

EXPLORING INDIA & BEYOND FOR YOUNG LEARNERS

Study Material BOOK for 6th Standard
Social Science Subject

Based on NCERT/CBSE Curriculum

Discover
Learn
Understand
Grow

People
Places
Cultures
Environments
A Brighter
Tomorrow



Compiled By: Dr. P. S. Aithal
Alevoor Poornaprajna Public School, Udupi
www.alevoorpps.in

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Super Power Series Book

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Study Material BOOK for 6th Standard Social Science Subject

(Prepared as per Poornaprajna Integrated Student Support Model)

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PREFACE

Exploring India & Beyond FOR YOUNG LEARNERS: Study Material Book for 6th Standard Social Science Subject has been thoughtfully developed in accordance with the **Poornaprajna Integrated Student Support Model** to support the holistic academic development of Grade 6 students with the help of AI-driven GPTs. The book seeks to make Social Science engaging and meaningful by nurturing curiosity about our world, India's history and cultural heritage, society, governance, geography, and economic life.

The book provides systematic learning support across the major areas of **Geography, History, Culture, Social and Political Life, and Economics**, covering topics from *Locating Places on the Earth* and *The Beginnings of Indian Civilisation* to *Unity in Diversity*, *Grassroots Democracy*, *The Value of Work*, and *Economic Activities Around Us*. Through chapter summaries, **LOTS and HOTS questions, application-oriented exercises, descriptive questions, and Olympiad-type competitive questions**, the material is designed to strengthen conceptual understanding, critical thinking, analytical ability, and the application of knowledge.

This book is intended to serve as a comprehensive learning companion for **6th Grade CBSE students**, supporting their preparation for both **school examinations and competitive examinations such as Olympiads**. By combining structured practice with higher-order thinking and real-life applications, it encourages learners not merely to remember facts but to **explore, question, connect, analyse, and understand** the society and world around them. We hope *Exploring India & Beyond FOR YOUNG LEARNERS* inspires students to become curious learners, responsible citizens, and confident participants in an increasingly interconnected world.

Dr. P. S. Aithal
(www.psaithal.in)

6th Standard Social Science Book Chapter 1

Chapter 1: Locating Places on the Earth

1.1 Summary of the Chapter:

Chapter 1: Locating Places on the Earth — Summary:

- (1) A **map** is a representation of a small or large area of the Earth as viewed from above. A collection of maps is called an **atlas**.
- (2) Maps are broadly classified into **physical maps**, **political maps**, and **thematic maps**, depending on the information they present.
- (3) The three main components of a map are **distance**, **direction**, and **symbols**.
- (4) A map's **scale** shows the relationship between a distance on the map and the corresponding actual distance on the ground.
- (5) The four **cardinal directions** are north, south, east, and west. Northeast, southeast, southwest, and northwest are called **intermediate directions**.
- (6) **Conventional symbols and colours** represent features such as roads, rivers, railway lines, buildings, boundaries, forests, and settlements within the limited space of a map.
- (7) Since the Earth is nearly spherical, a **globe** represents it more accurately than a flat map.
- (8) Places on the Earth can be located precisely through a system of coordinates formed by **latitudes and longitudes**.
- (9) **Latitudes** are imaginary circles running parallel to the Equator. The Equator is at **0° latitude**, while the North and South Poles are at **90°N and 90°S** respectively.
- (10) **Longitudes** are imaginary half-circles extending from the North Pole to the South Pole. The **Prime Meridian**, passing through Greenwich, is marked as **0° longitude**.
- (11) The Earth rotates 360° in 24 hours, producing a time difference of **one hour for every 15° of longitude**. India follows **Indian Standard Time**, which is 5 hours and 30 minutes ahead of GMT.
- (12) The **International Date Line** lies approximately along 180° longitude. Crossing it eastward requires subtracting one day, while crossing it westward requires adding one day.

1.2 Important Formulas:

Important Formulas – Chapter 1: Locating Places on the Earth:

1. Map Scale:

$$\text{Scale} = \frac{\text{Distance on the map}}{\text{Actual distance on the ground}}$$

$$\text{Actual distance} = \text{Map distance} \times \text{Scale value}$$

$$\text{Map distance} = \frac{\text{Actual distance}}{\text{Scale value}}$$

Example: If 1 cm = 10 km, then 5 cm = $5 \times 10 = 50$ km.

2. Conversion of Distance Units:

$$1 \text{ km} = 1,000 \text{ m}$$

$$1 \text{ m} = 100 \text{ cm}$$

$$1 \text{ km} = 100,000 \text{ cm}$$

3. Diagonal Distance on a Rectangular Map:

Using the Pythagorean theorem:

$$d = \sqrt{l^2 + b^2}$$

where d is the diagonal, l is the length, and b is the breadth.

4. Earth's Rotation and Time:

$$360^\circ = 24 \text{ hours}$$

Therefore,

$$15^\circ = 1 \text{ hour}$$

$$1^\circ = 4 \text{ minutes}$$

5. Difference in Longitude:

For places in the same hemisphere:

$$\text{Difference in longitude} = |\lambda_1 - \lambda_2|$$

For places in opposite hemispheres:

$$\text{Difference in longitude} = \lambda_1 + \lambda_2$$

Here, λ represents longitude.

6. Difference in Local Time:

$$\text{Time difference in hours} = \frac{\text{Difference in longitude}}{15^\circ}$$

or

$$\text{Time difference in minutes} = \text{Difference in longitude} \times 4$$

7. Calculating Local Time:

When moving eastward:

$$\text{Local time} = \text{Reference time} + \text{Time difference}$$

When moving westward:

$$\text{Local time} = \text{Reference time} - \text{Time difference}$$

Rule: Places towards the east are ahead in time, while places towards the west are behind in time.

8. Finding Longitude from Time Difference:

$$\text{Difference in longitude} = \text{Time difference in hours} \times 15^\circ$$

or

$$\text{Difference in longitude} = \frac{\text{Time difference in minutes}}{4}$$

9. Indian Standard Time:

$$\text{IST} = \text{GMT} + 5 \text{ hours } 30 \text{ minutes}$$

$$\text{GMT} = \text{IST} - 5 \text{ hours } 30 \text{ minutes}$$

IST is based on India's Standard Meridian of approximately:

$$82^\circ 30' \text{E} = 82.5^\circ \text{E}$$

10. Time Difference between IST and GMT:

$$82.5^\circ \times 4 \text{ minutes} = 330 \text{ minutes}$$

$$330 \text{ minutes} = 5 \text{ hours } 30 \text{ minutes}$$

11. Converting Degrees and Minutes of Longitude:

$$1^\circ = 60'$$

$$15' = 1 \text{ minute of time}$$

$$1' = 4 \text{ seconds of time}$$

12. International Date Line Rule:

- Crossing the International Date Line **eastward**:

$$\text{New date} = \text{Current date} - 1 \text{ day}$$

- Crossing the International Date Line **westward**:

$$\text{New date} = \text{Current date} + 1 \text{ day}$$

1.3 Fill-Up the Blank LOTS type questions with Answers: (40 Questions)

Fill-in-the-Blank Questions with Answers — LOTS Type:

1. A _____ is a representation or drawing of an area as viewed from above.

Answer: map

2. A book or collection of maps is called an _____.
Answer: atlas
3. Maps that mainly show mountains, rivers, oceans, and other natural features are called _____.
Answer: physical
4. Maps that show countries, states, boundaries, and cities are called _____ maps.
Answer: political
5. Maps that present a specific kind of information are called _____ maps.
Answer: thematic
6. The three important components of a map are distance, direction, and _____.
Answer: symbols
7. The relationship between distance on a map and actual distance on the ground is called the map's _____.
Answer: scale
8. North, south, east, and west are known as the _____ directions.
Answer: cardinal
9. Northeast, southeast, southwest, and northwest are called _____ directions.
Answer: intermediate
10. Most maps use an arrow marked with the letter _____ to indicate north.
Answer: N
11. A _____ is used on a map to represent a particular feature or place.
Answer: symbol
12. The _____ of India has established a set of conventional symbols for Indian maps.
Answer: Survey
13. The Earth is nearly _____ in shape.
Answer: spherical
14. A spherical model representing the Earth is called a _____.
Answer: globe
15. A system used to determine the precise location of a place is called a system of _____.
Answer: coordinates
16. The two fixed points at the top and bottom of a rotating globe are called the _____.
Answer: poles
17. The imaginary circle situated halfway between the North and South Poles is called the _____.
Answer: Equator
18. The Equator is located at _____ degree latitude.
Answer: zero
19. The North Pole is situated at _____ latitude.
Answer: 90°N
20. The South Pole is situated at _____ latitude.
Answer: 90°S
21. Imaginary circles running parallel to the Equator are called parallels of _____.
Answer: latitude
22. The largest parallel of latitude is the _____.
Answer: Equator
23. The climate around the Equator is generally hot or _____.
Answer: torrid

24. Lines of longitude running from the North Pole to the South Pole are called _____.
Answer: meridians
25. The reference line used for measuring longitudes is called the _____ Meridian.
Answer: Prime
26. The Prime Meridian passes through _____ in England.
Answer: Greenwich
27. The Prime Meridian is marked as _____ degree longitude.
Answer: zero
28. Longitude is measured eastward or westward up to _____ degrees.
Answer: 180
29. Latitudes and longitudes together form a _____ on the globe.
Answer: grid
30. The Equator divides the Earth into the Northern and _____ Hemispheres.
Answer: Southern
31. The Prime Meridian divides the Earth into the Eastern and _____ Hemispheres.
Answer: Western
32. The ancient Indian prime meridian was known as the _____ rekhā.
Answer: madhya
33. The ancient Indian prime meridian passed through the city of _____.
Answer: Ujjayinī (Ujjain)
34. The Earth completes one full rotation of 360° in _____ hours.
Answer: 24
35. A difference of 15° in longitude produces a time difference of _____ hour.
Answer: one
36. When it is noon at Greenwich, the local time at 15°E is _____.
Answer: 1 p.m.
37. The standard time followed throughout India is known as _____.
Answer: Indian Standard Time (IST)
38. Indian Standard Time is _____ hours and 30 minutes ahead of Greenwich Mean Time.
Answer: five
39. The world is divided into different _____ zones for keeping standard time.
Answer: time
40. The line located approximately at 180° longitude is called the _____ Date Line.
Answer: International

1.4 Fill-Up the Blank HOTS type questions with Answers: (40 Questions)

Fill-in-the-Blank Questions with Answers — HOTS Type:

- A map shows two villages 6 cm apart. If its scale is 1 cm = 5 km, their actual distance is _____.
Answer: 30 km
- If 1 cm on a map represents 10 km on the ground, an actual distance of 70 km will be shown by _____ on the map.
Answer: 7 cm
- On a map, the hospital is directly above the railway station. Therefore, the hospital is to the _____ of the railway station.
Answer: north
- If the school is northeast of the market, the market is _____ of the school.
Answer: southwest

