	2	3	4
(b) 2	1	4	3
(c) 1	3	2	4
(d) 3	2	4	1

Ans. (a) 1 2 3 4

26. Match the following names given in Column A with their descriptions in Column B. Choose the correct answer from the options given below.

Column A	Column B
A. Gunda Dhur	1. First Inspector General of Forests
B. Dietrich Brandis	2. Questioned state ownership of forests in Java
C. Surontiko Samin	3. An official of the United East India Company in colonial Java
D. Dirkvan Hogendrop	4. Leader of Bastar rebellion

Codes:

	A	B	C	D
(a)	4	1	2	3
(b)	2	1	3	4
(c)	1	3	4	2
(d)	3	2	1	4

Ans. (a) 4 1 2 3

Study the Picture and Answer the Question



27. Which of the following option best signifies the above given image?

- (a) The Imperial Forest School, Nainital
- (b) The Imperial Forest School, Dehra Dun
- (c) The Imperial Forest School, Shimla
- (d) The Imperial Forest School, Srinagar

Ans. (b) The Imperial Forest School, Dehra Dun

Find the Incorrect Option

28. (a) In shifting cultivation, parts of the forest are cut and burnt in rotation.
- (b) In shifting cultivation, the seeds are sown in the ashes after the first monsoon rains.
- (c) In shifting cultivation, the crop is harvested by October–November.
- (d) In shifting cultivation, plots are cultivated for a couple of years and then left fallow for 5 to 10 years for the forest to grow back.

Ans. (d) In shifting cultivation, plots are cultivated for a couple of years and then left fallow for 5 to 10 years for the forest to grow back.

Correct and Rewrite the Following Statement

29. Over 40,000 tigers, 1,20,000 leopards and 1,00,000 wolves were killed for reward in the period 1800–1825.

Ans. Over 80,000 tigers, 1,50,000 leopards and 2,00,000 wolves were killed for reward in the period 1875–1925.

Fill in the Blanks

30. In 1600, approximately **one-sixth** of India's landmass was under cultivation.
31. The Maharaja of **Sarguja** shot 1,157 tigers and 2000 leopards up to 1957.
32. If people from a village want to take some wood from the forests of another village, they pay a small fee called **devsari, dand or man** in exchange.

Very Short Answer Type Questions

33. Why did the wide diversity of forests disappear under the British rule?
- Ans.** The British exploited the forest resources of India in a number of ways for their economic development. Their excessive use of the resources was a factor in deforestation in India.
34. Which colonial power ruled Java? After the Second World War what happened to them?
- Ans.** The Dutch were the colonial power which ruled Java. After Dutch, the Japanese occupied the region and exploited the forests recklessly for their own war industries.
35. What is scientific forestry?
- Ans.** The Dutch enacted forest laws in Java in order to restrict the villager's access to forests. With the implementation of these laws, wood could now be cut only for specific purposes like making river boats or constructing houses under the close supervision of colonial rulers. In order to manage forests for ship building and railways forest services were introduced in Java.
36. In which year, the Imperial Forest Research Institute was set up and why?

Ans. The Imperial Forest Research Institute was established in Dehra Dun in 1906. Its creation was prompted by the British government's worries regarding the depletion of forest resources and the need to promote commercial forestry practices.

37. How did World War I and World War II affect forests in India and Java?

Ans. Both World War I and World War II led to extensive deforestation in India and Java as the forest departments abandoned conservation plans to meet war demands, cutting trees freely for timber and other resources needed for the war effort.

38. Who were the Kalangs of Java, and what role did they play in forest management?

Ans. The Kalangs of Java were skilled forest cutters and shifting cultivators. Their expertise was crucial for harvesting teak and building palaces. They

resisted Dutch control over forests but were eventually forced to work under Dutch regulations.

39. What role did forests play in the colonial economy of India?

Ans. Forests played a crucial role in the colonial economy of India by providing timber for shipbuilding and railways, land for commercial plantations, and resources for various industries. The British exploited forest resources to support their economic and military objectives.

Short Answer Type Questions

40. Write a short note on the new changes that came in forestry since 1980s.

Ans. Since 1980s government's policies have undergone a sea change. In place of scientific forestry and the policy of keeping forest communities away from forests, conservation of forests, and not collection of wood, has become the most important aim. Governments instead of being in a conflict situation or ousting the local people, e.g. tribals, have realised that cooperation of the local people and their participation in policies and actions are essential ingredient for success in conservation and development of forests. Local forest communities and environmentalists today are thinking of different forms of forest management.

41. What methods were used by the forest people of Bastar in their uprising against the British? Discuss its outcome.

Ans. In 1910 mango boughs, a lump of earth, chillies and arrows began circulating between villages. These were actually messages inviting villagers to rebel. Every village contributed something to the expenses of the rebellion. Bazaars were looted, houses of officials, traders, schools and police stations were burnt and robbed and the grain redistributed. Most of those who were attacked were in some way or another associated with the exploitative policies of the colonial state. Some of the important outcomes were as follows:

- In a major victory for the rebels work on reservation was temporarily suspended.
- The area to be reserved was reduced to half of that planned before 1910.
- Despite heavy repression, Gunda Dhur could not be captured.

42. Why did cultivation expand rapidly under the colonial rule?

Ans. The cultivation expanded rapidly under the colonial rule due to following reasons:

- To increase revenue and income of the state.
- According to the colonists forests were unproductive. They were considered to be wilderness.

- To increase the production of commercial crops like tea, coffee, indigo and rubber for export to Europe.
- Expansion of cultivation was considered as a sign of progress.
- In order to meet the growing need of its industries back home for raw materials like cotton, etc.

43. Write a short note on shifting cultivation.

Ans. Shifting cultivation or Swidden agriculture is a traditional agricultural practice in many parts of Asia, Africa and South America. It has many local names such as lading in Southeast Asia, milpa in Central America, chitemene or tavy in Africa, and chena in Sri Lanka. In India, dhya, penda, bewar, nevad, jhum, podu, khandad and kumri. In this part, the forests are cut and burned in rotation, then the seeds are sown in the ashes after the first monsoon and the crop is harvested by October. These plots are cultivated for a couple of years and then left fallow for 12 to 18 years so that the soil can gain back its fertility and the forest can re-grow.

44. 'In forest areas, people use forest products.' Justify the statement.

Ans. Fruits and tubers are very nutritious for human beings. Various types of herbs are used for medicine, wood for agricultural implements like yokes and ploughs. Bamboo is used for making fences and is also used to make baskets and umbrellas. A dried scooped-out gourd can be used as a portable water bottle. Leaves can be stitched together to make disposable plates and cups. The siadi (*Bauhinia vahlii*) creeper is used for making ropes, and the thorny bark of the semur (silk-cotton) tree is used to grate vegetables. Oil for cooking and to light lamps can be pressed from the fruit of the mahua tree.

45. Describe the role of forest laws in colonial Java and their impact on local villagers.

Ans. In colonial Java, Dutch forest laws restricted villagers' access to forests, allowing wood cutting only for specified purposes under supervision. The *blandongdiensten* system forced villagers to provide free labour for timber extraction. These laws disrupted traditional practices, imposed hardships, and led to resistance, as villagers struggled to adapt to the new regulations.

Paragraph Based Questions

46. Read the sources given below and answer the questions that follow:

Source A – Land to be Improved

From the 1860s, the railway network expanded rapidly. 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.

- (a) What was the impact of increase in railway network in India?

