

**NCERT Solutions For Class 8 Social Science History Chapter 8:** NCERT Solutions for Class 8 History Social Science Chapter 8, "Women, Caste and Reform," explain the social changes in India during the 19th and early 20th centuries.

The chapter focuses on efforts to improve the lives of women and lower-caste people. It talks about important reformers and movements that fought against practices like child marriage, sati, and caste discrimination.

The solutions give clear and simple explanations, helping students understand these important reforms and their effects on Indian society. By studying these solutions, students can learn about the efforts to achieve social equality in India.

## **NCERT Solutions For Class 8 Social Science History Chapter 8 Overview**

The NCERT Solutions for Class 8 Social Science History Chapter 8, "Women, Caste and Reform," prepared by subject experts at Physics Wallah, provide a clear and detailed overview of the social changes in 19th and early 20th century India.

These solutions explain the efforts made to improve the conditions of women and marginalized castes, highlighting key reformers and movements that challenged traditional practices like child marriage, sati, and caste discrimination.

The expert-prepared solutions help students easily understand these significant social reforms and their impact on Indian society, making it easier for them to grasp the material and perform well in exams.

## **NCERT Solutions For Class 8 Social Science History Chapter 8 PDF**

The NCERT Solutions for Class 8 Social Science History Chapter 8, "Women, Caste and Reform," are available in a convenient PDF format through the link provided below.

They cover key reform movements and notable figures who worked to improve the conditions of women and marginalized castes, challenging practices such as child marriage, sati, and caste discrimination. The PDF solutions make it easy for students to study and understand these important historical reforms, helping them perform better in their exams.

**NCERT Solutions For Class 8 Social Science History Chapter 8 PDF**

# **NCERT Solutions for Class 8 History Social Science**

## **Chapter 8 Women, Caste and Reform**

The solutions for Class 8 History Chapter 8, "Women, Caste and Reform," are provided below, provide a clear explanations of social changes in India during the 19th and early 20th centuries, including efforts to improve the status of women and lower castes. These solutions help students understand historical reforms and their impact.

### **Exercises Page No. 108**

#### **1. What social ideas did the following people support?**

- a. Rammohun Roy**
- b. Dayanand Saraswati**
- c. Veerasalingam Pantulu**
- d. Jyotirao Phule**
- e. Pandita Ramabai**
- f. Periyar**
- g. Mumtaz Ali**
- h. Ishwar Chandra Vidyasagar**

Answer.

- a. Rammohun Roy – Ban of Sati
- b. Dayanand Saraswati – Widow Remarriage
- c. Veerasalingam Pantulu – Widow Remarriage
- d. Jyotirao Phule – Equality amongst castes
- e. Pandita Ramabai – Women's education
- f. Periyar – Equality for untouchables
- g. Mumtaz Ali – Women's education
- h. Ishwar Chandra Vidyasagar – Widow remarriage

#### **2. State whether true or false:**

**(a) When the British captured Bengal they framed many new laws to regulate the rules regarding marriage, adoption, the inheritance of property, etc.**

**(b) Social reformers had to discard the ancient texts in order to argue for reform in social practices.**

**(c) Reformers got full support from all sections of the people of the country.**

**(d) The Child Marriage Restraint Act was passed in 1829.**

**Answer.**

(a) True

(b) False

(c) False

(d) False

**3. How did the knowledge of ancient texts help the reformers promote new laws?**

**Answer.**

Ram Mohan Roy, proficient in Sanskrit, Persian, and various Indian and European languages, argued in his writings against the practice of widow burning, citing ancient texts. This strategy of referencing ancient texts to challenge harmful practices was later employed by reformers like Ishwar Chandra Vidyasagar, who used them to advocate for widows' right to remarry.

**4. What were the different reasons people had for not sending girls to school?**

**Answer.**

Several reasons discouraged people from sending their girls to school:

- a. Concern that schools would separate girls from their homes.
- b. Belief that schooling would interfere with their domestic responsibilities.
- c. Fear of girls having to travel through public areas to reach school.
- d. Apprehension that traveling to school would expose girls to corrupting influences.
- e. Cultural belief that girls should remain out of public spaces.

**5. Why were Christian missionaries attacked by many people in the country? Would some people have supported them too? If so, for what reasons?**

**Answer.**

Christian missionaries faced attacks from people because they were seen as converting Hindus, especially poor and tribal individuals, into Christians. Despite their efforts to establish schools for these marginalized groups, many in society, who held prejudiced views against the poor and tribal communities, opposed the idea of educating them. This opposition led to attacks on the missionaries.

