NCERT Solutions For Class 8 Social Science History Chapter 6: Chapter 6 of Class 8 History Social Science, titled "Weavers, Iron Smelters and Factory Owners," explores the impact of British industrial policies on traditional Indian industries.

It examines how the weaving and iron smelting industries, which were once thriving, faced decline due to British competition and policies. The British imported cheap manufactured goods, which led to the downfall of local artisans and craftsmen.

Weavers lost their jobs as hand-woven textiles couldn't compete with machine-made fabrics, and iron smelters were affected by the British import of iron. The chapter also highlights the rise of factory owners and the shift from small-scale production to large factories.

Through this chapter, students learn about the economic and social changes brought about by British rule and how it affected different groups in India.

NCERT Solutions For Class 8 Social Science History Chapter 6 Overview

NCERT Solutions for Class 8 Social Science History Chapter 6, "Weavers, Iron Smelters and Factory Owners," are prepared by the subject experts at Physics Wallah. These notes explain how British rule changed traditional Indian industries.

The chapter discusses how the British brought in cheap goods that hurt local weavers and iron smelters, leading to job losses. It also explains the shift from small workshops to large factories. With these solutions, students can easily understand the economic and social changes in India during the British period.

NCERT Solutions For Class 8 Social Science History Chapter 6 PDF

For students looking for detailed and clear explanations, the NCERT Solutions for Class 8 Social Science History Chapter 6, "Weavers, Iron Smelters and Factory Owners," are available in a PDF prepared by the subject experts at Physics Wallah.

These notes cover the impact of British rule on traditional Indian industries, explaining how cheap British imports led to the decline of local weaving and iron smelting.

The chapter also discusses the rise of large factories and the changes in India's economy and society. You can access the comprehensive solutions through the PDF link provided below, making it easy to study and understand these important historical changes.

NCERT Solutions For Class 8 Social Science History Chapter 6 PDF

NCERT Solutions for Class 8 History Social Science Chapter 6 Weavers, Iron Smelters and Factory Owners

Below are NCERT Solutions for Class 8 History Social Science Chapter 6, "Weavers, Iron Smelters and Factory Owners," prepared by subject experts, providing comprehensive assistance in understanding the impact of British rule on traditional Indian industries.

Exercises Page No. 79

1. What kinds of cloth had a large market in Europe?

Answer.

Cotton and silk textiles from India held a significant presence in the European market, with various types such as Chintz, Cossaes or Khasa, Bandanna, and Jamdani being sold.

Indian printed cotton fabrics, renowned for their delicate floral patterns, fine quality, and affordability, were particularly esteemed in England.

2. What is jamdani?

Answer.

Jamdani is a type of fine muslin fabric characterized by decorative motifs woven directly into the cloth on the loom, usually in shades of grey and white. It often incorporates a blend of cotton and gold thread, as seen in the picture. The main hubs for jamdani weaving were historically Dacca in Bengal and Lucknow in the United Provinces.

3. What is a bandanna?

Answer.

Bandannas are vibrant and printed scarves typically worn around the neck or head. Originally, the term originated from the Hindi word "bandhna," meaning "tying," and described a range of brightly colored fabrics made through a tie-and-dye method.

4. Who are the Agaria?

Answer.

A group of men and women who formed a community of iron smelters is known as Agaria. They traditionally practiced iron smelting using techniques passed down through generations.

5. Fill in the blanks.

(a) The word chintz comes from the word _____.

(b) Tipu's sword was made of_____ steel.

(c) India's textile exports declined in the _____ century.

Answer.

(a) The word chintz comes from the word **chhint**.

(b) Tipu's sword was made of **wootz** steel.

(c) India's textile exports declined in the **nineteenth** century.

6. How do the names of different textiles tell us about their histories?

Answer.

The origins of various textiles such as 'muslin', 'chintz', 'calico', and 'bandanna' are rooted in their names:

a. Muslin: Named after European traders who encountered five types of cotton textiles carried by Arab traders in Mosul, they collectively termed all woven textiles 'muslin'.

b. Chintz: Derived from the Hindi word 'Chhint', referring to a small piece of cloth adorned with floral designs.

c. Calico: Initially discovered by Portuguese explorers in Calicut during their search for spices, the cotton textile they brought back to Spain became known as Calico.

d. Bandanna: Originating from the Hindi word 'Bandhna', it denotes a scarf with printed designs, worn on the head or around the neck.