5. A traveller moving from north towards east is travelling in the _____ direction.
Answer: northeast
6. To show the distribution of rainfall in India, a mapmaker should prepare a _____ map.
Answer: thematic
7. A map showing mountains, rivers, plateaus, and plains is most likely a _____ map.
Answer: physical
8. Symbols are used on maps because drawing every feature in its actual form would require too much _____.
Answer: space
9. A flat map cannot represent the Earth without some distortion because the Earth is nearly _____.
Answer: spherical
10. A place located on the Equator has a latitude of _____.
Answer: 0°
11. A place located at 25°S lies in the _____ Hemisphere.
Answer: Southern
12. A place located at 60°E lies in the _____ Hemisphere.
Answer: Eastern
13. A place situated at 20°N and 75°E lies north of the Equator and _____ of the Prime Meridian.
Answer: east
14. Two places located at 30°N but at different longitudes lie on the same parallel of _____.
Answer: latitude
15. Two places situated at 75°E but at different latitudes lie on the same meridian of _____.
Answer: longitude
16. As a person travels from the Equator towards the North Pole, the value of latitude generally _____.
Answer: increases
17. As parallels of latitude move closer to the poles, their circumference becomes _____.
Answer: smaller
18. A place at 90°S is located at the _____.
Answer: South Pole
19. A location marked 0° latitude and 0° longitude lies at the intersection of the Equator and the _____.
Answer: Prime Meridian
20. When two locations have the same longitude, their local time is generally the _____.
Answer: same
21. The Earth rotates 15° in one hour; therefore, it rotates 30° in _____ hours.
Answer: two
22. A difference of 45° in longitude creates a local-time difference of _____ hours.
Answer: three
23. A longitude difference of 1° causes a local-time difference of _____ minutes.
Answer: four

24. If it is 12 noon at Greenwich, the local time at 30°E will be _____.
Answer: 2 p.m.
25. If it is 12 noon at Greenwich, the local time at 45°W will be _____.
Answer: 9 a.m.
26. When it is 8 a.m. at 15°E, the local time at 45°E will be _____.
Answer: 10 a.m.
27. If the local time at 30°E is 4 p.m., the local time at 15°W will be _____.
Answer: 1 p.m.
28. A city lying east of another city experiences noon _____ than the city lying to its west.
Answer: earlier
29. The sun sets earlier in Assam than in Gujarat because Assam lies farther to the _____.
Answer: east
30. Porbandar and Tinsukia differ by approximately 30° in longitude; therefore, their local times differ by about _____ hours.
Answer: two
31. India follows one standard time even though different places may have different _____ times.
Answer: local
32. If it is 6 a.m. GMT, the corresponding Indian Standard Time is _____.
Answer: 11:30 a.m.
33. If it is 8:30 p.m. IST, the corresponding GMT is _____.
Answer: 3 p.m.
34. Time-zone boundaries often bend to follow international borders instead of strictly following the _____ of longitude.
Answer: meridians
35. Russia needs several time zones mainly because it extends across a very large distance from east to _____.
Answer: west
36. A traveller crossing the International Date Line westward must _____ one day to the date.
Answer: add
37. A traveller crossing the International Date Line eastward must _____ one day from the date.
Answer: subtract
38. If a traveller crosses the International Date Line westward on Sunday, the new day will be _____.
Answer: Monday
39. If a traveller crosses the International Date Line eastward on Monday, the new day will be _____.
Answer: Sunday
40. The International Date Line deviates from 180° longitude mainly to prevent certain countries from being divided into two different _____.
Answer: dates

1.5 One-mark questions with Answers of LOTS Type: (40 Questions)

One-Mark Descriptive Questions with Answers — LOTS Type:

1. What is a map?

A map is a representation or drawing of an area of the Earth as viewed from above.

2. **What is an atlas?**
An atlas is a book or collection of maps.
3. **What does a physical map show?**
A physical map mainly shows natural features such as mountains, rivers and oceans.
4. **What does a political map show?**
A political map shows countries, states, boundaries, cities and capitals.
5. **What is a thematic map?**
A thematic map presents a specific type of information about an area.
6. **What are the three main components of a map?**
The three main components of a map are distance, direction and symbols.
7. **What is the scale of a map?**
The scale shows the relationship between a distance on the map and the corresponding distance on the ground.
8. **Name the four cardinal directions.**
The four cardinal directions are north, east, south and west.
9. **Name the four intermediate directions.**
The four intermediate directions are northeast, southeast, southwest and northwest.
10. **How is north usually indicated on a map?**
North is usually indicated by an arrow marked with the letter “N.”
11. **What is a map symbol?**
A map symbol is a sign or small drawing used to represent a feature or place on a map.
12. **Why are symbols used on maps?**
Symbols are used to show many details clearly within the limited space available on a map.
13. **Which organisation fixes conventional symbols for maps of India?**
The Survey of India fixes conventional symbols for maps of India.
14. **What is a globe?**
A globe is a spherical model on which a map of the Earth or another celestial body is drawn.
15. **Why does a globe represent the Earth better than a flat map?**
A globe represents the Earth better because both the globe and the Earth are nearly spherical.
16. **What is a coordinate system?**
A coordinate system is a method of precisely identifying the location of a place.
17. **What are the two geographical coordinates used to locate a place?**
Latitude and longitude are the two geographical coordinates used to locate a place.
18. **What is the Equator?**
The Equator is an imaginary circle located halfway between the North and South Poles.
19. **What is the latitude of the Equator?**
The latitude of the Equator is 0° .
20. **What is a parallel of latitude?**
A parallel of latitude is an imaginary circle running east-west parallel to the Equator.
21. **What are the latitudes of the North and South Poles?**
The North Pole is at 90°N and the South Pole is at 90°S .
22. **What is a meridian of longitude?**
A meridian of longitude is an imaginary half-circle running from the North Pole to the South Pole.

23. What is the Prime Meridian?

The Prime Meridian is the reference meridian from which longitudes are measured.

24. Through which place does the Prime Meridian pass?

The Prime Meridian passes through Greenwich in England.

25. What is the longitude of the Prime Meridian?

The longitude of the Prime Meridian is 0° .

26. What is a geographical grid?

A geographical grid is the network formed by parallels of latitude and meridians of longitude.

27. How does the Equator divide the Earth?

The Equator divides the Earth into the Northern and Southern Hemispheres.

28. How does the Prime Meridian divide the Earth?

The Prime Meridian divides the Earth into the Eastern and Western Hemispheres.

29. What was the ancient Indian prime meridian called?

The ancient Indian prime meridian was called *madhya rekhā*.

30. Through which ancient Indian city did the *madhya rekhā* pass?

The *madhya rekhā* passed through Ujjayinī, which is present-day Ujjain.

31. How much does the Earth rotate in 24 hours?

The Earth completes a rotation of 360° in 24 hours.

32. What time difference is produced by 15° of longitude?

A difference of 15° in longitude produces a time difference of one hour.

33. What is local time?

Local time is the time at a place determined by its longitude and the position of the Sun.

34. What is standard time?

Standard time is the uniform time adopted by a country or region based on a selected meridian.

35. What is Indian Standard Time?

Indian Standard Time is the standard time followed throughout India.

36. How far ahead is IST of GMT?

IST is 5 hours and 30 minutes ahead of GMT.

37. What is a time zone?

A time zone is a region that follows the same standard time.

38. Why do some large countries have several time zones?

Some large countries have several time zones because they extend across many degrees of longitude.

39. What is the International Date Line?

The International Date Line is an imaginary line located approximately at 180° longitude where the date changes.

40. What happens when the International Date Line is crossed westward?

One day is added to the date when the International Date Line is crossed westward.

1.6 One-mark questions with Answers of HOTS Type: (40 Questions)

One-Mark Descriptive Questions with Answers — HOTS Type:

1. Why is a map more convenient than a globe for locating streets in a city?

A map can show detailed information about streets and landmarks in a compact and easily portable form.

2. Which type of map would you use to study the distribution of rainfall in India, and why?

A thematic map should be used because it presents information about a specific subject such as rainfall.

3. Why is scale necessary on a map?

Scale helps us calculate the actual ground distance between places shown on a map.

4. A map has no north arrow; how might this affect its use?

Without a north arrow, users may find it difficult to determine the correct directions of places.

5. If a school is northeast of a hospital, in which direction is the hospital from the school?

The hospital is southwest of the school.

6. Why are conventional symbols preferable to detailed drawings on a map?

Conventional symbols occupy less space and make the map easier for different users to understand.

7. Why can the spherical Earth not be represented perfectly on a flat sheet?

A spherical surface cannot be flattened without stretching, tearing or distorting some areas.

8. Why does a globe represent the Earth more accurately than a flat map?

A globe and the Earth have nearly the same spherical shape, which reduces distortion.

9. How do latitude and longitude help to locate a place precisely?

The intersection of a place's latitude and longitude identifies its exact position on the Earth.

10. Why does the Equator form a larger circle than the other parallels?

The Equator passes around the widest part of the Earth, while the other parallels become smaller towards the poles.

11. A place is located at 25°S latitude; in which hemisphere is it situated?

The place is situated in the Southern Hemisphere.

12. A city lies at 80°E longitude; on which side of the Prime Meridian is it located?

The city is located east of the Prime Meridian in the Eastern Hemisphere.

13. What can you conclude about two cities situated on the same meridian?

Two cities on the same meridian have the same longitude and approximately the same local time.

14. Why are regions near the Equator generally hotter than regions near the poles?

Regions near the Equator receive more direct sunlight than regions near the poles.

15. How would the climate generally change while travelling from the Equator towards a pole?

The climate would generally change from hot to temperate and then to cold.

16. Why is the Prime Meridian needed?

The Prime Meridian provides a common reference line from which eastern and western longitudes are measured.

17. If it is noon at Greenwich, what is the local time at 30°E?

The local time at 30°E is 2 p.m. because every 15° east adds one hour.

18. If it is noon at Greenwich, what is the local time at 45°W?

The local time at 45°W is 9 a.m. because every 15° west subtracts one hour.

19. What is the time difference between two places separated by 60° of longitude?

The time difference is four hours because every 15° of longitude corresponds to one hour.

20. If two places differ by 1° of longitude, what is their local-time difference?

Their local-time difference is four minutes.

21. Why is the local time at an eastern place ahead of that at a western place?

An eastern place faces the Sun earlier because the Earth rotates from west to east.

22. **Why does the Sun set earlier in Assam than in Gujarat?**
The Sun sets earlier in Assam because Assam lies farther east than Gujarat.
23. **If Porbandar and Tinsukia differ by about 30° in longitude, what is their approximate local-time difference?**
Their approximate local-time difference is two hours.
24. **Why do all parts of India follow IST despite having different local times?**
All parts of India follow IST to maintain a uniform time for administration, travel and communication.
25. **If it is 10 a.m. GMT, what is the corresponding IST?**
The corresponding Indian Standard Time is 3:30 p.m.
26. **If it is 9:30 p.m. IST, what is the corresponding GMT?**
The corresponding Greenwich Mean Time is 4 p.m.
27. **Why are time-zone boundaries not always straight?**
Time-zone boundaries often bend to follow international borders and keep countries or regions within convenient standard times.
28. **Why do Russia and the USA use more than one time zone?**
Russia and the USA use several time zones because they extend across a vast range of longitudes.
29. **What happens to the date when a traveller crosses the International Date Line westward?**
The traveller adds one day to the date when crossing the International Date Line westward.
30. **What happens to the date when a traveller crosses the International Date Line eastward?**
The traveller subtracts one day from the date when crossing the International Date Line eastward.
31. **Why does the International Date Line deviate from 180° longitude?**
It deviates to avoid dividing some countries and island groups into two different dates.
32. **A traveller crosses the International Date Line eastward on Monday; what day does it become?**
It becomes Sunday because one day must be subtracted.
33. **A traveller crosses the International Date Line westward on Sunday; what day does it become?**
It becomes Monday because one day must be added.
34. **Why is longitude useful for calculating time but latitude is not?**
Longitude measures east-west position relative to the Earth's rotation and therefore determines local time.
35. **Delhi and Bengaluru have nearly the same longitude; what can be inferred about their local times?**
Their local times are nearly the same because they lie close to the same meridian.
36. **Can two places have the same latitude but different local times? Give a reason.**
Yes, because places on the same latitude may have different longitudes and therefore different local times.
37. **Can two places have different latitudes but the same local time? Give a reason.**
Yes, because places with different latitudes may share the same longitude and therefore have the same local time.
38. **Why does a smaller-scale map usually show less detail?**
A smaller-scale map represents a larger area within limited space and therefore cannot show many details.