Source B – The Rise of Commercial Forestry

Brandis set up the Indian Forest Service in 1864 and helped formulate the Indian Forest Act of 1865. The Imperial Forest Research Institute was set up at Dehra Dun in 1906. The system they taught here was called 'scientific forestry'. Many people now, including ecologists, feel that this system is not scientific at all.

- (b) Name the first forest institute of India. Where is it located?

Source C – How did Forest Rules Affect Cultivation?

One of the major impacts of European colonialism was on the practice of shifting cultivation or swidden agriculture. This is a traditional agricultural practice in many parts of Asia, Africa and South America. It has many local names such as *lading* in Southeast Asia, *milpa* in Central America, *chitemene* or *tavy* in Africa, and *chena* in Sri Lanka. In India, *dhya*, *penda*, *bewar*, *nevad*, *jhum*, *podu*, *khandad* and *kumri* are some of the local terms for swidden agriculture.

- (c) By which names is the shifting cultivation known across the world?

- Ans.** (a) The length of the tracks in 1946 increased to over 765,000 km. It resulted in deforestation in many areas. In Madras Presidency alone, 35,000 trees were cut annually for railway sleepers.
- (b) The imperial Forest Research Institute is the first forest institute of India. It was set up in 1906. It is located in Dehradun.
- (c) Shifting cultivation has many local names such as *lading* in Southeast Asia, *milpa* in Central America, *chitemene* or *tavy* in Africa, and *chena* in Sri Lanka. In India, shifting cultivation is called by various local names like *dhya*, *penda*, *bewar*, *nevad*, *jhum*, *podu*, *khandad* and *kumri*.

Case Based Questions

47. By the early nineteenth century, oak forests in England were disappearing. This created a problem of timber supply for the Royal Navy. How could English ships be built without a regular supply of strong and durable timber? How could imperial power be protected and

maintained without ships? 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. 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, and to lay railway lines sleepers were essential to hold the tracks together. Each mile of railway track required between 1,760 and 2,000 sleepers. From the 1860s, the railway network expanded rapidly. 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.

- 47.1 How did the disappearance of oak forests in England in the early nineteenth century impact the Royal Navy?
- Ans.** The disappearance of oak forests in England created a timber shortage, which was crucial for building ships for the Royal Navy, thereby threatening the maintenance and protection of imperial power.
- 47.2 What was the consequence of the rapid expansion of the railway network in India by the 1860s?
- Ans.** The rapid expansion of the railway network in India led to the massive felling of trees to supply timber for railway sleepers, contributing significantly to deforestation.
- 47.3 Analyse the impact of the British colonial policies on the Indian forests from the early nineteenth century to 1946.
- Ans.** British colonial policies led to extensive deforestation in India. Initially, large-scale timber extraction was conducted to address the shortage of oak in England for shipbuilding. Later, the spread of railways from the 1850s further accelerated deforestation as vast quantities of wood were needed for railway sleepers. By 1890, 25,500 km of track had been laid, requiring millions of sleepers, and by 1946, the network expanded to over 765,000 km. Contracts were given to individuals who cut trees indiscriminately, causing rapid disappearance of forests, especially around railway tracks, exemplified by the annual cutting of 35,000 trees in the Madras Presidency alone.

48. In 1600, approximately one-sixth of India's landmass was under cultivation. Now that figure has gone up to about half. As population increased over the centuries and the demand for food went up, peasants extended the boundaries of cultivation, clearing forests and breaking new land. In the colonial period, cultivation expanded rapidly for a variety of reasons. First, the British directly encouraged the production of commercial crops like jute, sugar, wheat and cotton. The demand for these crops increased in nineteenth-century Europe where foodgrains were needed to feed the growing urban population and raw materials were required for industrial production. Second, in the early nineteenth century, the colonial state thought that 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. We always see the expansion of cultivation as a sign of progress. But we should not forget that for land to be brought under the plough, forests have to be cleared.

48.1 What was the approximate increase in the proportion of India's landmass under cultivation from 1600 to the present day?

Ans. The proportion of India's landmass under cultivation increased from approximately one-sixth in 1600 to about half in the present day.

48.2 What was one reason for the rapid expansion of cultivation in India during the colonial period?

Ans. One reason for the rapid expansion of cultivation in India during the colonial period was the British encouragement of commercial crops like jute, sugar, wheat, and cotton to meet the demands of the growing urban population and industrial production in Europe.

48.3 Analyse the dual impact of the colonial agricultural policies on India's land use and forest cover between 1880 and 1920.

Ans. The colonial agricultural policies significantly altered India's land use and forest cover between 1880 and 1920. The British pushed for the expansion of cultivation to increase the production of commercial crops and generate revenue, viewing forests as unproductive wilderness that needed to be cleared. Consequently, 6.7 million hectares of land were brought under cultivation. While this expansion is often seen as a sign of progress, it came at the cost of extensive

deforestation, as vast tracts of forests were cleared to make way for agricultural land, leading to environmental degradation and loss of biodiversity.

49. European colonialism significantly impacted shifting cultivation, a traditional agricultural practice in many parts of Asia, Africa, and South America, known by various local names such as *lading*, *milpa*, *chitemene*, *tavy*, and *chena*. In India, it is referred to as *dhya*, *penda*, *bewar*, *nevad*, *jhum*, *podu*, *khandad*, and *kumri*. Shifting cultivation involves cutting and burning parts of the forest in rotation, sowing seeds in the ashes after the first monsoon rains, and harvesting crops by October–November. The land is then left fallow for 12 to 18 years to allow forest regeneration. European foresters deemed this practice harmful, believing it hindered the growth of timber for railways and posed fire risks. Additionally, it complicated tax calculations, leading colonial governments to ban it. This resulted in the forced displacement of many communities, compelling some to change occupations while others resisted through rebellions.

49.1 How did the practice of shifting cultivation align with sustainable agricultural principles, and why did colonial authorities fail to recognise its benefits?

Ans. Shifting cultivation allowed for periods of fallow, which enabled forest regeneration and maintained soil fertility, embodying sustainable agricultural principles. Colonial authorities failed to recognise these benefits, focusing instead on short-term economic gains from timber and simplifying tax collection.

49.2 In what ways did the ban on shifting cultivation alter the socio-economic structure of the affected communities?

Ans. The ban on shifting cultivation forced communities to abandon their traditional agricultural practices, leading to displacement and loss of livelihood.

49.3 Evaluate the colonial perspective on shifting cultivation and its long-term effects on the environment and local communities.

Ans. The colonial perspective viewed shifting cultivation as detrimental to forest resources and a hindrance to economic gains from timber production, leading to its ban.

(a) This policy caused environmental disruption by forcing traditional agricultural practices to cease, which had allowed forest regeneration.

(b) For local communities, the ban led to displacement, loss of livelihoods, and social upheaval, triggering resistance and rebellions.

Long Answer Type Questions

50. Who was Dietrich Brandis? What contribution did he make towards the development and preservation of forests?

Ans. Dietrich Brandis was a German expert invited by the British for advice. He was the first Inspector General of Forests in India. Some of the important changes brought about by him in the management of forests in India are as follow:

- Proper system had to be introduced to manage the forests and people had to be trained in science of conservation. Legal sanctions were needed for forest management.
- Felling of trees and grazing had to be restricted so that forests could be preserved for timber production.
- One of his important achievements in India was setting up the Indian Forest Service in 1864 and helped in formulating the Indian Forest Act 1865. In 1906, the Imperial Forest Research Institute was set up in Dehradun.

51. Discuss the provisions of Forest laws passed by the Dutch in Java.

Ans. Similar to British in India, the Dutch in Java managed the forests because they wanted to exploit the forests of colonial territories for their ship-building and railways.