**6. In the British period, what new opportunities opened up for people who came from castes that were regarded as “low”?**

**Answer.**

Many poor individuals from villages and small towns, often from low castes, started migrating to cities where labor was in demand. Some also sought employment in plantations located in Assam, Mauritius, Trinidad, and Indonesia. For these individuals, this migration offered a chance to escape the oppressive control of upper-caste landowners and the daily humiliations they endured.

**7. How did Jyotirao, the reformer, justify his criticism of caste inequality in society?**

**Answer.**

Jyotirao Phule justified his criticism of caste inequality in society through several means:

**Historical Perspective:** He argued that the upper castes, whom he referred to as 'Aryans', were not the original inhabitants of the land. He believed that the lower castes were the indigenous people and that the Aryans were outsiders.

**Social Justice:** Phule advocated for social justice and equality for all. He believed that the caste system was oppressive and unjust, denying opportunities and rights to the lower castes.

**Education and Empowerment:** Phule emphasized the importance of education for the upliftment of the lower castes. He established schools for the education of lower-caste children, believing that education would empower them to challenge caste-based discrimination and oppression.

**Humanitarian Values:** Phule's criticism of caste inequality was rooted in humanitarian values. He believed in the inherent dignity and worth of every individual, regardless of their caste, and sought to promote equality and dignity for all members of society.

**8. Why did Phule dedicate his book Gulamgiri to the American movement to free slaves?**

**Answer.**

Jyotirao Phule wrote his book, 'Gulamgiri', in 1873, with the title meaning 'Slavery'. Interestingly, during the period of its publication, from 1861 to 1865, the American Civil War was underway. This war was largely sparked by the ongoing debate over the enslavement of black individuals.

Phule dedicated his book to the American abolitionists who fought to free slaves, drawing a parallel between the plight of the "lower" castes in India and the enslaved black population in America. Through this gesture, Phule highlighted the universal struggle against oppression and discrimination, emphasizing the need for social justice and equality on a global scale.

### **9. What did Ambedkar want to achieve through the temple entry movement?**

**Answer.**

In 1927, Ambedkar initiated a temple entry movement, encouraging his Mahar caste followers to participate. Brahmin priests were angered by the Dalits using water from the temple tank. Ambedkar's goal was to spotlight the pervasive influence of caste prejudices within society, aiming for widespread recognition of the discriminatory practices faced by Dalits.

### **10. Why were Jyoti Rao Phule and Ramaswamy Naicker critical of the national movement? Did their criticism help the national struggle in any way?**

**Answer.**

Both Jyotirao Phule and Ramaswamy Naicker were critical of the national movement because they felt it didn't address the problem of caste discrimination. Phule thought upper-caste people in the movement just wanted power after the British left. Naicker, though part of the Congress party, saw casteism within it and was hesitant to join a movement that didn't focus on ending caste differences. Their criticisms pushed reformers to tackle caste, religious, and gender inequalities within the national struggle, making it a tool for broader social change.

## **Chapter 8 – Women, Caste and Reform Summary**

Chapter 8 of NCERT Our Pasts-III focuses on reforms advocating for women's rights, anti-casteism, and related themes. It delves into the historical context of gender inequality in Indian society, addressing issues like the hardships faced by widows, the lack of education among girls, and the struggles of lower-caste individuals. The chapter highlights the contributions of social reformers such as Raja Ram Mohan Roy and Jyotirao Phule.

**Key topics covered include:**

- Efforts to improve the lives of widows
- The emergence of girls' education
- Women writers advocating for gender equality
- Demands for equality and justice
- The significance of 'Gulamgiri'
- Debates over temple entry
- The Non-Brahman movement, challenging caste hierarchy and discrimination.

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

- **Comprehensive Understanding:** They provide a thorough explanation of the chapter's content, helping students grasp concepts effectively.
- **Clarity and Simplicity:** The solutions are presented in simple language, making it easier for students to understand complex topics.
- **Exam Preparation:** They serve as an excellent study resource for exams, offering step-by-step solutions to textbook questions, ensuring thorough preparation.
- **Critical Thinking:** The solutions encourage critical thinking by providing additional insights and perspectives on historical issues, fostering analytical skills among students.