39. If 2 cm on a map represents 100 km, what actual distance does 5 cm represent?

A map distance of 5 cm represents an actual distance of 250 km.

40. Why are coordinates more reliable than directions such as “near” or “far”?

Coordinates provide an exact location, whereas words such as “near” and “far” are relative and imprecise.

1.7 Two-mark questions with Answers of LOTS Type: (30 Questions)

Two-Mark Descriptive Questions with Answers — LOTS Type:

1. What is a map? Mention one of its uses.

Answer:

1. A map is a representation or drawing of a small or large area of the Earth as viewed from above.
2. It helps us locate places and find routes from one place to another.

2. What is an atlas? How is it useful?

Answer:

1. An atlas is a book or collection of maps.
2. It helps us study different places, regions, countries and geographical features.

3. Differentiate between physical and political maps.

Answer:

1. Physical maps show natural features such as mountains, rivers, plains and oceans.
2. Political maps show countries, states, boundaries, cities and capitals.

4. What is a thematic map? Give one example.

Answer:

1. A thematic map presents a specific type of information about an area.
2. A map showing rainfall distribution, population or vegetation is an example of a thematic map.

5. Name the three main components of a map and explain any one.

Answer:

1. Distance, direction and symbols are the three main components of a map.
2. Distance is represented through a scale that connects map distance with actual ground distance.

6. What is the scale of a map? Give an example.

Answer:

1. Scale is the relationship between a distance on a map and the corresponding actual distance on the ground.
2. For example, a scale of 1 cm = 10 km means that 1 cm on the map represents 10 km on the ground.

7. What are cardinal and intermediate directions?

Answer:

1. North, east, south and west are the four cardinal directions.
2. Northeast, southeast, southwest and northwest are the four intermediate directions.

8. Why are symbols used on maps?

Answer:

1. Symbols are used to represent features such as roads, rivers, buildings and railway lines.
2. They enable mapmakers to show many details clearly within a limited space.

9. What are conventional symbols?

Answer:

1. Conventional symbols are commonly accepted signs used to represent features on maps.

2. The Survey of India has fixed a set of conventional symbols for maps of India.

10. What is a globe? Why is it useful?

Answer:

1. A globe is a spherical model on which a map of the Earth is drawn.
2. It represents the Earth more accurately because both the globe and the Earth are nearly spherical.

11. What is a coordinate system? Give one familiar example.

Answer:

1. A coordinate system uses two references to determine the exact position of a place or object.
2. The letters and numbers used to identify squares on a chessboard form a coordinate system.

12. What is the Equator? State its latitude.

Answer:

1. The Equator is an imaginary circle located halfway between the North and South Poles.
2. Its latitude is 0° .

13. What are parallels of latitude?

Answer:

1. Parallels of latitude are imaginary circles running east-west parallel to the Equator.
2. They measure the distance of a place north or south of the Equator.

14. State the latitudes of the North and South Poles.

Answer:

1. The North Pole is situated at 90°N latitude.
2. The South Pole is situated at 90°S latitude.

15. Describe the relationship between latitude and climate.

Answer:

1. Regions near the Equator generally have a hot or torrid climate.
2. The climate becomes temperate and then colder as latitude increases towards the poles.

16. What are meridians of longitude?

Answer:

1. Meridians of longitude are imaginary half-circles running from the North Pole to the South Pole.
2. They measure the distance of a place east or west of the Prime Meridian.

17. What is the Prime Meridian? Where does it pass?

Answer:

1. The Prime Meridian is the reference line marked as 0° longitude.
2. It passes through Greenwich, an area of London in England.

18. How do the Equator and Prime Meridian divide the Earth?

Answer:

1. The Equator divides the Earth into the Northern and Southern Hemispheres.
2. The Prime Meridian divides it into the Eastern and Western Hemispheres.

19. How do latitude and longitude help in locating a place?

Answer:

1. Latitude indicates how far a place lies north or south of the Equator.
2. Longitude indicates how far it lies east or west of the Prime Meridian.

20. What is a geographical grid?

Answer:

1. A geographical grid is the network formed by parallels of latitude and meridians of longitude.
2. It helps locate any place precisely on the Earth.

21. What was the ancient Indian prime meridian?**Answer:**

1. The ancient Indian prime meridian was called the *madhya rekhā*, meaning “middle line.”
2. It passed through Ujjayinī, which is known today as Ujjain.

22. Explain the relationship between longitude and time.**Answer:**

1. The Earth rotates through 360° in 24 hours, or 15° in one hour.
2. Therefore, a difference of 15° in longitude produces a local-time difference of one hour.

23. Differentiate between local time and standard time.**Answer:**

1. Local time is determined by the longitude of a particular place.
2. Standard time is the uniform time adopted by an entire country or region.

24. What are GMT and IST?**Answer:**

1. GMT is the local time at the Greenwich or Prime Meridian.
2. IST is the standard time of India and is 5 hours and 30 minutes ahead of GMT.

25. What is a time zone?**Answer:**

1. A time zone is an area that follows the same standard time.
2. Time zones broadly follow divisions of 15° of longitude.

26. Why do some countries have several time zones?**Answer:**

1. Some countries extend across a very large range of longitudes.
2. Therefore, countries such as Russia, Canada and the USA use several time zones.

27. What is the International Date Line?**Answer:**

1. The International Date Line is located approximately at 180° longitude, opposite the Prime Meridian.
2. Crossing this line changes the calendar date by one day.

28. What happens when the International Date Line is crossed?**Answer:**

1. A traveller crossing it eastward subtracts one day from the date.
2. A traveller crossing it westward adds one day to the date.

29. Why is the International Date Line not completely straight?**Answer:**

1. The International Date Line deviates from 180° longitude in certain places.
2. This prevents countries and island groups from being divided into two different dates.

30. State two facts about India's geographical extent given in the chapter.**Answer:**

1. India extends approximately from 8°N to 37°N latitude.
2. Its longitudinal extent is approximately from 68°E to 97°E .

1.8. Two-mark questions with Answers of HOTS Type: (30 Questions)**Two-Mark Descriptive Questions with Answers — HOTS Type:**

1. A map shows two towns 8 cm apart on a scale of 1 cm = 20 km. Calculate their actual distance.

Answer:

1. Actual distance = $8 \times 20\text{km}$.

2. Therefore, the two towns are **160 km apart**.

2. A playground is 50 m long and 30 m wide. Drawn at a scale of 1 cm = 10 m, what will its dimensions be on the map?

Answer:

1. Map length = $50 \div 10 = 5\text{cm}$.
2. Map width = $30 \div 10 = 3\text{cm}$.

3. A school lies northeast of a hospital. In which direction is the hospital from the school? Explain.

Answer:

1. The hospital lies southwest of the school.
2. Southwest is the direction opposite to northeast.

4. Which type of map would be most suitable for studying earthquake-prone regions? Why?

Answer:

1. A thematic map would be the most suitable.
2. It can display specific information about earthquake-prone areas.

5. Why is a globe more accurate than a flat map for representing the Earth?

Answer:

1. The Earth and the globe are both nearly spherical.
2. A flat map causes some distortion when the Earth's curved surface is represented on it.

6. How do a map's scale and symbols make it easier to understand?

Answer:

1. Scale helps calculate the actual distance between places.
2. Symbols represent many natural and human-made features within limited space.

7. A place is located at 20°S and 60°E. Identify its hemispheres.

Answer:

1. The latitude 20°S places it in the Southern Hemisphere.
2. The longitude 60°E places it in the Eastern Hemisphere.

8. Two cities are located at 25°N but have different longitudes. What can you infer about them?

Answer:

1. Both cities lie on the same parallel of latitude and are equally far north of the Equator.
2. They may have different local times because their longitudes are different.

9. Two places have different latitudes but the same longitude. What can you infer about their local times?

Answer:

1. The places lie on the same meridian of longitude.
2. Therefore, their local times will be approximately the same.

10. Why do parallels of latitude become smaller towards the poles?

Answer:

1. The Equator circles the widest part of the spherical Earth.
2. The circumference of the parallels decreases as they approach the poles.

11. Why are places near the Equator generally hotter than places near the poles?

Answer:

1. Places near the Equator receive more direct rays of the Sun.
2. Places near the poles receive slanting rays that spread heat over a larger area.

12. If Delhi and Bengaluru have nearly the same longitude, what can be inferred about their local times?

Answer:

1. Delhi and Bengaluru lie close to the same meridian.

2. Therefore, the difference between their local times is negligible.

13. Calculate the local-time difference between two places separated by 45° of longitude.

Answer:

1. Time difference = $45^\circ \div 15^\circ = 3$ hours.
2. Therefore, their local times differ by **three hours**.

14. If it is 12 noon at Greenwich, what is the local time at 60°E?

Answer:

1. The time difference is $60^\circ \div 15^\circ = 4$ hours.
2. Since the place lies east of Greenwich, its local time is **4 p.m.**

15. If it is 6 p.m. at Greenwich, what is the local time at 30°W?

Answer:

1. The time difference is $30^\circ \div 15^\circ = 2$ hours.
2. Since the place lies west of Greenwich, its local time is **4 p.m.**

16. A city at 75°E has a local time of 3 p.m. What is the local time at 45°E?

Answer:

1. The longitude difference is $75^\circ - 45^\circ = 30^\circ$, corresponding to two hours.
2. Since 45°E lies west of 75°E, its local time is **1 p.m.**

17. Why is the local time in Assam ahead of the local time in Gujarat?

Answer:

1. Assam lies farther east than Gujarat.
2. As the Earth rotates from west to east, Assam faces the Sun earlier.

18. Why does India follow one standard time despite its wide longitudinal extent?

Answer:

1. Different local times across the country would create confusion in administration, travel and communication.
2. IST provides a single, uniform time for the whole country.

19. When it is 2 p.m. GMT, what is the corresponding Indian Standard Time?

Answer:

1. IST is 5 hours and 30 minutes ahead of GMT.
2. Therefore, the corresponding IST is **7:30 p.m.**

20. When it is 10:30 a.m. IST, what is the corresponding GMT?

Answer:

1. GMT is 5 hours and 30 minutes behind IST.
2. Therefore, the corresponding GMT is **5 a.m.**

21. Why do Russia and the USA have several time zones?

Answer:

1. These countries extend across a very large range of longitudes.
2. A single standard time would differ greatly from the local solar time in many regions.

22. Why are time-zone boundaries not always drawn along straight meridians?

Answer:

1. Straight boundaries could divide countries or administrative regions into inconvenient time zones.
2. Therefore, time-zone boundaries often bend to follow political borders.

23. A traveller crosses the International Date Line westward on Friday. What change should be made?

Answer:

1. One day must be added when the line is crossed westward.
2. Therefore, the traveller should change the day from Friday to **Saturday**.

24. A traveller crosses the International Date Line eastward on Tuesday. What change should be made?

Answer:

1. One day must be subtracted when the line is crossed eastward.
2. Therefore, the traveller should change the day from Tuesday to **Monday**.

25. Why does the International Date Line deviate from the 180° meridian?

Answer:

1. A straight line would divide certain countries and island groups into two different dates.
2. It deviates to keep such territories on the same calendar day.

26. Can two places on the same latitude have different climates? Give a reason.

Answer:

1. Yes, two places on the same latitude can have different climates.
2. Factors such as altitude, distance from the sea and landforms can influence their climates.