- The forest laws enacted in Java restricted the access of villagers to forests.
- Now wood could be cut only for a specific purpose for example, making boats, etc.
- Villagers were punished if they grazed their cattle, transported wood without permit.
- Blandongdiensten system, an extremely exploitative system imposed by the Dutch according to which the Dutch first imposed rents on land being cultivated in the forest and then exempted some villagers from these rents if they worked collectively to provide free labour and buffaloes for cutting and transporting timber.

52. Analyse the effects of railway expansion on Indian forests during the British colonial period.

Ans. The expansion of railways during the British colonial period had profound effects on Indian forests. To lay railway tracks, a massive number of trees were felled to provide timber for sleepers and fuel for locomotives. Each mile of track required thousands of sleepers, leading to the indiscriminate cutting of trees. The government contracted individuals to supply timber, resulting

in rapid deforestation around railway lines. This not only depleted forest resources but also displaced forest communities and disrupted their traditional ways of life. The prioritisation of railway construction for facilitating colonial trade and troop movement significantly altered the landscape and contributed to long-term environmental degradation.

53. Evaluate the significance of the Bastar rebellion in 1910 in the context of colonial forest policies and local resistance.

Ans. The Bastar rebellion in 1910 was a significant event in the context of colonial forest policies and local resistance. The British proposal to reserve two-thirds of the forest in Bastar and restrict traditional practices like shifting cultivation, hunting, and collecting forest produce triggered widespread unrest among the local communities. The rebellion, led by figures like Gunda Dhur, involved coordinated attacks on colonial establishments and symbols of authority. It highlighted the deep-rooted grievances of forest dwellers against the exploitative and oppressive policies of the British. Although the rebellion was eventually suppressed, it forced the colonial government to reconsider its reservation plans and temporarily suspend them. The Bastar rebellion remains a powerful example of indigenous resistance to colonial exploitation and the struggle for rights and autonomy.

54. What were the long-term impacts of colonial forest policies on India's environment and indigenous communities?

Ans. The long-term impacts of colonial forest policies on India's environment and indigenous communities were profound and multifaceted. Environmentally, extensive deforestation for commercial timber, agriculture, and plantations led to significant loss of biodiversity, soil erosion, and disruption of ecosystems. The focus on monoculture plantations further degraded forest health and resilience. For indigenous communities, colonial forest policies resulted in displacement, loss of traditional livelihoods, and socio-economic marginalisation. Restrictions on access to forest resources forced many to abandon their ancestral practices and seek alternative, often exploitative, employment. The imposition of legal penalties for traditional activities like shifting cultivation and hunting criminalized indigenous ways of life, leading to increased poverty and social unrest. These policies created deep-seated grievances and contributed to ongoing conflicts over forest rights and management in post-colonial India.

Let's Compete

Multiple-Choice Questions

1. What was the local name for 'Swidden' agriculture in India?

(a) *Kumri* (b) *Milpa*
(c) *Chena* (d) All of these

Ans. (a) *Kumri*

2. Birsa Munda belonged to

(a) Jharkhand. (b) Maharashtra.
(c) Chhotanagpur. (d) Andhra Pradesh.

Ans. (c) Chhotanagpur.

3. The people of Bastar believed that each village was given its land by the

(a) Gods. (b) Earth.
(c) Nature. (d) None of these.

Ans. (b) Earth.

4. Which one of the following was the local name for shifting cultivation in Southeast Asia?

(a) *Lading* (b) *Podu*
(c) *Jhum* (d) *Tavy*

Ans. (a) *Lading*

5. Fee paid by people from one village to another was called

(a) Dand. (b) Mand.
(c) Grazing tax. (d) None of these.

Ans. (a) Dand.

6. *Blandongdiensten* system in Java was followed by the

(a) French. (b) British.
(c) Dutch. (d) Japanese.

Ans. (c) Dutch.

7. The 'scorched earth' policy was followed by

(a) the British in India. (b) the Dutch in Java.
(c) the French in Africa. (d) all of these.

Ans. (b) the Dutch in Java.

8. Who among the following was the leader of the forest revolt in Bastar?

(a) Birsa Munda (b) Siddhu
(c) Kanu (d) Gunda Dhur

Ans. (d) Gunda Dhur

9. What is Java now famous for?

(a) Rice production (b) Famines
(c) Cheap labour (d) All of these

Ans. (a) Rice production

10. Which one of the following is the common name for shifting cultivation in Central America?

(a) *Chena* (b) *Milpa*
(c) *Chitemene* (d) *Podu*

Ans. (b) *Milpa*

Life Skills

1. 'Chipko Movement or Chipko Andolan began in the 1970's in Uttarakhand when villagers, particularly women, began protecting the tress and forests by hugging or clinging to them. It was aimed at protecting the trees from the logging companies that had sought access to the region's vast forests. At the end, the government had to cancel the company's logging permit. The movement spread far and wide, roping many villages and resulting in saving of the forests'. What is the greatest inspiration that we get from this incident?

Ans. It is advised to the students to read further about the Chipko Movement which took place in Uttarakhand. Collect articles from the magazines, newspapers and some authentic internet sources. This will help them in developing an understanding about the whole movement.

2. In 2002, Vedanta Resources – a London-listed mining company run by billionaire Anil Agarwal – announced plans to set-up a ₹ 4,000 crore bauxite refinery and bauxite mining project in the district's Niyamgiri Hills giving rise to speculations that Kalahandi's agonizing woes might be coming to an end soon. What role was played by the Dongria Kondhs against this? What do you learn from this?

Ans. This activity needs to be performed in the class room under the guidance of the concerned teacher.

Pastoralists in the Modern World

Check Your Progress

Multiple-Choice Questions

- Who among the Maasai society defended the community?
 - Warriors
 - Elders
 - Youngsters
 - None of these

Ans. (a) Warriors

- Identify the statement that is true regarding nomadism and choose the correct option.
 - Nomadism is an unsustainable way of life.
 - Droughts affect life of pastoralists.
 - Nomadism allows pastoralists to survive in odd times.
 - All of these

Ans. (c) Nomadism allows pastoralists to survive in odd times.

- The Criminal Tribes Act was passed in which year? Choose the correct option.
 - 1764
 - 1784
 - 1871
 - 1857

Ans. (c) 1871

- In which season do the Dhangars of Maharashtra move to the Konkan?
 - Winter
 - Monsoon
 - Summer
 - Spring

Ans. (b) Monsoon

- What did the colonial government in India classify as 'Reserved' forests?
 - Forests producing commercially valuable timber
 - Grazing lands for cattle
 - Areas for agricultural expansion
 - Sacred groves

Ans. (a) Forests producing commercially valuable timber

- What was the primary reason for the British to reserve forests?
 - Conservation of wildlife
 - Timber production for railways and ships
 - Tourism development
 - Urban expansion

Ans. (b) Timber production for railways and ships

- Which Act classified certain communities as 'Criminal Tribes' in India?
 - Forest Act
 - Criminal Tribes Act
 - Waste Land Rules
 - Grazing Tax Act

Ans. (b) Criminal Tribes Act

- Where did the Raikas of Rajasthan migrate during the monsoons?
 - High mountains
 - Deserts
 - Home villages
 - Coastal areas

Ans. (c) Home villages

- What was one of the significant impacts of colonial rule on pastoralists?
 - Increased freedom of movement
 - Expansion of grazing lands
 - Shrinking of grazing grounds
 - Improved agricultural techniques