7. Why did the wool and silk producers in England protest against the import of Indian textiles in the early eighteenth century?

Answer.

The wool and silk producers in England raised objections against the import of Indian textiles in the early eighteenth century. This was because the popularity of Indian textiles in European markets, attributed to their unique designs and competitive prices, posed a challenge to the local industry's competitiveness. In response, English wool and silk producers advocated for a ban on Indian textiles to protect and promote their own industries. Subsequently, to enhance their competitive edge, innovations like the spinning jenny were introduced in European markets.

8. How did the development of cotton industries in Britain affect textile producers in India?

Answer.

Textile producers in India faced numerous challenges:

a. Competition with English cotton industries in both England and India intensified, affecting their market share.

b. Expansion of British cotton industries resulted in a decline in demand for Indian textiles, impacting the livelihoods of Indian producers.

c. The dominance of British industries led to widespread unemployment among Indian textile producers, as they struggled to compete with the scale and efficiency of British manufacturing.

9. Why did the Indian iron smelting industry decline in the nineteenth century?

Answer.

The decline of the iron smelting industry in the nineteenth century was influenced by several factors:

a. Restrictions on access to charcoal, a crucial component in the iron smelting process, due to forest laws imposed on Indian smelters. Movement in reserved forests was prohibited, hindering the supply of charcoal.

b. High taxes imposed by forest authorities on iron smelters further burdened the industry.

c. Importation of iron from England to India after the 1850s reduced the demand for locally produced iron, discouraging Indian iron smelters from continuing their trade.

d. Devastating famines in the late nineteenth century destroyed dry tracts, making it difficult for iron smelters to procure necessary resources.

e. Competition from large-scale iron industries posed significant challenges for local iron smelters, who lacked the resources and infrastructure to compete effectively.

10. What problems did the Indian textile industry face in the early years of its development?

Answer.

The Indian textile industry encountered various challenges:

a. Competition: The industry had to contend with established British textile giants already dominating the market.

b. Export Hurdles: High export prices posed difficulties for Indian textiles to compete in the English market.

c. Market Suppression: English cotton textiles overshadowed Indian counterparts in key markets like America, Africa, and Europe, limiting their reach and sales.

d. Declining Demand: European buyers began to shun Bengal weavers, causing a significant downturn in sales and severely impacting the livelihoods of these artisans.

11. What helped TISCO expand steel production during the First World War?

Answer.

TISCO's expansion was driven by several factors:

a. World War I: The war created a massive demand for iron and steel, particularly for ammunition production. Britain had to fulfill this demand, leading to increased production at TISCO.

b. Indian Market Demand: TISCO became a primary supplier of iron and steel for railway construction and other infrastructure projects within India.

c. Contribution to War Efforts: TISCO actively participated in wartime efforts by manufacturing shells and carriage wheels for World War I, further boosting its production and reputation.

d. Government Support: By 1919, the British government became a major buyer, purchasing 90% of the steel produced by TISCO, which facilitated its expansion and growth.

Weavers, Iron Smelters and Factory Owners Summary

Chapter 6 of NCERT's Our Pasts-III, titled "Weavers, Iron Smelters, and Factory Owners," sheds light on the livelihoods and challenges faced by these groups under colonial rule.

It examine the export of Indian textiles to European markets, the impact of British textile dominance on Indian weavers, and the emergence of the Tata Iron and Steel Company (TISCO).

The chapter also discusses the decline of traditional industries and the establishment of modern factories, providing insight into the economic changes brought about by British colonialism in India.

Benefits of NCERT Solutions for Class 8 History Chapter 6

- Comprehensive Understanding: They provide detailed explanations and solutions to help students grasp the concepts and topics covered in the chapter thoroughly.

- Clarity of Concepts: The solutions help in clarifying doubts and understanding complex historical events, making learning easier and more effective.
- Structured Approach: The solutions follow a structured format, making it easier for students to navigate through different topics and concepts covered in the chapter.
- Exam Preparation: By providing practice questions and answers, the solutions help students prepare for exams effectively, enhancing their confidence and performance.
- Self-assessment: Students can use the solutions to assess their understanding of the chapter and identify areas where they need improvement.
- Time-saving: They save time by providing accurate and concise solutions, allowing students to focus on other study materials and activities.