27. A map does not contain a scale. What difficulty will a user face?

Answer:

1. The user may still identify the relative positions and directions of places.
2. However, the user cannot accurately calculate the actual distance between them.

28. A map does not have a legend or key. How will this affect its interpretation?

Answer:

1. The user may not understand what the different symbols and colours represent.
2. This can lead to incorrect interpretation of the features shown on the map.

29. Why is longitude used to calculate local time rather than latitude?

Answer:

1. Longitude measures a place's east-west position in relation to the Earth's rotation.
2. Latitude measures north-south position and does not determine when a place faces the Sun.

30. A place lies at 0° latitude and 0° longitude. Describe its location.

Answer:

1. It lies at the intersection of the Equator and the Prime Meridian.
2. Therefore, it is located where the Northern, Southern, Eastern and Western Hemispheres meet.

1.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers — LOTS Type:

1. What is a map? Explain its two uses.

Answer:

1. A map is a representation or drawing of a small or large area of the Earth as viewed from above.
2. It helps us locate places such as cities, schools, hospitals and railway stations.
3. It also helps us identify directions and calculate the distance between places.

2. Describe the three major types of maps.

Answer:

1. Physical maps show natural features such as mountains, rivers, plains and oceans.
2. Political maps show countries, states, boundaries, cities and capitals.
3. Thematic maps present specific information such as rainfall, population or vegetation.

3. Explain the three main components of a map.

Answer:

1. Distance is represented through a scale that relates map distance to actual ground distance.
2. Direction indicates the position of one place in relation to another.

3. Symbols represent natural and human-made features in the limited space available on a map.

4. What is map scale? Explain it with an example.

Answer:

1. Map scale is the relationship between a distance on a map and its corresponding actual distance on the ground.
2. A scale of 1 cm = 10 km means that every centimetre on the map represents 10 kilometres on the ground.
3. Therefore, a distance of 4 cm on this map represents an actual distance of 40 km.

5. Explain cardinal and intermediate directions.

Answer:

1. North, east, south and west are called the four cardinal directions.
2. Northeast, southeast, southwest and northwest are called intermediate directions.
3. Most maps show north through an arrow marked with the letter "N."

6. What are conventional symbols? Why are they important?

Answer:

1. Conventional symbols are commonly accepted signs used to represent different features on maps.
2. They represent roads, rivers, railway lines, buildings, boundaries and vegetation.
3. They allow mapmakers to present many details clearly within a limited space.

7. What is a globe? Mention two of its features.

Answer:

1. A globe is a spherical model on which a map of the Earth is drawn.
2. It represents the nearly spherical shape of the Earth more accurately than a flat map.
3. It shows features such as continents, oceans, poles, the Equator, latitudes and longitudes.

8. Explain the meaning and use of geographical coordinates.

Answer:

1. Coordinates are reference values used to determine the exact position of a place.
2. Latitude gives the location of a place north or south of the Equator.
3. Longitude gives its location east or west of the Prime Meridian.

9. What are latitudes? State three important facts about them.

Answer:

1. Latitudes are imaginary circles running east-west parallel to the Equator.
2. The Equator is at 0°, while the poles are at 90°N and 90°S.
3. The parallels become smaller as they move from the Equator towards the poles.

10. Describe the relationship between latitude and climate.

Answer:

1. Regions near the Equator generally have a hot or torrid climate.
2. Regions farther from the Equator usually experience a moderate or temperate climate.
3. Regions close to the poles generally have a very cold or frigid climate.

11. What are longitudes? State three important facts about them.

Answer:

1. Longitudes are imaginary half-circles running from the North Pole to the South Pole.
2. They measure the distance of a place east or west of the Prime Meridian.
3. Their values increase from 0° to 180° in both the eastern and western directions.

12. Explain the Prime Meridian and its significance.

Answer:

1. The Prime Meridian is the reference line marked as 0° longitude.
2. It passes through Greenwich, an area of London in England.

3. It divides the Earth into the Eastern and Western Hemispheres.

13. Explain how the Equator and Prime Meridian divide the Earth.

Answer:

1. The Equator divides the Earth into the Northern and Southern Hemispheres.
2. The Prime Meridian divides the Earth into the Eastern and Western Hemispheres.
3. Together, these reference lines help describe the location of places on Earth.

14. Write a short note on the ancient Indian prime meridian.

Answer:

1. The ancient Indian prime meridian was known as the *madhya rekhā*, meaning “middle line.”
2. It passed through Ujjayinī, the present-day city of Ujjain.
3. Indian astronomers used this meridian as a reference for astronomical calculations.

15. Explain the relationship between the Earth’s rotation, longitude and time.

Answer:

1. The Earth rotates through 360° in 24 hours.
2. Therefore, it rotates through 15° in one hour.
3. Thus, places separated by 15° of longitude have a local-time difference of one hour.

16. Differentiate between local time and standard time.

Answer:

1. Local time is determined by the longitude of an individual place.
2. Standard time is the uniform time adopted by a country or region.
3. Standard time prevents confusion in administration, communication and travel.

17. Write three facts about Indian Standard Time.

Answer:

1. Indian Standard Time is the uniform time followed throughout India.
2. It is 5 hours and 30 minutes ahead of Greenwich Mean Time.
3. It is written as IST and is used despite variations in local time across India.

18. What are time zones? Why are they required?

Answer:

1. Time zones are regions of the Earth that follow the same standard time.
2. They broadly correspond to divisions of 15° of longitude.
3. They are required to organise time conveniently across different parts of the world.

19. Why do some countries have more than one time zone? Give examples.

Answer:

1. Some countries extend across a very large range of longitudes.
2. Therefore, their eastern and western regions have large differences in local time.
3. Russia has 11 time zones, while the USA has six time zones.

20. Write three facts about the International Date Line.

Answer:

1. The International Date Line lies approximately along 180° longitude.
2. Crossing it eastward requires subtracting one day, while crossing it westward requires adding one day.
3. It deviates in some places to avoid dividing countries into two different dates.

1.10. Three-mark questions with Answers of HOTS Type: (25 Questions)

Three-Mark Descriptive Questions with Answers — HOTS Type:

1. A map uses the scale 1 cm = 25 km. Two cities are 6 cm apart on the map. Calculate their actual distance.

Answer:

1. The map distance between the cities is 6 cm.
2. Actual distance = $6 \times 25 = 150\text{km}$.
3. Therefore, the two cities are **150 km apart**.

2. A rectangular playground is 40 m long and 30 m wide. Calculate its diagonal and represent it using a scale of 1 cm = 10 m.

Answer:

1. Diagonal = $\sqrt{40^2 + 30^2} = \sqrt{2500} = 50\text{m}$.
2. On the given scale, the diagonal = $50 \div 10 = 5\text{cm}$.
3. Therefore, the playground's actual diagonal is **50 m**, represented by **5 cm** on the map.

3. A school is northeast of a park, and a hospital is directly south of the school. Explain the relative positions of the three places.

Answer:

1. The school lies northeast of the park.
2. The hospital lies south of the school.
3. A map with a north arrow would help determine the hospital's exact position relative to the park.

4. A tourist has a city map without a scale, direction arrow or legend. Explain three difficulties the tourist may face.

Answer:

1. Without a scale, the tourist cannot calculate the actual distance between places.
2. Without a direction arrow, the tourist cannot determine the correct route or orientation.
3. Without a legend, the tourist may not understand the symbols used for roads, buildings and landmarks.

5. Why is a globe more accurate than a flat map for representing the entire Earth?

Answer:

1. The Earth and a globe are both nearly spherical in shape.
2. The Earth's curved surface cannot be flattened without distorting some areas.
3. Therefore, a globe represents the relative positions and shapes of large geographical features more accurately.

6. A location is marked at 30°N and 75°E. What can you conclude about its position?

Answer:

1. The latitude 30°N shows that the place is north of the Equator.
2. The longitude 75°E shows that it is east of the Prime Meridian.
3. Therefore, it lies in the Northern and Eastern Hemispheres.

7. Two cities are situated at 20°N, but one is at 30°E and the other at 75°E. Compare their locations and local times.

Answer:

1. Both cities lie on the same parallel and are equally far north of the Equator.
2. Their longitude difference is $75^\circ - 30^\circ = 45^\circ$.
3. The city at 75°E is three hours ahead of the city at 30°E.

8. Two places lie at 15°N and 45°N but share a longitude of 80°E. What can you infer?

Answer:

1. The places lie on different parallels because their latitudes are different.
2. They lie on the same meridian because both have a longitude of 80°E.
3. Their local times will be approximately the same despite their different north-south positions.

9. Why do the parallels of latitude decrease in size towards the poles?

Answer:

1. The Equator passes around the widest part of the Earth.
2. The Earth's spherical shape narrows towards the North and South Poles.

3. Therefore, the circles formed by the parallels become progressively smaller towards the poles.

10. Explain how latitude can help us understand broad climatic differences.

Answer:

1. Low-latitude regions near the Equator generally receive more direct sunlight and are hotter.
2. Middle-latitude regions receive less direct sunlight and generally have temperate climates.
3. High-latitude regions near the poles receive slanting sunlight and are generally colder.

11. If it is 10 a.m. at Greenwich, calculate the local time at 45°E.

Answer:

1. The time difference is $45^\circ \div 15^\circ = 3$ hours.
2. Places east of Greenwich are ahead of Greenwich time.
3. Therefore, the local time at 45°E is **1 p.m.**

12. If it is 8 p.m. at 60°E, calculate the local time at 15°W.

Answer:

1. The total longitude difference is $60^\circ + 15^\circ = 75^\circ$.
2. The time difference is $75^\circ \div 15^\circ = 5$ hours.
3. Since 15°W lies west of 60°E, its local time is **3 p.m.**

13. Two cities differ by 30° of longitude. Explain how to calculate their local-time difference.

Answer:

1. The Earth rotates through 15° of longitude in one hour.
2. Their time difference is $30^\circ \div 15^\circ = 2$ hours.
3. The eastern city will be two hours ahead of the western city.

14. Why does the Sun set earlier in Assam than in Gujarat, although both follow IST?

Answer:

1. Assam lies considerably east of Gujarat and faces the Sun earlier.
2. Their longitudinal difference produces a difference in their local solar times.
3. However, both follow IST as the common standard time of India.

15. Explain why a country needs standard time instead of allowing every place to follow its local time.

Answer:

1. Places at different longitudes have different local times.
2. Following many local times would create confusion in transport, communication and administration.
3. A common standard time ensures uniformity and coordination throughout the country.

16. If it is 7 a.m. GMT, calculate IST and explain the operation used.

Answer:

1. Indian Standard Time is 5 hours and 30 minutes ahead of GMT.
2. Adding 5 hours and 30 minutes to 7 a.m. gives 12:30 p.m.
3. Therefore, the corresponding IST is **12:30 p.m.**

17. If it is 11:30 p.m. IST, calculate the corresponding GMT.

Answer:

1. GMT is 5 hours and 30 minutes behind IST.
2. Subtracting 5 hours and 30 minutes from 11:30 p.m. gives 6 p.m.
3. Therefore, the corresponding GMT is **6 p.m.**

18. Why do some large countries use several time zones while India uses only one?

Answer:

1. Very large countries may extend across so many longitudes that their local-time differences become substantial.
2. Russia and the USA use several time zones to keep clock time reasonably close to local solar time.
3. India uses one standard time to maintain national uniformity despite its east-west time difference.

19. A traveller crosses the International Date Line westward at 10 p.m. on Saturday. What change should be made, and why?

Answer:

1. Crossing the International Date Line westward requires adding one day.
2. The traveller must change the day from Saturday to Sunday.
3. The clock time may remain 10 p.m., but the calendar date advances by one day.