Ans. (c) Shrinking of grazing grounds

- Which community in Namibia faced restrictions on movement due to new territorial boundaries?
 - Maasai
 - Kaokoland herders
 - Bedouins
 - Somali

Ans. (b) Kaokoland herders

- What was the primary reason for the colonial government to encourage expansion of cultivation?
 - To preserve forests
 - To increase land revenue
 - To support wildlife
 - To develop urban areas

Ans. (b) To increase land revenue

12. Why did the British impose grazing taxes on pastoralists?

- (a) To support pastoralists financially
- (b) To control the number of cattle
- (c) To increase revenue income
- (d) To promote forestry

Ans. (c) To increase revenue income

13. How the colonial government view uncultivated land?

- (a) As valuable forest land
- (b) As productive agricultural land
- (c) As unproductive 'waste land'
- (d) As protected wildlife areas

Ans. (c) As unproductive 'waste land'

14. Arrange the following events in chronological order and choose the correct answer from the options given below.

- A. Introduction of Forest Acts
- B. Formation of the Criminal Tribes Act
- C. Enactment of Waste Land Rules
- D. Introduction of Grazing Tax

Options:

- (a) BADC (b) CADB
- (c) BACD (d) DABC

Ans. (b) CADB

Very Short Answer Type Questions

15. What did the British do to administer the affairs of the Maasai?

Ans. With an aim to administer the affairs of the Maasai, the British colonists introduced a series of measures that had significant implications. Chiefs were appointed for different sub-groups of Maasai and they were responsible for the affairs of the tribe.

16. What duties were assigned to the Maasai warriors?

Ans. The warriors consisted of younger people, primarily responsible for the protection of the tribe. They defended the community and organised cattle raids.

17. Who were the Banjaras? Where did they live?

Ans. Banjaras were a group of pastoralists found in the villages of Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra. They roam around long distances in search of good pasture while selling plough cattle and other goods to villagers in exchange for grain and fodder.

18. With which territory did Tanganyika join to form the country of Tanzania? When did the nation of Tanzania come into being?

Ans. Britain conquered what had been German East Africa during the First World War. In 1919

Tanganyika came under British control. It attained independence in 1961 and united with Zanzibar to form Tanzania in 1964.

19. What were the consequences of the Criminal Tribes Act for nomadic communities?

Ans. The Criminal Tribes Act classified many nomadic communities as criminal by nature, restricting their movements and forcing them to live in notified settlements. This disrupted their traditional lifestyles and subjected them to constant surveillance.

20. Why did the Raikas of Rajasthan combine cultivation with pastoralism?

Ans. The Raikas combined cultivation with pastoralism due to the uncertain and meager rainfall in Rajasthan. They relied on both agriculture and herding to sustain themselves, moving in search of pastures when local grazing grounds were exhausted.

21. What impact did the Forest Acts have on the pastoralists' access to forests?

Ans. The Forest Acts restricted pastoralists' access to forests, declaring some areas as 'Reserved' and others as 'Protected.' Pastoralists needed permits to enter these forests, limiting their grazing options and disrupting their traditional movement patterns.

Short Answer Type Questions

22. Pastoral life revolved around their animals. What does the statement mean?

Ans. It is true to say that the pastoral life revolved around their animals. They mostly domesticate livestock such as cattle, sheep, or horses. Pastoral communities are highly mobile and never settle at one place, as they follow their herds. They keep moving from one grazing area and water source to another according to the seasons or as they exhaust local food sources. Pastoralist communities do not practice any agriculture, and their herds are their only source of food.

23. Describe the various occupations that are undertaken by the pastoralists.

Ans. Due to the changes introduced by the colonists, some pastoralists reduced the number of cattle in their herds because there was not enough pasture to feed large numbers. Others discovered new pastures when movement to old grazing grounds became difficult. For example, after partition in 1947, the camel and sheep herding Raikas, could no longer move into Sindh and graze their camels on the banks of the Indus. They started migrating to Haryana where sheep can graze on agricultural fields after the harvests are cut. Pastoralists who

were rich began buying land and settling down. Some started cultivating land whereas others took to more extensive trading. Further the poor pastoralists borrowed money from moneylenders to survive.

- 24.** Name the different pastoral communities that lived in Africa. What was their occupation?

Ans. Some of the pastoral communities of Africa are Bedouins, Berbers, Maasai and Turkana. Most of them are found in semi-arid grasslands and arid deserts where agricultural conditions are unfavourable. Some of them are involved in the pastoral activities along with agriculture, i.e. raise cattle, camels, goats and sell products like meat and milk. Others do a variety of odd jobs, related to trade and transport to supplement their meagre incomes.

- 25.** How did the colonial policies affect the economic activities of pastoralists in India?

Ans. Colonial policies like the imposition of grazing taxes and restriction of forest access disrupted the economic activities of pastoralists. They faced financial burdens from taxes and reduced income from limited grazing areas. Many pastoralists had to adapt by finding alternative livelihoods, reducing herd sizes, or combining pastoralism with other forms of income.

- 26.** Describe the impact of new political boundaries on the Raikas after 1947.

Ans. After 1947, new political boundaries prevented the Raikas from accessing traditional grazing lands in Sindh, forcing them to find new pastures. They adapted by migrating to Haryana, where sheep could graze on agricultural fields post-harvest. This shift required them to adjust their movement patterns and develop new relationships with local farmers.

Long Answer Type Questions

- 27.** How did the life of the pastoralists change during the colonial period in Africa? Evaluate.

Ans. Before the colonial rule the African, pastoralists were free to move over vast areas in search of pastures. With the colonial rule the pastoral groups were forced to live in special reserves. Their movement was restricted to the boundaries of these reserves. Further they were not allowed to move their stock without special permits and these permits were not issued easily. Pastoralists who denied these rules were severely punished. Not only this, they were not allowed to enter the markets in white areas. Colonists considered the pastoralists as savage and dangerous people with whom all contacts needed to be minimised.

The new territorial boundaries consequent to the slicing of Africa among the European colonists and restrictions imposed on them adversely affected both their pastoral and trading activities.

- 28.** Elaborate, with examples, the factors that are responsible for cyclic movement of the nomadic pastoralists.

Ans. The Gujjar Bakarwals of Jammu and Kashmir are herders of goat and sheep. During winters, when the high mountains are covered with snow, they live with their herds in the low hills of the Siwalik range. By the end of April they start their northwards march for their summer grazing grounds. By the end of September the Bakarwals are again on the move but this time on their downward journey, back to their winter base. When the high mountains are covered with snow, the herds are again grazed in the low hills. Gaddi shepherds of Himachal Pradesh follow a similar cycle of seasonal movement. During winter season, they stay in the low hills of Siwalik range and graze their flocks in scrub forests. By the month of April they move northwards and spend the summers in Lahul and Spiti. When the snow melts down and the high passes are clear, most of them move on to higher mountain meadows and by the end of September they start their return journey. On the way they stop once again in the villages of Lahul and Spiti, reaping their summer harvest and sowing their winter crop.

- 29.** Examine the impact of the creation of game reserves on the Maasai pastoralists' traditional way of life.

Ans. The creation of game reserves significantly disrupted the Maasai pastoralists' traditional way of life by confiscating vast tracts of their grazing land for wildlife conservation. Areas like the Maasai Mara and Serengeti National Park, once regular grazing grounds, were now off-limits. This loss of fertile pastures forced the Maasai into smaller, less productive areas, increasing the pressure on remaining lands and leading to overgrazing and pasture degradation. The restrictions on movement within these reserves limited their ability to adapt to seasonal changes and droughts, causing livestock losses due to starvation and disease. The creation of these reserves also severed the Maasai's cultural and economic ties to their ancestral lands, fundamentally altering their social structure and livelihoods.

