

NCERT Solutions For Class 8 Social Science History Chapter 3: Chapter 3 of NCERT Solutions for Class 8 Social Science History is all about "Ruling the Countryside." These solutions help you understand how the British East India Company governed rural areas in India.

They explain how the Company's policies affected farmers' lives and how rural regions were managed. By using these solutions, you'll learn about the Company's control over agriculture, its revenue systems, and how it influenced rural life.

NCERT Solutions for Class 8 History Social Science Chapter 3 Ruling the Countryside Overview

These notes were created by experts from Physics Wallah to help you understand Chapter 3 of NCERT Solutions for Class 8 Social Science History: "Ruling the Countryside."

The experts have explained everything in simple language, so it's easier for you to understand. You'll learn about how the Company controlled farming, collected taxes, and affected the lives of rural people.

NCERT Solutions for Class 8 History Social Science Chapter 3 PDF

You can access the PDF link provided below for Chapter 3 of NCERT Solutions for Class 8 Social Science History.

It's a helpful resource for students to understand how rural areas were managed under colonial rule.

[NCERT Solutions for Class 8 History Social Science Chapter 3 PDF](#)

NCERT Solutions for Class 8 History Social Science Chapter 3 Ruling the Countryside

The solutions for Chapter 3 of NCERT Class 8 Social Science History, titled "Ruling the Countryside," are provided below. These solutions explain how the British East India Company managed rural areas in India during colonial times.

They cover important topics like how the Company controlled farming, collected taxes, and affected the lives of farmers and rural communities. These solutions are easy to understand and will help you prepare for exams by giving clear answers to all the questions.

Exercises Page No. 37

1. Match the following.

Ryot	Village
Mahal	Peasant
Nij	Cultivation on ryot's lands
Ryoti	Cultivation on planter's own land

Answer.

Ryot	Peasant
Mahal	Village
Nij	Cultivation on planter's own land
Ryoti	Cultivation on ryot's land

2. Fill in the blanks.

- (a) Growers of woad in Europe saw _____ as a crop which would provide competition to their earnings.
- (b) The demand for indigo increased in late eighteenth-century Britain because of _____.
- (c) The international demand for indigo was affected by the discovery of _____.
- (d) The Champaran movement was against _____.

Answer.

- (a) Growers of woad in Europe saw **indigo** as a crop which would provide competition to their earnings.
- (b) The demand for indigo increased in late eighteenth-century Britain because of the **expansion of cotton production**.
- (c) The international demand for indigo was affected by the discovery of **synthetic dyes**.
- (d) The Champaran movement was against **indigo planters**.

3. Describe the main features of the Permanent Settlement.

Answer.

The Permanent Settlement System was a land revenue system introduced by the East India Company in 1793. In this system, rajas and taluqdars were recognized as zamindars, responsible for collecting rent from peasants and paying revenue to the Company. The main features of the Permanent Settlement System are:

- a. The amount of revenue that zamindars had to pay to the Company was fixed permanently.
- b. Rajas were appointed as zamindars.
- c. Zamindars lost their rights over the land if they failed to make the payments to the Company.
- d. Zamindars had to pay very high prices for the land, which many could not afford, leading to their failure in making the payments.

4. How was the Mahalwari System different from the Permanent Settlement?

Answer.

Differences between Mahalwari System and Permanent Settlement are given below.

Mahalwari System

Devised by Holt Mackenzie and implemented in 1822

The system centered around villages

Permanent Settlement

Introduced by Lord Cornwallis in 1793

There was no specific center

Villages were called 'Mahal'

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Revenue for each plot in a village was added up to determine the total revenue for the village (mahal)

The revenue was a fixed amount that each zamindar had to pay to the Company

The revenue amount was periodically revised

The revenue amount was fixed permanently

The village headman was responsible for collecting the revenue

The village zamindar (rajas/taluqdars) was responsible for collecting the revenue

5. Give two problems which arose with the new Munro system of fixing revenue.

Answer.

The new Munro system of fixing revenue created two significant problems:

- a. The revenue demand was set too high, making it difficult for peasants to pay.
- b. As peasants were unable to pay the rent, many villages became deserted.

6. Why were ryots reluctant to grow indigo?

Answer.

The ryots were reluctant to grow indigo for several reasons:

- a. They were paid very low prices for indigo, which made it unprofitable for them.
- b. The ryots never saw any profit from the indigo plantation, as the returns were too meager to cover their costs.
- c. Planters insisted that ryots grow indigo on the most fertile parts of their land, which the ryots were hesitant to do because it reduced the land available for growing food crops.

7. What were the circumstances which led to the eventual collapse of indigo production in Bengal?

Answer.

The collapse of indigo production in Bengal was caused by the following circumstances:

- a. Ryots refused to produce indigo anymore.
- b. Protests by the peasants, or ryots, began, with support from the zamindars.
- c. Following the protests, the government set up the Indigo Commission, which acknowledged the faults of the planters and recommended stopping indigo cultivation.
- d. As a result, the planters eventually left the area.

Ruling the Countryside Summary

Chapter 3 of "Our Pasts-III" covers how the East India Company (EIC) took over the administration of Bengal. It starts with Robert Clive accepting the Diwani rights of Bengal, Bihar, and Orissa from the Mughal ruler in 1765, marking the beginning of British control over these regions.

Students will learn about the following topics:

The Company Becomes the Diwan

- a. **Revenue for the Company:** How the EIC managed and collected revenue.
- b. **The Need to Improve Agriculture:** The challenges faced in improving agricultural productivity.
- c. **The Problem:** Issues with the existing revenue collection system.
- d. **A New System is Devised:** Introduction of new revenue systems to address these problems.
- e. **The Munro System:** Details about the Munro system and its implementation.
- f. **All Was Not Well:** The drawbacks and failures of the new revenue systems.

Crops for Europe

- a. **Does Colour Have a History?:** The significance and history of indigo dye.
- b. **Why the Demand for Indian Indigo?:** Reasons behind the high demand for Indian indigo in Europe.

- c. **Britain Turns to India:** How Britain turned to India for indigo supply.
- d. **How Was Indigo Cultivated?:** Methods of cultivating indigo.
- e. **The Problem with Nij Cultivation:** Issues faced in Nij (direct) cultivation of indigo.
- f. **Indigo on the Land of Ryots:** Cultivation of indigo on ryots' (peasants') land and the associated problems.

The “Blue Rebellion” and After

This section discusses the resistance by the ryots, known as the "Blue Rebellion," against forced indigo cultivation and the subsequent changes it brought.

Benefits of NCERT Solutions For Class 8 Social Science History Chapter 3

- **Understanding Complex Topics:** These solutions simplify complex historical concepts and events, making them easier for students to grasp.
- **Clear Explanations:** They provide clear explanations and answers to questions, helping students understand the content of Chapter 3 more effectively.
- **Comprehensive Coverage:** The solutions cover all topics and subtopics of Chapter 3, ensuring that students have a thorough understanding of the material.
- **Exam Preparation:** By using these solutions, students can prepare for exams more effectively, as they provide a comprehensive review of the chapter's content.
- **Conceptual Clarity:** The solutions help students develop a clear understanding of key concepts and themes covered in Chapter 3, enhancing their overall comprehension of the subject.