20. A traveller crosses the International Date Line eastward on Monday morning. Explain the resulting date change.

Answer:

1. Crossing the International Date Line eastward requires subtracting one day.
2. Therefore, the day changes from Monday to Sunday.
3. This adjustment keeps the world's calendar dates properly coordinated.

21. Why does the International Date Line bend instead of following 180° longitude exactly?

Answer:

1. A straight line would pass through certain countries and groups of islands.
2. This could place different parts of the same territory on different calendar dates.
3. Therefore, the line bends to follow convenient political and geographical boundaries.

22. Can two places at the same latitude have different climates? Explain.

Answer:

1. Yes, places on the same latitude can experience different climates.
2. Altitude, distance from the sea, winds and landforms also influence climate.
3. Therefore, latitude provides only a broad indication of climatic conditions.

23. Why are longitude and latitude both necessary for locating a place precisely?

Answer:

1. Latitude alone identifies only a parallel on which a place is situated.
2. Longitude alone identifies only a meridian on which it lies.
3. Their intersection provides the precise location of the place.

24. A place is located at 0° latitude and 0° longitude. Explain its geographical significance.

Answer:

1. The place lies on the Equator at 0° latitude.
2. It also lies on the Prime Meridian at 0° longitude.
3. Therefore, it is at the intersection of the two principal reference lines.

25. Why are coordinates more useful than descriptions such as “near the river” or “behind the mountain”?

Answer:

1. Such descriptions are relative and may be interpreted differently by different people.
2. Coordinates provide numerical values of latitude and longitude.
3. Therefore, coordinates identify a place more precisely and universally.

1.11 Five-mark questions with Answers of LOTS Type: (15 Questions)

Five-Mark Descriptive Questions with Answers — LOTS Type:

1. Explain the meaning, types and uses of maps.

Answer:

1. A map is a representation or drawing of a small or large area of the Earth as viewed from above.
2. Physical maps show natural features such as mountains, rivers, plains and oceans.
3. Political maps show countries, states, boundaries, cities and capitals.
4. Thematic maps present specific information such as rainfall, population or vegetation.
5. Maps help us locate places, identify directions, measure distances and understand geographical features.

2. Describe the three main components of a map.**Answer:**

1. Distance, direction and symbols are the three main components of a map.
2. Distance is shown through a scale that relates map distance to actual ground distance.
3. The four cardinal directions are north, east, south and west.
4. Northeast, southeast, southwest and northwest are the intermediate directions.
5. Symbols represent features such as roads, rivers, buildings, railway lines and boundaries.

3. Explain map scale and its importance.**Answer:**

1. A map scale shows the relationship between a distance on a map and the corresponding distance on the ground.
2. It allows a large geographical area to be represented on a small sheet of paper.
3. For example, a scale of 1 cm = 10 km means that 1 cm on the map represents 10 km on the ground.
4. If two places are 5 cm apart on this map, their actual distance is 50 km.
5. Therefore, scale helps users measure and compare actual distances accurately.

4. Explain cardinal directions, intermediate directions and their importance.**Answer:**

1. North, east, south and west are called the four cardinal directions.
2. Northeast, southeast, southwest and northwest are known as intermediate directions.
3. Most maps show the north direction with an arrow marked "N."
4. Directions help us describe the position of one place in relation to another.
5. They also help travellers select the correct route to reach a destination.

5. What are conventional symbols? Explain their significance in map reading.**Answer:**

1. Conventional symbols are commonly accepted signs used to represent geographical features on maps.
2. Different symbols are used for roads, railway lines, rivers, wells, bridges and boundaries.
3. Religious buildings, post offices, police stations and settlements also have specific symbols.
4. These symbols allow many details to be presented clearly within a small space.
5. The Survey of India has established a set of conventional symbols for maps of India.

6. Describe a globe and explain why it represents the Earth better than a flat map.**Answer:**

1. A globe is a spherical model on which a map of the Earth is drawn.
2. The Earth is nearly spherical, although it is slightly flattened at the poles.
3. A spherical surface cannot be represented perfectly on a flat sheet without distortion.
4. A globe shows continents, oceans, poles, latitudes and longitudes in their relative positions.

5. Therefore, a globe represents the overall geography of the Earth more accurately than a flat map.

7. Explain latitudes and their important features.

Answer:

1. Latitudes are imaginary circles running east-west parallel to the Equator.
2. They measure the distance of a place north or south of the Equator.
3. The Equator is the largest parallel and is marked as 0° latitude.
4. The North Pole is at 90°N , while the South Pole is at 90°S .
5. The parallels become progressively smaller as they move from the Equator towards the poles.

8. Explain the relationship between latitude and climate.

Answer:

1. Latitude indicates how far a place lies north or south of the Equator.
2. Regions around the Equator generally experience a hot or torrid climate.
3. Regions farther from the Equator usually experience a moderate or temperate climate.
4. Areas close to the North and South Poles have a cold or frigid climate.
5. Thus, temperature generally decreases as latitude increases from the Equator towards the poles.

9. Explain longitudes and their important features.

Answer:

1. Longitudes are imaginary half-circles extending from the North Pole to the South Pole.
2. They measure the position of a place east or west of the Prime Meridian.
3. The Prime Meridian is marked as 0° longitude and passes through Greenwich.
4. Longitude values increase from 0° to 180° in both eastern and western directions.
5. Longitudes help locate places and calculate their local times.

10. Explain how latitudes and longitudes form a geographical grid.

Answer:

1. Parallels of latitude run from east to west around the Earth.
2. Meridians of longitude run from the North Pole to the South Pole.
3. Together, these imaginary lines form a network called a geographical grid.
4. Latitude gives the north-south position of a place, while longitude gives its east-west position.
5. The intersection of a latitude and a longitude precisely identifies a place on the Earth.

11. Describe the Prime Meridian and the ancient Indian prime meridian.

Answer:

1. The Prime Meridian is the internationally accepted reference line marked as 0° longitude.
2. It passes through Greenwich, an area of London in England.
3. Ancient India had its own prime meridian called the *madhya rekhā* or “middle line.”
4. The *madhya rekhā* passed through Ujjayinī, which is now known as Ujjain.
5. Indian astronomers used this meridian as a reference for astronomical calculations.

12. Explain the relationship between longitude and local time.

Answer:

1. The Earth rotates from west to east and completes 360° in 24 hours.
2. Therefore, it rotates through 15° of longitude in one hour.
3. Places towards the east are ahead in local time, while places towards the west are behind.
4. A difference of 1° in longitude produces a local-time difference of four minutes.
5. Thus, the longitude of a place can be used to calculate its local time.

13. Differentiate between local time and standard time.

Answer:

1. Local time is based on the longitude and position of the Sun at a particular place.
2. Places situated on different longitudes have different local times.
3. Standard time is the uniform time adopted by an entire country or region.
4. India follows Indian Standard Time, which is 5 hours and 30 minutes ahead of GMT.
5. Standard time prevents confusion in transport, communication, administration and daily activities.

14. Explain time zones and their importance.**Answer:**

1. A time zone is a region of the Earth that follows the same standard time.
2. Time zones broadly correspond to divisions of 15° of longitude.
3. Moving 15° east generally adds one hour, while moving 15° west subtracts one hour.
4. Large countries such as Russia, Canada and the USA use several time zones.
5. Time zones help organise travel, communication and international activities.

15. Describe the International Date Line and the rules for crossing it.**Answer:**

1. The International Date Line is located approximately along 180° longitude.
2. It lies opposite the Prime Meridian and separates two consecutive calendar dates.
3. A traveller crossing it eastward must subtract one day from the date.
4. A traveller crossing it westward must add one day to the date.
5. The line deviates in certain places to avoid dividing countries and islands into two different dates.

1.12 Five-mark questions with Answers of HOTS Type: (15 Questions)**Five-Mark Descriptive Questions with Answers — HOTS Type:**

1. A map has a scale of 1 cm = 20 km. Three towns—A, B and C—are marked on it. A and B are 4 cm apart, while B and C are 6.5 cm apart. Calculate the actual distances and explain the importance of scale.

Answer:

1. The actual distance between A and B is $4 \times 20 = 80\text{km}$.
2. The actual distance between B and C is $6.5 \times 20 = 130\text{km}$.
3. If the towns lie along the same route, the distance from A to C through B is $80 + 130 = 210\text{km}$.
4. Scale enables a large area to be represented accurately on a small sheet of paper.
5. It also helps travellers estimate actual distances and plan their journeys.

2. A rectangular playground is 60 m long and 80 m wide. Calculate its diagonal and determine its dimensions on a map drawn at a scale of 1 cm = 20 m.

Answer:

1. The map length is $60 \div 20 = 3\text{cm}$, and the map width is $80 \div 20 = 4\text{cm}$.
2. The actual diagonal is $\sqrt{60^2 + 80^2}$.
3. Therefore, the diagonal is $\sqrt{10,000} = 100\text{m}$.
4. On the map, the diagonal measures $100 \div 20 = 5\text{cm}$.
5. Thus, the playground will be a 3 cm $\times$ 4 cm rectangle with a 5 cm diagonal.

3. A tourist receives a map without a scale, north arrow or legend. Analyse the problems the tourist will face and suggest a solution.

Answer:

1. Without a scale, the tourist cannot calculate the actual distance between places.
2. Without a north arrow, the tourist cannot determine the correct directions.
3. Without a legend, the tourist may not understand the symbols used for roads, buildings and landmarks.

4. These missing elements can cause confusion and lead the tourist along an incorrect route.
5. The map should include a proper scale, direction arrow and legend to make it useful.

4. Explain how latitude and longitude can be used to distinguish between the locations of P at 25°N, 70°E and Q at 25°S, 70°E.

Answer:

1. P and Q have the same longitude, so they lie on the same meridian.
2. P lies at 25°N and is therefore in the Northern Hemisphere.
3. Q lies at 25°S and is therefore in the Southern Hemisphere.
4. As they share the same longitude, their local times will be approximately the same.
5. Their different latitudes place them on opposite sides of the Equator.

5. Compare places A at 30°N, 20°E and B at 30°N, 80°E in terms of location and local time.

Answer:

1. Both places lie on the same parallel of 30°N in the Northern Hemisphere.
2. Their longitude difference is $80^\circ - 20^\circ = 60^\circ$.
3. Their local-time difference is $60^\circ \div 15^\circ = 4\text{hours}$.
4. Place B lies east of place A and is therefore ahead in time.
5. When it is 10 a.m. at A, it will be 2 p.m. at B.

6. If it is 6 a.m. at 30°W, calculate the local time at 75°E and explain the steps.

Answer:

1. The longitudes lie on opposite sides of the Prime Meridian, so their difference is $30^\circ + 75^\circ = 105^\circ$.
2. The corresponding time difference is $105^\circ \div 15^\circ = 7\text{hours}$.
3. The place at 75°E lies east of the place at 30°W.
4. Therefore, seven hours must be added to 6 a.m.
5. The local time at 75°E is **1 p.m.**

7. Assam and Gujarat follow the same standard time, yet sunrise and sunset occur at different local times. Explain why.

Answer:

1. Assam is situated considerably east of Gujarat.
2. Since the Earth rotates from west to east, Assam faces the Sun earlier.
3. The difference in longitude produces a difference in their local solar times.
4. Both states nevertheless follow IST to maintain uniform time throughout India.
5. Therefore, sunrise and sunset occur earlier in Assam even though clocks show the same standard time.