- 30.** Analyse the strategies pastoralists used to cope with the challenges posed by colonial policies and modern boundaries.

Ans. Pastoralists employed various strategies to cope with the challenges posed by colonial policies and modern boundaries. Some reduced their herd sizes to manage limited grazing lands more sustainably. Others adapted by finding new pastures, as seen with the Raikas migrating to Haryana. Wealthier pastoralists diversified their income by purchasing land, engaging in extensive trade, or settling down as peasants. In contrast, poorer pastoralists often borrowed money to survive, risking debt and loss of livestock. Many communities combined pastoralism with other economic activities, such as agriculture or trade, to mitigate the impact of restricted mobility and reduced grazing areas. These adaptive strategies allowed pastoralists to navigate the constraints imposed by colonial rule and maintain their livelihoods amidst changing socio-economic landscapes.

Self-Assessment

Multiple-Choice Questions

1. In which one of the following states of India is Raikas community found?
 - (a) Rajasthan
 - (b) Haryana
 - (c) Himachal Pradesh
 - (d) Uttar Pradesh
- Ans.** (a) Rajasthan
2. By which of the following pastoralists sustain themselves?
 - (a) Cultivation
 - (b) Trade
 - (c) Herding
 - (d) All of these
- Ans.** (d) All of these
3. The Gaddi shepherds are a pastoral community of
 - (a) Madhya Pradesh.
 - (b) Andhra Pradesh.
 - (c) Himachal Pradesh.
 - (d) Punjab.
- Ans.** (c) Himachal Pradesh.
4. What is the primary occupation of the Gujjar Bakarwals of Jammu and Kashmir?
 - (a) Farming
 - (b) Herding goats and sheep
 - (c) Fishing
 - (d) Mining
- Ans.** (b) Herding goats and sheep
5. Which community is known for herding cattle in Karnataka and Andhra Pradesh?
 - (a) Gollas
 - (b) Dhangars
 - (c) Banjaras
 - (d) Raikas
- Ans.** (a) Gollas
6. Where do the Gaddi shepherds of Himachal Pradesh graze their flocks in winter?
 - (a) High mountains
 - (b) Coastal areas

- (c) Low hills of Siwalik range
- (d) Deserts

Ans. (c) Low hills of Siwalik range

7. What are Bugyals?

- (a) Desert areas
- (b) High mountain meadows
- (c) Coastal plains
- (d) River valleys

Ans. (b) High mountain meadows

8. What is the significance of 'sacred groves' in India?

- (a) Commercial timber production
- (b) Areas for urban development
- (c) Protected forests by local communities
- (d) Sites for mining activities

Ans. (c) Protected forests by local communities

9. Which community is known for rearing camels in Rajasthan?

- (a) Gollas
- (b) Kurumas
- (c) Dhangars
- (d) Raikas

Ans. (d) Raikas

10. Why did some pastoralists begin buying land and settling down?

- (a) To continue their nomadic lifestyle
- (b) To escape grazing taxes
- (c) Due to shrinking grazing lands
- (d) To avoid interaction with farmers

Ans. (c) Due to shrinking grazing lands

11. What was the main livelihood of the Bedouins in Africa?

- (a) Farming
- (b) Fishing
- (c) Pastoralism
- (d) Mining

Ans. (c) Pastoralism

12. What did the British officials suspect about nomadic people?

- (a) They were peaceable and law-abiding.
- (b) They were essential for the economy.
- (c) They were criminal by nature.
- (d) They were highly educated.

Ans. (c) They were criminal by nature.

13. Which type of land did the colonial state transform into cultivated farms to increase revenue?

- (a) Urban areas
- (b) Pastoral lands
- (c) Uncultivated lands
- (d) Forest reserves

Ans. (c) Uncultivated lands

14. Place these events in the order they occurred and choose the correct answer from the options given below.

- A. British introduction of game reserves
- B. Loss of Maasai grazing lands

- c. Creation of Serengeti National Park
- d. Division of Maasailand

Options:

- (a) BADC (b) CDAB
- (c) BACD (d) DABC

Ans. (d) DABC

- 15.** Sequence the following developments in chronological order and choose the correct answer from the options given below.

- A. Formation of the Indian Forest Service
- B. Establishment of the Criminal Tribes Act
- C. Introduction of grazing taxes
- D. Enactment of Forest Acts

Options:

- (a) BADC (b) CDAB
- (c) ADCB (d) DABC

Ans. (c) ADCB

Assertion-Reason Type Questions

For question numbers 16 to 24, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Options:

- (a) Both A and R are true and R is the correct explanation of A.
- (b) Both A and R are true but R is not the correct explanation of A.
- (c) A is true but R is false.
- (d) A is false but R is true.

- 16. Assertion (A):** The Gujjar and Bakarwals of Jammu and Kashmir are great herders of goat and sheep.

Reason (R): Many of them migrated to this region in the 20th century in search of pastures for their animals.

Ans. (c) A is true but R is false.

- 17. Assertion (A):** Dhangars were an important pastoral community of Rajasthan.

Reason (R): In the early twentieth century their population in this region was estimated to be 467,000.

Ans. (d) A is false but R is true.

- 18. Assertion (A):** By the mid-nineteenth century, various Forest Acts were also being enacted in the different provinces.

Reason (R): Through these Acts some forests which produced commercially valuable timber like deodar or sal were declared 'Reserved'.

Ans. (a) Both A and R are true and R is the correct explanation of A.

- 19. Assertion (A):** Even today, over 52 million Africans depend on some form of pastoral activity for their livelihood.

Reason (R): They include communities like Bedouins, Berbers, Maasai, Somali, Boran and Turkana.

Ans. (d) A is false but R is true.

- 20. Assertion (A):** The British colonial government classified certain communities as 'Criminal Tribes.'

Reason (R): The colonial government wanted to control nomadic populations, viewing them as a threat to settled societies.

Ans. (a) Both A and R are true and R is the correct explanation of A.

- 21. Assertion (A):** The colonial government introduced Waste Land Rules to bring uncultivated land under cultivation.

Reason (R): Uncultivated land was seen as productive and essential for timber production.

Ans. (c) A is true but R is false.

- 22. Assertion (A):** Pastoralists faced difficulties in maintaining their herds during colonial rule.

Reason (R): The colonial government imposed grazing taxes and restricted access to forests.

Ans. (a) Both A and R are true and R is the correct explanation of A.

- 23. Assertion (A):** The Maasai lost a significant portion of their grazing lands due to colonial policies.

Reason (R): The British and German colonial governments created game reserves and encouraged local communities to expand cultivation.

Ans. (a) Both A and R are true and R is the correct explanation of A.

- 24. Assertion (A):** The introduction of grazing taxes benefited pastoralists by improving their grazing grounds.

Reason (R): The colonial government wanted to control and restrict the movements of pastoralists.

Ans. (d) A is false but R is true.

