

NCERT Solutions For Class 8 Social Science History Chapter 7: Chapter 7 of Class 8 Social Science History is about how the British introduced education in India during the 1800s. They wanted to teach Indians Western ideas and make them loyal to British rule.

This chapter talks about how schools were set up, how English became the main language of instruction, and what effects these changes had on Indian society. By understanding these ideas, students can learn about the history of education in India during colonial times and how it shaped the country.

NCERT Solutions For Class 8 Social Science History Chapter 7 Overview

These notes were made by subject experts from Physics Wallah. They give a simple overview of Chapter 7 of NCERT Solutions for Class 8 Social Science History. This chapter talks about how the British started teaching Western education in India during the 1800s. It explains why they did it, how schools were set up, and how English became the main language of instruction. These notes help students understand how education changed in India under British rule.

NCERT Solutions For Class 8 Social Science History Chapter 7 PDF

Below is the PDF link for NCERT Solutions for Class 8 Social Science History Chapter 7, covering British colonial education policies in 19th-century India, aiding students in understanding the content and exam preparation.

NCERT Solutions for Class 8 History Social Science Chapter 7 Civilising the Native , Educating the Nation

Here are the solutions for NCERT Class 8 History Social Science Chapter 7, "Civilising the Native, Educating the Nation." These solutions explain how the British introduced education in India during the 19th century, helping you understand the chapter better.

Exercises Page No. 92

1. Match the following:

William Jones	Promotion of English education
Rabindranath Tagore	Respect for ancient cultures

Thomas Macaulay	Gurus
Mahatma Gandhi	Learning in a natural environment
Pathshalas	Critical of English education

Answer.

William Jones	Respect for ancient cultures
Rabindranath Tagore	Learning in a natural environment
Thomas Macaulay	Promotion of English education
Mahatma Gandhi	Critical of English education
Pathshalas	Gurus

2. State whether true or false:

- (a) James Mill was a severe critic of the Orientalists.**
- (b) The 1854 despatch on education was in favour of English being introduced as a medium of higher education in India.**
- (c) Mahatma Gandhi thought that the promotion of literacy was the most important aim of education.**
- (d) Rabindranath Tagore felt that children ought to be subjected to strict discipline.**

Answer.

- (a) True
- (b) True
- (c) False
- (d) False

3. Why did William Jones feel the need to study Indian history, philosophy and law?

Answer.

William Jones held a profound admiration for ancient cultures, both in India and the West. He believed that Indian civilization had reached its pinnacle in ancient times but had since declined.

To comprehend India better, Jones advocated for the exploration of sacred and legal texts from this ancient period. He argued that only by studying these texts could one truly understand the ideas and laws of Hindus and Muslims. Jones believed that a renewed focus on these texts could lay the groundwork for India's future development.

4. Why did James Mill and Thomas Macaulay think that European education was essential in India?

Answer.

James Mill and Thomas Macaulay believed that learning English would give Indians access to some of the world's greatest literature and advancements in Western science and philosophy. They saw teaching English as a means of 'civilizing' people, influencing their tastes, values, and culture. They advocated for education to focus on practical and useful knowledge, such as scientific and technical advancements from the West, rather than on the poetry and sacred literature of the 'Orient'.

5. Why did Mahatma Gandhi want to teach children handicrafts?

Answer.

According to Mahatma Gandhi, education should be holistic, nurturing the best in individuals, encompassing their body, mind, and spirit. He believed that literacy alone was not enough and should not be the starting point of education. Gandhi advocated for a system where children learn practical skills and crafts from a young age, enabling them to create and understand the processes behind their work. He emphasized that true education goes beyond mechanical learning and should include a scientific understanding of every aspect of handicrafts. Gandhi believed that this approach would lead to the highest development of both the mind and the soul.

6. Why did Mahatma Gandhi think that English education had enslaved Indians?

Answer.

Mahatma Gandhi strongly criticized colonial education, arguing that it instilled a sense of inferiority in Indians by promoting the idea of Western civilization's superiority and undermining their pride in their own culture. He believed that English education was poisonous, enslaving Indians and eroding their dignity and self-respect. Gandhi felt that Indians educated in Western institutions became enamored with British rule, losing sight of their own identity and aspirations. He advocated for an education system that would restore Indians' sense of pride and self-worth. During the national movement, Gandhi encouraged students to boycott educational institutions to demonstrate their refusal to be enslaved by British rule.

Civilising the “Native”, Educating the Nation Summary

The chapter "Civilising the 'Native', Educating the Nation" talks about how the British tried to change Indian education during the 1800s. Some British people believed that teaching Indians English and Western ideas would make them more like the British. But many Indians, like Mahatma Gandhi and Rabindranath Tagore, disagreed. They thought that Indian education should focus on Indian culture and values. The chapter explains these different ideas and how they affected schools in India.

Benefits of NCERT Solutions For Class 8 Social Science History Chapter 7

- **Clarity of Concepts:** They provide clear explanations and answers to help students understand the complex concepts and topics covered in the chapter.
- **Comprehensive Coverage:** The solutions cover all the important topics and themes of the chapter, ensuring that students have a thorough understanding of the content.
- **Structured Approach:** They follow a structured format, making it easy for students to navigate through different sections of the chapter and locate specific information.
- **Conceptual Understanding:** The solutions focus on developing a deep understanding of the concepts rather than rote memorization, helping students build a strong foundation in history.
- **Self-assessment:** Students can use the solutions to assess their understanding of the chapter and identify areas where they need to improve, facilitating self-study and revision.