8. Explain why India needs a standard time and what might happen if every place followed its own local time.

Answer:

1. India extends across many degrees of longitude, so different places naturally have different local times.
2. If every place followed its local time, railway and airline schedules would become difficult to coordinate.
3. Communication, administration, examinations and national broadcasts could also become confusing.
4. A single standard time provides uniformity and makes nationwide activities easier to manage.
5. Therefore, India follows IST, which is 5 hours and 30 minutes ahead of GMT.

9. At 9 a.m. GMT, calculate the corresponding IST and the local time at 60°W.

Answer:

1. IST is 5 hours and 30 minutes ahead of GMT.
2. Therefore, 9 a.m. GMT corresponds to **2:30 p.m. IST**.
3. A place at 60°W is $60 \div 15 = 4$ hours behind Greenwich.
4. Therefore, its local time is 9 a.m. – 4 hours = 5 a.m..
5. Hence, when it is 2:30 p.m. in India, it is 5 a.m. at 60°W.

10. A traveller crosses the International Date Line westward at 11 p.m. on 10 June and later crosses it eastward. Explain both date changes.

Answer:

1. Crossing the International Date Line westward requires adding one day.
2. Therefore, the date changes from 10 June to 11 June.
3. Crossing the line eastward requires subtracting one day.
4. If the traveller crosses eastward on 11 June, the date changes back to 10 June.
5. These adjustments keep the calendar aligned with the world's time zones.

11. Why is the International Date Line not perfectly straight, and what problem would arise if it were?

Answer:

1. The International Date Line approximately follows the 180° meridian.
2. A perfectly straight line would pass through some countries and island groups.
3. Different parts of the same territory could then have different calendar dates.
4. This would create difficulties in government, travel, trade and everyday life.
5. Therefore, the line bends to keep nearby political territories on the same date.

12. Assess the statement, “Latitude alone is enough to locate a place precisely on the Earth.”

Answer:

1. Latitude tells us how far a place lies north or south of the Equator.
2. However, a single parallel passes through many places around the Earth.
3. Longitude is also needed to show how far east or west a place lies.
4. The intersection of latitude and longitude provides a unique geographical position.
5. Therefore, latitude alone cannot locate a place precisely.

13. Explain why two places on the same latitude may have different climates.

Answer:

1. Latitude provides only a broad indication of the amount of solar heat received.
2. Altitude can make a highland place cooler than a lowland place at the same latitude.
3. Distance from the sea can produce differences in temperature and rainfall.
4. Mountains, winds and ocean currents can also influence climatic conditions.
5. Therefore, places on the same latitude do not necessarily experience identical climates.

14. Explain why a flat map and a globe serve different purposes.

Answer:

1. A globe represents the Earth's spherical shape with less distortion.
2. It is useful for studying continents, oceans, hemispheres, latitudes and longitudes.
3. A flat map is easier to carry and can show small areas in greater detail.
4. Maps can also be designed for specific themes such as rainfall, population or transport.
5. Therefore, a globe is better for understanding the whole Earth, while maps are better for detailed study.

15. A place has coordinates 0° latitude and 0° longitude. Analyse its geographical location and importance.

Answer:

1. The place lies on the Equator because its latitude is 0°.
2. It also lies on the Prime Meridian because its longitude is 0°.
3. It is situated at the meeting point of the principal latitude and longitude reference lines.

4. It lies at the boundary of the Northern, Southern, Eastern and Western Hemispheres.
5. Its coordinates demonstrate how latitude and longitude work together to identify an exact location.

1.13 Five-mark questions with Answers of Applied Type: (12 Questions)

Five-Mark Descriptive Questions with Answers — Applied Type:

1. Riya is preparing a map showing her school, home, hospital, bus stand and nearby roads. Explain how she should make the map accurate and easy to understand.

Answer:

1. Riya should select a suitable scale to represent actual distances proportionately.
2. She should mark north with an arrow and place all locations in their correct directions.
3. She should use conventional symbols for the school, hospital, roads and bus stand.
4. She should provide a legend explaining the symbols and colours used on the map.
5. She should give the map a suitable title and verify the relative positions of all landmarks.

2. A family plans to travel from Town A to Town C through Town B. On a map with the scale 1 cm = 30 km, A–B measures 3.5 cm and B–C measures 4 cm. Calculate the journey distance and explain how the map helps the family.

Answer:

1. The actual distance from A to B is $3.5 \times 30 = 105\text{km}$.
2. The actual distance from B to C is $4 \times 30 = 120\text{km}$.
3. The total journey distance is $105 + 120 = 225\text{km}$.
4. The map helps the family identify the direction and route through Town B.
5. The calculated distance helps them estimate travel time, fuel requirements and rest stops.

3. A rectangular school playground is 90 m long and 120 m wide. Prepare its measurements for a map using the scale 1 cm = 30 m and calculate its diagonal.

Answer:

1. The map length is $90 \div 30 = 3\text{cm}$.
2. The map width is $120 \div 30 = 4\text{cm}$.
3. The actual diagonal is $\sqrt{90^2 + 120^2} = \sqrt{22,500} = 150\text{m}$.
4. The diagonal on the map is $150 \div 30 = 5\text{cm}$.
5. Therefore, the playground should be drawn as a 3 cm $\times$ 4 cm rectangle with a 5 cm diagonal.

4. A rescue team must locate a stranded ship reported at 15°N, 70°E. Explain how the coordinates help the team.

Answer:

1. The latitude 15°N shows that the ship is north of the Equator.
2. The longitude 70°E shows that it is east of the Prime Meridian.
3. The team can locate the point where the 15°N parallel intersects the 70°E meridian.
4. These precise coordinates can be entered into navigation and GPS systems.
5. Thus, the rescue team can reach the ship more quickly than by using a vague location description.

5. An online meeting is scheduled for 2 p.m. GMT. At what time should a participant in India join? Explain the calculation.

Answer:

1. Indian Standard Time is 5 hours and 30 minutes ahead of GMT.
2. Therefore, 5 hours and 30 minutes must be added to 2 p.m.
3. The corresponding time in India is 7:30 p.m.

4. The participant should join the meeting at **7:30 p.m. IST**.
5. Converting time zones correctly prevents the participant from missing the meeting.
- 6. A live programme begins at 6:30 p.m. IST. Calculate its GMT and explain how an international viewer can use the result.**

Answer:

1. GMT is 5 hours and 30 minutes behind IST.
 2. Subtracting 5 hours and 30 minutes from 6:30 p.m. gives 1 p.m.
 3. Therefore, the programme begins at **1 p.m. GMT**.
 4. An international viewer can convert 1 p.m. GMT into the standard time of their own country.
 5. This conversion allows viewers in different time zones to watch the programme at the correct time.
- 7. A traveller flies westward across the International Date Line at 11:30 p.m. on Friday. Explain the date adjustment and its practical importance.**

Answer:

1. A traveller crossing the International Date Line westward must add one day.
 2. Therefore, Friday changes to Saturday immediately after crossing the line.
 3. The clock time may remain 11:30 p.m., but the calendar date advances by one day.
 4. The traveller must update the date on tickets, hotel bookings and electronic devices.
 5. This adjustment ensures that travel records match the local calendar at the destination.
- 8. A traveller crosses the International Date Line eastward on Monday morning. Explain what change is required and how it may affect the travel schedule.**

Answer:

1. Crossing the International Date Line eastward requires subtracting one day.
 2. Therefore, Monday changes to Sunday after the crossing.
 3. The traveller effectively experiences the same calendar date again.
 4. Flight bookings, hotel reservations and appointments must be checked using the destination's local date.
 5. Understanding this rule prevents confusion about arrival dates and planned activities.
- 9. Porbandar and Tinsukia differ by approximately 30° of longitude. Calculate their local-time difference and explain why both places still show the same clock time.**

Answer:

1. The local-time difference is $30^\circ \div 15^\circ = 2\text{hours}$.
 2. Tinsukia lies east of Porbandar and therefore experiences sunrise and sunset earlier.
 3. Its local solar time is approximately two hours ahead of Porbandar's.
 4. However, both cities follow Indian Standard Time.
 5. A common standard time supports uniform administration, travel, communication and broadcasting across India.
- 10. A student in Greenwich calls friends at 45°E and 30°W when the time at Greenwich is 12 noon. Calculate both local times.**

Answer:

1. The time difference between Greenwich and 45°E is $45^\circ \div 15^\circ = 3\text{hours}$.
 2. The local time at 45°E is therefore **3 p.m.**
 3. The time difference between Greenwich and 30°W is $30^\circ \div 15^\circ = 2\text{hours}$.
 4. The local time at 30°W is therefore **10 a.m.**
 5. The student should consider these local times before calling the two friends.
- 11. A disaster-management team wants to prepare a flood-risk map of a district. Explain which map features it should include.**

Answer:

1. The team should prepare a thematic map showing flood-prone areas as its main subject.

2. Rivers, canals, reservoirs and low-lying regions should be marked with suitable symbols and colours.
3. Roads, bridges, hospitals, shelters and evacuation routes should also be indicated.
4. A scale and north arrow should be included to calculate distances and determine directions.
5. A clear legend should explain every symbol and risk category used on the map.

12. Your school wants to create an emergency evacuation map. Describe how knowledge from this chapter can be applied.

Answer:

1. The map should show classrooms, corridors, staircases, gates and assembly areas as viewed from above.
2. A suitable scale should be used so that the relative distances are represented correctly.
3. A north arrow and directional signs should guide students towards safe exits.
4. Clear symbols and colours should mark exits, fire extinguishers, first-aid points and danger zones.
5. A legend should explain the symbols so that everyone can understand the map quickly during an emergency.

1.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. Which map component helps calculate the actual distance between two places?

- A. Direction
- B. Scale
- C. Symbol
- D. Colour

Answer: B. Scale

2. Which type of map would be most suitable for showing the distribution of forests in India?

- A. Political map
- B. Physical map
- C. Thematic map
- D. Road map

Answer: C. Thematic map

3. On a map, a hospital is northeast of a school. In which direction is the school from the hospital?

- A. Southeast
- B. Northwest
- C. Southwest
- D. Northeast

Answer: C. Southwest

4. A map has a scale of 1 cm = 40 km. If two cities are 7.5 cm apart on the map, what is their actual distance?

- A. 240 km
- B. 280 km
- C. 300 km
- D. 320 km

Answer: C. 300 km

5. Two villages are 120 km apart. How far apart will they be on a map with a scale of 1 cm = 30 km?

- A. 3 cm
- B. 4 cm
- C. 5 cm
- D. 6 cm

Answer: B. 4 cm

6. Which of the following combinations contains only intermediate directions?

- A. North, east, south and west
- B. Northeast, southeast, southwest and northwest
- C. North, northeast, south and southwest
- D. East, west, northeast and southeast

Answer: B. Northeast, southeast, southwest and northwest

7. Why are conventional symbols used on maps?

- A. To make maps colourful
- B. To increase the size of maps
- C. To represent many features clearly in limited space
- D. To avoid showing directions

Answer: C. To represent many features clearly in limited space

8. Which statement best explains why a globe represents the Earth more accurately than a flat map?

- A. A globe is always larger than a map.
- B. A globe and the Earth are nearly spherical.
- C. A globe does not use symbols.
- D. A globe shows only physical features.

Answer: B. A globe and the Earth are nearly spherical.