Match the Following

- 25.** Match the following items given in Column A with those in Column B. Choose the correct answer from the given options:

Column A (States)	Column B (Pastoral Communities)
A. Maharashtra	1. Dhangars
B. Himachal Pradesh	2. Gaddis
C. Rajasthan	3. Raikas
D. Arunachal Pradesh	4. Monpas

Codes:

	A	B	C	D
(a)	1	2	3	4
(b)	2	4	1	3
(c)	4	1	2	3
(d)	3	2	1	4

Ans. (a) 1 2 3 4

Find the Incorrect Option

26. (a) In 1871, the colonial government in India passed the Criminal Tribes Act.
 (b) In the deserts of Rajasthan lived the Raikas.
 (c) In the early nineteenth century, Buchanan visited the Gollas during his travel through Mysore.
 (d) In the decades between the 1750s and 1780s the right to collect the tax was auctioned out to contractors.

Ans. (d) In the decades between the 1750s and 1780s the right to collect the tax was auctioned out to contractors.

Correct and Rewrite the Following Statement

27. The Dhangar shepherds stayed in the central plateau of Maharashtra during winters.

Ans. The Dhangar shepherds stayed in the central plateau of Maharashtra during the monsoon.

Fill in the Blanks

28. In 1885, Maasailand was cut into half with international boundary between **British Kenya** and **German Tanganyika**.
 29. In the decades between the 1850s and 1880s the right to collect the tax was auctioned out to **contractors**.
 30. Dhangars were an important pastoral community of **Maharashtra**.

Very Short Answer Type Questions

31. Define the Waste Land Rule that was created in the mid-nineteenth century by the British colonial masters. Who gained from it?

Ans. From the mid-nineteenth century, Waste Land Rules were enacted in various parts of the country. By these Rules uncultivated lands were taken over and given to select individuals. These individuals were granted various concessions and encouraged to settle these lands. Some of them were made headmen of villages in the newly cleared areas.

32. What is a *kafila*? Where are they commonly found?

Ans. In winter, when the high mountains were covered with snow, they lived with their herds in the low hills of the Siwalik range. The dry scrub forests

here provided pasture for their herds. By the end of April, they began their northern march for their summer grazing grounds. Several households came together for this journey, forming what is known as a *kafila*. They crossed the Pir Panjal passes and entered the valley of Kashmir.

33. Name the pastoral communities of Africa. What do their livelihood depend on?

Ans. Some of the important pastoral communities of Africa are Bedouins, Berbers, Maasai, Somali, Boran and Turkana. They raise cattle, camels, goats, sheep and donkeys; and they sell milk, meat, animal skin and wool.

34. Gaddis, a pastoral community, is found in which state of India? How does their wealth differ from that of Gujjars?

Ans. Gaddis are found in the state of Himachal Pradesh. In the hills the Gujjars are exclusively a pastoral tribe – they cultivate scarcely at all. The Gaddis keep flocks of sheep and goats and the Gujjars, wealth consists of buffaloes.

35. How did the Waste Land Rules affect pastoralists in colonial India?

Ans. The Waste Land Rules transformed uncultivated grazing lands into cultivated farms, reducing the available pasture for pastoralists. This led to a decline in grazing areas, forcing pastoralists to find new ways to sustain their herds.

36. How did grazing taxes affect pastoralists during colonial rule?

Ans. Grazing taxes increased the financial burden on pastoralists, who had to pay taxes on each animal grazed. This system of taxation reduced their income, making it difficult to sustain large herds and maintain their traditional way of life.

37. Why were the Maasai pushed into a smaller area during colonial rule?

Ans. The Maasai were confined to a smaller area as their grazing lands were taken over for white settlement and game reserves. This reduced their access to fertile pastures, forcing them to graze within a limited and arid zone.

38. What role did the colonial government's policies play in changing the traditional authority of Maasai elders and warriors?

Ans. The colonial government appointed chiefs and restricted raiding and warfare, undermining the traditional authority of Maasai elders and warriors. This shift in power dynamics altered the social structure, creating new divisions based on wealth.

Short Answer Type Questions

39. How did the colonial laws come to disregard the customary laws of the pastoralists?

Ans. By the mid-nineteenth century, various Forest Acts were enacted in the different provinces and these Acts declared some forests as 'Reserved', which produced commercially valuable timber. Pastoralists were not allowed access to these forests. While some other forests were classified as 'Protected', in which some customary grazing rights of pastoralists were granted but with restricted movements. These Forest Acts had a long lasting impact on the lives of pastoralists. They were not allowed to enter many forests that had earlier provided valuable forage for their cattle, and even in the areas they were allowed to enter they needed a permit for entry.

40. Why were the British suspicious of the nomadic people? What did they do to restrict their movements?

Ans. The British officials were apprehensive of nomadic people. They never trusted the craftsmen and traders, and pastoralists who changed their places of residence. The colonial government wanted to rule over a settled population as it was easy to identify and control them. The nomads were considered to be criminal. The Criminal Tribes Act was passed by the British in 1871 through which many communities of craftsmen, traders and pastoralists were classified as Criminal Tribes. They were not allowed to move out without a permit.

41. How did the introduction of the Grazing Tax further create problems for the nomadic people? What did they do to tackle the situation?

Ans. According to the provisions of the grazing tax, pastoralists had to pay a tax on every animal they grazed on pastures. The colonial government imposed this tax in order to increase its revenue income and control grazing rights of the pastoralists. In between 1850s and 1880s, the tax collection was auctioned to private contractors and they tried to extract as high a tax as they could to recover the money they had paid to the government so that they can make as much profit as they could do in a financial year. However, by the 1880s the government started collecting it directly from the pastoralists. So the cattle herder had to seek a permit in order to enter a grazing area to graze his cattle and pay tax on the basis of per head cattle. With an aim to tackle this situation, the poor pastoralists took various measures. As the tax had to be paid in cash so the pastoralists started selling their animals. The heavy burden of taxes had an adverse impact on the economic status. Now most of the pastoralists started taking loans from the moneylenders.

42. 'Not all pastoralists operated in the mountains'. Justify the statement.

Ans. It is not important that pastorals are only found in mountains. In this chapter we have studied about the pastoralist found in plateaus, plains and deserts. Some of the main Pastorals are as follows:

- Dhangars are found in Maharashtra, they mainly herd buffaloes and sheeps.
- Kurumas and kurubas are found in Karnataka, they mainly herd sheep and goats.
- Banjaras are found in Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra.
- Raikas are found in Rajasthan, they mainly herd camels, sheep and goat.

43. What challenges did pastoralists face due to the introduction of Forest Acts?

Ans. The Forest Acts restricted pastoralists' access to forests, requiring permits for entry and limiting the time they could spend grazing. These regulations disrupted traditional grazing patterns, reduced available forage, and led to fines for overstay. Pastoralists struggled to sustain their herds, facing increased hardships due to limited grazing options.

Paragraph Based Questions

44. Read the sources given below and answer the questions that follow:

Source A – On the Plateaus, Plains and Desert

Dhangars were an important pastoral community of Maharashtra. In the early twentieth century their population in this region was estimated to be 467,000. Most of them were shepherds, some were blanket weavers, and still others were buffalo herders. The Dhangar shepherds stayed in the central plateau of Maharashtra during the monsoon.

- (a) What was the occupation of Dhangars and where did they stay?

Source B – Colonial Rule and Pastoral Life

The Forest Acts changed the lives of pastoralists. They were now prevented from entering many forests that had earlier provided valuable forage for their cattle. Even in the areas they were allowed entry, their movements were regulated. They needed a permit for entry. The timing of their entry and departure was specified, and the number of days they could spend in the forest was limited.

- (b) What was the impact of Forest Acts on the lives of pastoralists?

Source C – Pastoralism in Africa

Even today, over 22 million Africans depend on some form of pastoral activity for their livelihood. They include communities like Bedouins, Berbers, Maasai, Somali, Boran and Turkana. Most of them now live in the semi-arid grasslands or arid deserts where rainfed agriculture is difficult. They raise cattle, camels, goats, sheep and donkeys; and they sell milk, meat, animal skin and wool.