9. Which of the following is the largest parallel of latitude?

- A. 30°N
- B. 60°S
- C. Equator
- D. 90°N

Answer: C. Equator

10. Which coordinate represents a place in the Southern and Eastern Hemispheres?

- A. 25°N, 80°E
- B. 25°S, 80°E
- C. 25°N, 80°W
- D. 25°S, 80°W

Answer: B. 25°S, 80°E

11. A place is situated at 0° latitude and 45°W longitude. It lies on the:

- A. Prime Meridian
- B. Equator
- C. North Pole
- D. International Date Line

Answer: B. Equator

12. Which pair of places will have approximately the same local time?

- A. 20°N, 60°E and 40°N, 60°E
- B. 20°N, 60°E and 20°N, 90°E
- C. 10°S, 30°W and 10°S, 30°E
- D. 40°N, 75°E and 40°S, 75°W

Answer: A. 20°N, 60°E and 40°N, 60°E

13. Two cities are located at 30°N, but one lies at 15°E and the other at 75°E. What is their local-time difference?

- A. 2 hours
- B. 3 hours
- C. 4 hours
- D. 5 hours

Answer: C. 4 hours

14. If it is 12 noon at Greenwich, what is the local time at 60°E?

- A. 8 a.m.
- B. 10 a.m.
- C. 2 p.m.
- D. 4 p.m.

Answer: D. 4 p.m.

15. If it is 6 p.m. at Greenwich, what is the local time at 45°W?

- A. 1 p.m.
- B. 3 p.m.
- C. 9 p.m.
- D. 11 p.m.

Answer: B. 3 p.m.

16. When it is 8 a.m. at 30°E, what is the local time at 75°E?

- A. 5 a.m.
- B. 8 a.m.
- C. 10 a.m.
- D. 11 a.m.

Answer: D. 11 a.m.

17. Place P is at 60°W and Place Q is at 30°E. If it is 7 a.m. at P, what is the local time at Q?

- A. 1 a.m.
- B. 7 a.m.
- C. 11 a.m.
- D. 1 p.m.

Answer: D. 1 p.m.

18. A local-time difference of 2 hours and 40 minutes corresponds to a longitudinal difference of:

- A. 30°
- B. 35°
- C. 40°
- D. 45°

Answer: C. 40°

19. If two places differ by 7°30' of longitude, their local-time difference is:

- A. 15 minutes
- B. 30 minutes
- C. 45 minutes
- D. 60 minutes

Answer: B. 30 minutes

20. If it is 10 a.m. GMT, what is the corresponding Indian Standard Time?

- A. 2:30 p.m.
- B. 3:00 p.m.
- C. 3:30 p.m.
- D. 4:30 p.m.

Answer: C. 3:30 p.m.

21. If it is 11:30 p.m. IST, what is the corresponding GMT?

- A. 4 p.m.
- B. 5 p.m.
- C. 6 p.m.
- D. 7 p.m.

Answer: C. 6 p.m.

22. The Indian Standard Meridian is approximately $82^{\circ}30'E$. What is its time difference from Greenwich?

- A. 4 hours 30 minutes
- B. 5 hours
- C. 5 hours 30 minutes
- D. 6 hours

Answer: C. 5 hours 30 minutes

23. Why does the Sun generally rise earlier in Assam than in Gujarat?

- A. Assam is closer to the Equator.
- B. Assam is situated east of Gujarat.
- C. Gujarat is in the Southern Hemisphere.
- D. Gujarat follows a different standard time.

Answer: B. Assam is situated east of Gujarat.

24. Two cities have almost the same longitude but very different latitudes. Which statement is most likely correct?

- A. They have approximately the same local time.
- B. They must have the same climate.
- C. They lie on the same parallel.
- D. They are equally distant from the Equator.

Answer: A. They have approximately the same local time.

25. Which statement about time zones is correct?

- A. Every country has exactly one time zone.
- B. Time-zone boundaries always follow straight meridians.
- C. Large countries may have several time zones.
- D. Latitude determines the time zone of a place.

Answer: C. Large countries may have several time zones.

26. A traveller crosses the International Date Line westward on Wednesday. What day should the traveller record?

- A. Tuesday
- B. Wednesday
- C. Thursday
- D. Friday

Answer: C. Thursday

27. A traveller crosses the International Date Line eastward on Monday. What day should the traveller record?

- A. Saturday
- B. Sunday
- C. Tuesday
- D. Wednesday

Answer: B. Sunday

28. Why does the International Date Line deviate from the 180° meridian in some places?

- A. To pass through major cities
- B. To follow the Equator

- C. To avoid dividing countries into two different dates
- D. To create equal-sized hemispheres

Answer: C. To avoid dividing countries into two different dates

29. Which of the following statements is incorrect?

- A. The Equator is a parallel of latitude.
- B. All meridians join at the poles.
- C. All parallels of latitude have equal lengths.
- D. The Prime Meridian is at 0° longitude.

Answer: C. All parallels of latitude have equal lengths.

30. Consider the following statements:

1. Latitude helps identify the north-south position of a place.
2. Longitude helps calculate local time.
3. The Equator divides the Earth into eastern and western halves.
4. The Prime Meridian divides the Earth into eastern and western halves.

Which statements are correct?

- A. 1 and 2 only
- B. 1, 2 and 4 only
- C. 2, 3 and 4 only
- D. 1, 2, 3 and 4

Answer: B. 1, 2 and 4 only

31. A rectangular field is shown as 6 cm long and 8 cm wide on a map whose scale is 1 cm = 50 m. What is the actual diagonal of the field?

- A. 400 m
- B. 500 m
- C. 600 m
- D. 700 m

Answer: B. 500 m

32. Which one of the following places will experience noon first?

- A. 60°W
- B. 30°W
- C. 15°E
- D. 75°E

Answer: D. 75°E

33. The ancient Indian prime meridian, called *madhya rekhā*, passed through:

- A. Delhi
- B. Mumbai
- C. Ujjayinī
- D. Kolkata

Answer: C. Ujjayinī

34. Which sequence correctly shows the general climatic change from the Equator towards a pole?

- A. Frigid → temperate → torrid
- B. Temperate → torrid → frigid
- C. Torrid → temperate → frigid
- D. Torrid → frigid → temperate

Answer: C. Torrid → temperate → frigid

35. Which information is sufficient to locate a place precisely on the Earth?

- A. Its latitude only
- B. Its longitude only

- C. Its distance from the Equator only
- D. Its latitude and longitude together

Answer: D. Its latitude and longitude together

1.15 Best Practices Opportunity List from the Chapter: (15 Ideas)

Best Practices for Teaching “Locating Places on the Earth”:

1. Begin with Local Map Reading:

Start with a familiar map of the school or neighbourhood before introducing national and world maps. Ask students to locate important landmarks and describe routes using cardinal and intermediate directions.

2. Use Globes and Atlases Together:

Use a globe to explain the Earth's spherical shape, hemispheres, latitudes and longitudes. Then compare it with an atlas to help students understand the advantages and limitations of both representations.

3. Introduce Concepts through Activities:

Let students draw a classroom, playground or school map using a suitable scale, north arrow and conventional symbols. This hands-on task develops practical map-making and spatial-thinking skills.

4. Follow the Concrete-to-Abstract Approach:

Introduce coordinates through familiar examples such as classroom rows, chessboards or seating arrangements. Gradually connect these examples to the geographical grid of latitude and longitude.

5. Maintain Correct Map Conventions:

Insist that every student-created map contains a title, scale, north arrow, symbols and legend. Consistent use of these conventions improves accuracy and develops good geographical practices.

6. Practise Scale-Based Calculations:

Provide regular exercises in which students convert map distances into actual distances and vice versa. Begin with simple whole-number scales before introducing decimals and multi-step problems.

7. Demonstrate Earth's Rotation and Time:

Use a globe and lamp to represent the Earth and the Sun. Rotate the globe from west to east to demonstrate sunrise, sunset, local time and why eastern places are ahead of western places.

8. Use Stepwise Time Calculations:

Teach students to first find the difference in longitude, convert it into time and then add or subtract according to direction. Reinforce the rule: **east gains time, while west loses time.**

9. Connect Learning with Indian Examples:

Use familiar locations such as Gujarat, Assam, Delhi, Bengaluru and Ujjain to explain longitude, time differences and historical knowledge. Relating concepts to India makes the chapter more meaningful.

10. Encourage Collaborative Map Work:

Organise students into small groups to prepare maps, solve coordinate challenges and calculate time differences. Group discussion allows them to compare strategies and correct misconceptions.

11. Use Accurate Visual Resources:

Display clearly labelled maps, globes and diagrams with readable grid lines. Ensure that all maps are age-appropriate, properly oriented and based on reliable geographical sources.

12. Address Common Misconceptions:

Clarify that latitude lines do not all have the same length, meridians meet at the poles, and latitude does not determine local time. Use quick true-or-false exercises to check understanding.

13. Integrate Formative Assessment:

Use short oral questions, map-labeling exercises, exit slips and one-minute calculations during the lesson. Immediate feedback helps identify students who need further support.

14. Promote Observation and Inquiry:

Encourage students to ask questions such as why sunrise occurs earlier in Assam or why the International Date Line bends. Guide them to discover answers using maps, globes and calculations.

15. Emphasise Practical Application;

Relate the concepts to GPS navigation, weather maps, journey planning, online meetings and international travel. Practical examples help students understand why map skills and time zones are important in daily life.

1.16 Innovations Opportunity List from the Chapter: (15 Ideas)

Innovations in Teaching-Learning “Locating Places on the Earth”:

1. Interactive Digital Map Exploration:

Use Google Earth or an offline digital globe to help students locate their school, city, important Indian cities and world landmarks. Students can record the approximate latitude and longitude of each place in a location diary.

2. Classroom Human Grid:

Convert the classroom floor into a large coordinate grid using removable tape. Assign letters and numbers to its rows and columns, and ask students to stand at specific coordinates before connecting the activity to latitude and longitude.

3. Build a Low-Cost Working Globe:

Students can create globes using balloons, waste paper or clay. They can mark the Equator, Prime Meridian, hemispheres, poles, important latitudes and selected longitudes using different colours.

4. Map-Based Treasure Hunt:

Organise a treasure hunt using a school map containing a scale, directions, symbols and grid references. Each clue can require students to calculate a distance, identify a direction or interpret a map symbol.

5. Time-Zone Role-Play:

Assign different cities or countries to students and give each one a longitude or time zone. When the teacher announces the time at Greenwich, students calculate and display the corresponding local time at their assigned locations.

6. Globe-and-Torch Simulation:

Use a globe and torch in a darkened classroom to simulate the Earth and Sun. Students can observe why eastern places experience sunrise earlier and how the Earth’s rotation creates different local times.

7. Student-Created Digital Maps:

Let students use a simple drawing or presentation application to design a digital map of their locality. The map should include a title, north arrow, scale, conventional symbols and legend.

8. QR-Code Map Trail:

Place QR codes at different locations around the school. Scanning each code can reveal a direction, map symbol, coordinate clue or scale-based problem leading students to the next location.

9. International Date Line Travel Game:

Create imaginary flight cards showing routes that cross the International Date Line. Students update the date depending on whether they travel eastward or westward and explain the change.

10. Augmented Reality Globe Activity:

Use an augmented-reality globe application, where available, to display continents, coordinates and time zones in three dimensions. This allows students to explore geographical concepts through interactive visualisation.

11. Map Error-Detection Challenge:

Give groups deliberately incorrect maps with missing scales, wrongly placed symbols, reversed directions or incorrect legends. Students identify the errors, explain their effects and redesign the maps correctly.

12. Latitude–Climate Investigation:

Assign cities at different latitudes and ask students to collect their temperature data from a reliable weather source. Students can compare the information and investigate the broad relationship between latitude and climate.

13. “Plan My Journey” Project:

Students plan an imaginary journey between two or more cities using a map. They calculate distances, identify directions, note coordinates and convert departure and arrival times across time zones.

14. Student Map Newsroom:

Groups prepare short “geography news reports” about sunrise differences, time zones, navigation or international travel. One student acts as the anchor while others use a map or globe to explain the topic.