- (c) Name the African communities which were dependent on pastoral activities. What was their main occupation?

- Ans.** (a) Most of the Dhangars were shepherds, some were blanket weavers and others were buffalo herders. They used to stay in the central plateau of Maharashtra during the monsoon.
- (b) With the enactment of the Forest Acts, the pastoralists were not allowed to move freely in the forests earlier which had provided forage for their cattle. Moreover, the areas in which they were allowed to move their movement was regulated. Permit was mandatory for entry and the timing of entry and departure was specified.
- (c) The African communities like Bedouins, Berbers, Maasai, Somali, Boran and Turkana were dependant on pastoral activities. Their main occupation was to rear cattle, camels, goats, sheep and donkeys. They also used to sell milk, meat, animal skin and wool.

Case Based Questions

45. Even today the Gujjar Bakarwals of Jammu and Kashmir are great herders of goat and sheep. Many of them migrated to this region in the nineteenth century in search of pastures for their animals. Gradually, over the decades, they established themselves in the area, and moved annually between their summer and winter grazing grounds. In winter, when the high mountains were covered with snow, they lived with their herds in the low hills of the Siwalik range. The dry scrub forests here provided pasture for their herds. By the end of April they began their northern march for their summer grazing grounds. Several households came together for this journey, forming what is known as a *kafila*. They crossed the Pir Panjal passes and entered the valley of Kashmir. With the onset of summer, the snow melted and the mountainsides were lush green. The variety of grasses that sprouted provided rich nutritious forage for the animal herds. By end September the Bakarwals were on the move again, this time on their

downward journey, back to their winter base. When the high mountains were covered with snow, the herds were grazed in the low hills.

- 45.1 Why do the Gujjar Bakarwals of Jammu and Kashmir migrate to the low hills of the Siwalik range in winter?
- Ans.** The Gujjar Bakarwals migrate to the low hills of the Siwalik range in winter because the high mountains are covered with snow, and the dry scrub forests in the Siwalik range provide pasture for their herds.
- 45.2 What is the significance of the *kafila* for the Gujjar Bakarwals during their seasonal migration?
- Ans.** The *kafila*, a group of several households traveling together, is significant for the Gujjar Bakarwals during their seasonal migration as it ensures safety and coordination while crossing challenging terrains like the Pir Panjal passes.
- 45.3 Analyse how the seasonal migration pattern of the Gujjar Bakarwals affects their livestock and livelihood.
- Ans.** The seasonal migration pattern of the Gujjar Bakarwals, moving between the Siwalik hills in winter and the Kashmir valley in summer, ensures that
- (a) their livestock has access to nutritious forage year-round. In winter, the low hills provide essential pasture when high altitudes are snow-covered.
 - (b) In summer, the lush green mountainsides offer rich forage, promoting the health and productivity of their herds.

This migration is crucial for maintaining the livelihood of the Gujjar Bakarwals, as it supports the well-being of their animals and sustains their herding practices.

46. Not all pastoralists operated in the mountains. They were also to be found in the plateaus, plains and deserts of India. Dhangars were an important pastoral community of Maharashtra. In the early twentieth century their population in this region was estimated to be 467,000. Most of them were shepherds, some were blanket weavers, and still others were buffalo herders. The Dhangar shepherds stayed in the central plateau of Maharashtra during the monsoon. This was a semi-arid region with low rainfall and poor soil. It was covered with thorny scrub. Nothing but dry crops like bajra could be sown here. In the monsoon this tract became a vast grazing ground for the Dhangar flocks. By October the Dhangars harvested their bajra and started on their move west. After a march of about a month they reached the Konkan. This was a flourishing

agricultural tract with high rainfall and rich soil. Here the shepherds were welcomed by Konkani peasants. After the *kharif* harvest was cut at this time, the fields had to be fertilised and made ready for the *rabi* harvest. Dhangar flocks manured the fields and fed on the stubble. The Konkani peasants also gave supplies of rice which the shepherds took back to the plateau where grain was scarce. With the onset of the monsoon the Dhangars left the Konkani and the coastal areas with their flocks and returned to their settlements on the dry plateau. The sheep could not tolerate the wet monsoon conditions.

46.1 Why do the Dhangar shepherds move to the Konkani region after harvesting *bajra* in October?

Ans. The Dhangar shepherds move to the Konkani region after harvesting *bajra* in October because the region has high rainfall and rich soil, making it ideal for grazing their flocks and fertilising the fields for the *rabi* harvest.

46.2 What role do the Dhangar flocks play in the agricultural cycle of the Konkani peasants?

Ans. The Dhangar flocks manure the fields and feed on the stubble after the *kharif* harvest, helping to prepare the land for the *rabi* harvest, which benefits the agricultural cycle of the Konkani peasants.

46.3 Analyse the impact of the Dhangar shepherds' seasonal migration on both their livelihoods and the agricultural practices in the Konkani region.

Ans. The Dhangar shepherds' seasonal migration ensures

- (a) year-round grazing for their livestock, maintaining their health and productivity.
- (b) In the Konkani region, their flocks manure fields and feed on stubble, enhancing soil fertility and benefiting the agricultural practices of the Konkani peasants.

47. One of the problems the Maasais have faced is the continuous loss of their grazing lands. Before colonial times, Maasailand stretched over a vast area from north Kenya to the steppes of northern Tanzania. In the late nineteenth century, European imperial powers scrambled for territorial possessions in Africa, slicing up the region into different colonies. In 1885, Maasailand was cut into half with an international boundary between British Kenya and German Tanganyika. Subsequently, the best grazing lands were gradually taken over for white settlement and the Maasai were pushed into a small area in south Kenya and north Tanzania. The Maasai lost about 60 per cent of their pre-colonial lands. They were confined to an arid zone with uncertain rainfall

and poor pastures. 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 Tanzania. Pastoralists were not allowed to enter these reserves; they could neither hunt animals nor graze their herds in these areas. Very often these reserves were in areas that had traditionally been regular grazing grounds for Maasai herds. The Serengeti National Park, for instance, was created over 14,760 km of Maasai grazing land.

47.1 What was the area of Serengeti National Park?

Ans. The Serengeti National Park covers an area of about 14,760 km. of Maasai grazing land.

47.2 Discuss the territorial extent of Maasailand before and after the colonial period.

Ans. Before colonial times, the territorial extent of Maasailand stretched from north Kenya to the steppes of northern Tanzania. However, in the late nineteenth century, colonial powers scrambled for territorial possessions 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.

47.3 How did Maasai suffer when land was acquired for white settlement?

Ans. The best grazing lands were acquired for white settlement and the Maasai were pushed into a small area in south Kenya and north Tanzania. They lost around 60 per cent of their pre-colonial lands and they were confined to an arid zone with uncertain rainfall and poor pastures.

48. Under colonial rule, pastoralists faced dramatic changes in their lives. Their grazing grounds shrank, movements were regulated, and revenue demands increased. The colonial state aimed to transform grazing lands into cultivated farms to boost land revenue and produce crops needed in England. Uncultivated land was deemed unproductive and taken over under the Waste Land Rules, leading to the decline of pastures. Forest Acts enacted in the mid-19th century further restricted pastoralists' access to forests. Forests producing valuable timber were declared 'Reserved,' barring entry, while 'Protected' forests allowed limited grazing rights with severe movement restrictions. Pastoralists needed permits to enter forests, specifying the timing and duration of stay. Overstaying permits resulted in fines. These regulations prevented pastoralists from accessing vital forage, even when available, and forced them to move according to permit rules, significantly disrupting their traditional ways of living and economic activities.

48.1 Why did the colonial state transform grazing lands into cultivated farms?

Ans. The colonial state transformed grazing lands into cultivated farms to increase land revenue and produce crops needed in England.

48.2 What was the impact of the Forest Acts on pastoralists' access to forests?

Ans. The Forest Acts restricted pastoralists' access to forests, requiring permits and limiting the timing and duration of their stay.

48.3 Analyse how the colonial policies of transforming grazing lands and enacting Forest Acts affected the livelihoods of pastoralists.

Ans. The colonial policies transformed grazing lands into cultivated farms, reducing available pastures and enacting Forest Acts that restricted access to forests. These measures shrank pastoralists' grazing grounds, regulated their movements with permits, and imposed fines for overstaying. As a result, pastoralists struggled to find sufficient forage for their livestock, disrupting their traditional livelihoods and economic activities.

Long Answer Type Questions

49. Elaborate the symbiotic relationship shared by the Dhangars of Maharashtra and the Konkani peasants. What does it tell us about the relationship between the nomadic people and the settled communities?

Ans. The Dhangar shepherd, a pastoral community of Maharashtra, used to stay in the central plateau of Maharashtra during the monsoon. The central plateau was a semi-arid region with low rainfall and poor soil which was covered with thorny scrub. Only bajra could be sown here. During the monsoon this area became a vast grazing ground for the Dhangar flocks. By the month of October, the Dhangars harvested their bajra and started to move in the westward direction and after a march of about one month they reached the Konkan which was a flourishing agricultural land with high rainfall and rich soil. The Dhangar shepherds were welcomed by Konkani peasants. After the kharif harvest was cut at this time, the fields had to be fertilised and made ready for the rabi harvest. Dhangar flocks manured the fields and fed on the stubble. The Konkani peasants also gave supplies of rice which the shepherds took back to the plateau where grain was scarce. With the onset of the monsoon the Dhangars left the Konkan and the coastal areas with their flocks and returned to their settlements on the dry plateau.

50. Who are the pastoral nomads? Explain in detail with appropriate examples.

Ans. Pastoral nomads are People who move from one

place to another, primarily in search of pastures for their cattle. Various pastoral communities in India are as follows:

- Gujjar Bakarwals of Jammu and Kashmir.
- Gaddi Shepherds of Himachal Pradesh.
- Bhotias of Uttarakhand.
- Manpas of Arunachal Pradesh.
- Raikas of western Rajasthan.
- Banjaras of Eastern Rajasthan and Madhya Pradesh.
- Maldharis of Gujarat.
- Dhangars of central Maharashtra.
- Gollas of south west Andhra Pradesh and Karnataka.
- Kurumas of South-West Andhra Pradesh and Karnataka.
- Kurubas of South-West Andhra Pradesh and Karnataka.

51. Discuss the reasons behind the colonial government's decision to classify certain communities as 'Criminal Tribes' and its impact on these communities.

Ans. The colonial government classified certain communities as 'Criminal Tribes' to control and monitor nomadic populations, whom they viewed as a threat to the settled agrarian society. These communities were perceived as inherently criminal due to their mobility and resistance to colonial authority. The Criminal Tribes Act restricted their movements, confining them to notified settlements under constant surveillance. This classification disrupted their traditional lifestyles, undermined their social structures, and subjected them to stigmatisation. The loss of mobility hindered their economic activities, such as trade and pastoralism, forcing many into marginal occupations. The Act perpetuated a cycle of poverty and social exclusion, leaving a lasting negative impact on these communities' development and integration into mainstream society.

52. Evaluate the effects of the colonial grazing tax system on the pastoral economy and social structure.

Ans. The colonial grazing tax system imposed financial burdens on pastoralists, requiring them to pay taxes on each animal grazed. This taxation reduced their income, making it difficult to sustain large herds. The need to generate cash for taxes forced many pastoralists to sell their livestock, leading to a decline in herd sizes and overall wealth. The system also introduced a more efficient and oppressive tax collection method, often auctioning tax rights to contractors who maximised their profits at the pastoralists'

expense. This increased economic pressure exacerbated social inequalities within pastoral communities, as wealthier pastoralists could better absorb the costs, while poorer ones struggled, leading to indebtedness and a shift towards alternative livelihoods.

————— Let's Compete —————

Multiple-Choice Questions

- The Gujjar Bakarwals are great herders of goat and sheep. Where are they found in India?
 (a) Manipur (b) Jammu & Kashmir
 (c) Telangana (d) Gujarat

Ans. (b) Jammu & Kashmir

- The cyclical movement of the mountain pastoralists is defined by which of the following factors?
 (a) Dry season (b) Onset of monsoon
 (c) Cold and snow (d) None of these

Ans. (c) Cold and snow

- How did Raikas cope with changes in season?
 (a) Migrate to Haryana
 (b) Migrate to Uttar Pradesh
 (c) Migrate to Madhya Pradesh
 (d) Reduce the number of camels

Ans. (a) Migrate to Haryana

- The Maasais are cattle herders of
 (a) North Africa. (b) South Africa.
 (c) East Africa. (d) West Africa.

Ans. (c) East Africa.

- Samburu National Park is located in which of the following countries?
 (a) Egypt (b) Namibia
 (c) South Africa (d) Kenya

Ans. (d) Kenya

- Droughts affect life of pastoralists across the world because
 (a) when rain fails pastures dry.
 (b) forage is available.
 (c) pastoralists live on fertile lands.
 (d) none of these.

Ans. (a) when rain fails pastures dry.

- Which of the following were years of severe drought in Maasailand?
 (a) 1937 and 1938 (b) 1924 and 1925
 (c) 1933 and 1934 (d) 1941 and 1942

Ans. (c) 1933 and 1934

- Colonial government imposed restrictions on the movement of African pastoralists from
 (a) late 19th century. (b) mid-19th century.
 (c) early 19th century. (d) late 18th century.

Ans. (a) late 19th century.

- Which group of Raikas herded camels?
 (a) Kuruba (b) Kuruma
 (c) Gollas (d) Maru

Ans. (d) Maru

- Which one of the following was not a reason for Maasai community's loss of grazing lands?
 (a) Colonial powers scramble for colonies
 (b) Game reserves
 (c) Cultivated fields were converted into pasturelands
 (d) All of these

Ans. (c) Cultivated fields were converted into pasturelands

————— Life Skills —————

- Large areas of grazing land were turned into game reserves. This also had a negative impact on nomads of Africa'. Justify the statement with appropriate examples.

Ans.

- Grazing lands were turned into game reserves like the Maasai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania.
- The colonists did not allow the pastoralists to enter these reserves; further they were not allowed to hunt animals or graze their herds in these areas.
- For example, The Serengeti National Park was created over 14,760 km of Maasai grazing land. The loss of the finest grazing lands and water resources created pressure on the small area of land.
- As a result of continuous grazing within a small area deteriorated the quality of pastures. Fodder was always in short supply.

- The lifestyle of the nomadic people is not easy. To make it further difficult, there are many stereotypes attached to the way they look, the way they talk or dress up. As a conscious student of today, and a responsible citizen of the future, make a 2–3 minute presentation on life of any pastoral community of your country or locality. Write the points you would like to include in this presentation.

Ans. This is a class room activity and the concerned teacher needs to guide the students in preparing the presentation.