15. Gamified Quiz Stations:

Create learning stations on scale, directions, symbols, coordinates, time zones and the International Date Line. Students earn points or badges by completing progressively challenging tasks at each station.

1.17: Practicing Questions/Question Bank**A. Fill in the Blanks:**

1. A collection of maps is called an _____.
Answer: atlas
2. The relationship between map distance and actual ground distance is called _____.
Answer: scale
3. North, south, east and west are called _____ directions.
Answer: cardinal
4. A spherical model of the Earth is called a _____.
Answer: globe
5. The Equator is located at _____ latitude.
Answer: 0°
6. Imaginary circles parallel to the Equator are called parallels of _____.
Answer: latitude
7. The Prime Meridian passes through _____ in England.
Answer: Greenwich
8. Latitudes and longitudes together form a geographical _____.
Answer: grid

9. The Earth rotates through 15° of longitude in _____ hour.
Answer: one
10. Indian Standard Time is _____ hours and 30 minutes ahead of GMT.
Answer: five
11. The ancient Indian prime meridian was called the _____.
Answer: *madhya rekhā*
12. The International Date Line lies approximately along _____ longitude.
Answer: 180°
-

B. One-Mark Descriptive Questions:

- What is a map?**
A map is a representation or drawing of an area of the Earth as viewed from above.
 - What is an atlas?**
An atlas is a book or collection of maps.
 - Name the three main types of maps.**
The three main types are physical, political and thematic maps.
 - What is a map scale?**
A map scale shows the relationship between map distance and actual ground distance.
 - Name the four intermediate directions.**
They are northeast, southeast, southwest and northwest.
 - What is the Equator?**
The Equator is the imaginary circle located halfway between the North and South Poles.
 - What is the Prime Meridian?**
The Prime Meridian is the reference meridian marked as 0° longitude.
 - What are geographical coordinates?**
Latitude and longitude are geographical coordinates used to locate a place precisely.
 - Why is the local time of an eastern place ahead of a western place?**
An eastern place faces the Sun earlier because the Earth rotates from west to east.
 - What is the International Date Line?**
It is an imaginary line near 180° longitude where the calendar date changes.
-

C. Two-Mark Descriptive Questions:

1. Differentiate between physical and political maps.

Answer:

- Physical maps show natural features such as mountains, rivers and oceans.
- Political maps show countries, states, boundaries, cities and capitals.

2. Why are conventional symbols used on maps?

Answer:

1. Conventional symbols represent features such as roads, rivers, buildings and railway lines.
2. They help display numerous details clearly within the limited space of a map.

3. Differentiate between cardinal and intermediate directions.

Answer:

1. North, south, east and west are the cardinal directions.
2. Northeast, southeast, southwest and northwest are the intermediate directions.

4. What are parallels of latitude?

Answer:

1. Parallels of latitude are imaginary circles running east-west parallel to the Equator.
2. They measure how far a place lies north or south of the Equator.

5. What are meridians of longitude?

Answer:

1. Meridians are imaginary half-circles running from the North Pole to the South Pole.
2. They measure how far a place lies east or west of the Prime Meridian.

6. Differentiate between local time and standard time.

Answer:

1. Local time is determined by the longitude of an individual place.
2. Standard time is the uniform time followed by an entire country or region.

7. A map has a scale of 1 cm = 25 km. Find the actual distance represented by 6 cm.

Answer:

1. Actual distance = $6 \times 25\text{km}$.
2. Therefore, the distance is **150 km**.

8. What happens when the International Date Line is crossed?

Answer:

1. One day is subtracted when it is crossed eastward.
2. One day is added when it is crossed westward.

D. Three-Mark Descriptive Questions:

1. Explain the three main components of a map.

Answer:

1. Scale represents the relationship between map distance and actual distance.

2. Direction indicates the position of one place in relation to another.
3. Symbols represent natural and human-made features on a map.

2. Describe the three types of maps.

Answer:

1. Physical maps show natural features such as rivers, mountains and oceans.
2. Political maps show boundaries, countries, states and cities.
3. Thematic maps show specific information such as rainfall, population or vegetation.

3. Explain how latitudes and longitudes help locate a place.

Answer:

1. Latitude indicates a place's position north or south of the Equator.
2. Longitude indicates its position east or west of the Prime Meridian.
3. Their intersection identifies the precise location of the place.

4. Explain the relationship between longitude and time.

Answer:

1. The Earth rotates through 360° in 24 hours.
2. Therefore, it rotates through 15° in one hour.
3. Hence, places separated by 15° of longitude have a local-time difference of one hour.

5. If it is 12 noon at Greenwich, calculate the local time at 45°E .

Answer:

1. The time difference is $45^\circ \div 15^\circ = 3\text{hours}$.
2. A place east of Greenwich is ahead in time.
3. Therefore, the local time at 45°E is **3 p.m.**

6. Why does India follow a standard time?

Answer:

1. Places at different longitudes have different local times.
2. Following numerous local times would create confusion in travel, communication and administration.
3. IST provides one uniform time for the entire country.

E. Five-Mark Descriptive Questions:

1. Explain the meaning, types and importance of maps.

Answer:

1. A map is a representation of an area of the Earth as viewed from above.
2. Physical maps show natural features such as mountains, rivers and oceans.
3. Political maps show boundaries, states, cities and capitals.
4. Thematic maps present specific information such as rainfall or population.
5. Maps help locate places, determine directions, measure distances and plan journeys.

2. Explain latitudes and their important characteristics.

Answer:

1. Latitudes are imaginary circles running parallel to the Equator.
2. They measure the position of a place north or south of the Equator.
3. The Equator is the largest parallel and is marked as 0° .
4. The North and South Poles are located at 90°N and 90°S respectively.
5. The parallels become progressively smaller towards the poles.

3. Explain longitudes and their connection with time.

Answer:

1. Longitudes are imaginary half-circles running from pole to pole.
2. They measure the position of a place east or west of the Prime Meridian.
3. The Prime Meridian is located at 0° longitude and passes through Greenwich.
4. The Earth rotates through 15° of longitude in one hour.
5. Therefore, longitudes are used to calculate the local time of places.

4. A live programme begins at 4 p.m. GMT. Calculate its time in India and explain the importance of standard time.

Answer:

1. IST is 5 hours and 30 minutes ahead of GMT.
2. Adding 5 hours and 30 minutes to 4 p.m. gives 9:30 p.m.
3. Therefore, the programme begins at **9:30 p.m. IST**.
4. Standard time provides a uniform clock time for a country or region.
5. It prevents confusion in transport, communication, administration and broadcasting.

5. Explain the International Date Line and the rules for crossing it.

Answer:

1. The International Date Line lies approximately along 180° longitude.
2. It is situated opposite the Prime Meridian.
3. A traveller crossing it eastward subtracts one day from the date.

4. A traveller crossing it westward adds one day to the date.
5. The line bends in some places to avoid dividing countries and islands into different dates.

6. A map has a scale of 1 cm = 40 km. Town A is 3 cm from Town B, and Town B is 5 cm from Town C. Calculate the total journey distance and state how the map assists travellers.

Answer:

1. The distance from A to B is $3 \times 40 = 120\text{km}$.
2. The distance from B to C is $5 \times 40 = 200\text{km}$.
3. The total distance from A to C through B is $120 + 200 = 320\text{km}$.
4. The map helps travellers identify suitable routes and directions.
5. It also helps them estimate travel time, fuel and other journey requirements.

6th Standard Social Science Book Chapter 2

Chapter 2: Oceans and Continents

2.1 Summary of the Chapter:

Chapter 2: Oceans and Continents — Summary:

- (1) Nearly three-fourths of the Earth's surface is covered with water, making it appear blue from space and earning it the name "Blue Planet."
- (2) The largest water bodies on Earth are called oceans, while large continuous expanses of land are called continents.
- (3) Water and land are not equally distributed across the Earth. The Northern Hemisphere has more land, while the Southern Hemisphere has more water.
- (4) Most of the Earth's water is salty ocean water and is unsuitable for human consumption. Freshwater forms only a small proportion and is found in glaciers, rivers, lakes, groundwater and the atmosphere.
- (5) The five oceans are the Pacific, Atlantic, Indian, Southern and Arctic Oceans. The Pacific Ocean is the largest, while the Arctic Ocean is the smallest.
- (6) All five oceans are interconnected. Their boundaries shown on maps are conventional divisions rather than actual physical separations.
- (7) Oceans support rich marine flora and fauna, including algae, seaweeds, coral reefs, fish, dolphins, whales, turtles and many deep-sea creatures.
- (8) Seven continents are most commonly recognised: Asia, Africa, North America, South America, Antarctica, Europe and Australia. Asia is the largest, while Australia is the smallest.
- (9) A piece of land surrounded by water on all sides is called an island. Greenland is the world's largest island, and India has more than 1,300 islands, including the Andaman and Nicobar Islands and Lakshadweep.
- (10) Oceans influence weather and climate by supporting the water cycle and producing rainfall, including India's monsoon rains. Ocean plants also produce more than half of the world's oxygen.
- (11) Oceans can cause natural disasters such as cyclones and tsunamis. Early-warning systems and disaster-management organisations help protect people and property from such hazards.
- (12) Oceans are important for food, trade, travel, culture and climate regulation, but pollution and overfishing threaten marine life. Therefore, protecting the oceans is a collective responsibility.

2.2 Important Formulas:

Important Formulas Related to Chapter 2: Oceans and Continents:

The chapter is mainly conceptual and geographical, so it does not contain many direct mathematical formulas. However, the following formulas are useful for solving related quantitative problems:

1. Percentage of the Earth covered by water:

$$\text{Percentage of water} = \frac{\text{Area covered by water}}{\text{Total surface area of Earth}} \times 100$$

Approximately **71%** of the Earth's surface is covered by water.

2. Percentage of the Earth covered by land:

$$\text{Percentage of land} = \frac{\text{Area covered by land}}{\text{Total surface area of Earth}} \times 100$$

Approximately **29%** of the Earth's surface is covered by land.

3. Total surface area:

$$\text{Total surface area} = \text{Land area} + \text{Water area}$$

4. Finding land area:

$$\text{Land area} = \text{Total surface area} - \text{Water area}$$

5. Finding water area:

$$\text{Water area} = \text{Total surface area} - \text{Land area}$$

6. Part of a total area:

$$\text{Required area} = \frac{\text{Given percentage}}{100} \times \text{Total area}$$

7. Ratio of water area to land area:

$$\text{Water-to-land ratio} = \text{Water area} : \text{Land area}$$

Using approximate percentages:

$$71:29$$

8. Percentage difference between two areas:

$$\text{Percentage difference} = \frac{\text{Difference between the areas}}{\text{Reference area}} \times 100$$

9. Fraction of the Earth covered by water:

$$\text{Fraction covered by water} = \frac{\text{Water-covered area}}{\text{Total surface area}}$$

Approximately:

$$\frac{3}{4}$$

10. Fraction of the Earth covered by land:

$$\text{Fraction covered by land} = \frac{\text{Land-covered area}}{\text{Total surface area}}$$

Approximately:

$$\frac{1}{4}$$

11. Average speed of an ocean wave or tsunami:

$$\text{Speed} = \frac{\text{Distance travelled}}{\text{Time taken}}$$

12. Time taken by a wave to travel:

$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$

13. Distance travelled by a wave:

$$\text{Distance} = \text{Speed} \times \text{Time}$$

14. Map-scale calculation:

$$\text{Actual distance} = \text{Map distance} \times \text{Scale factor}$$

15. Percentage of a particular ocean or continent:

$$\text{Percentage share} = \frac{\text{Area of the ocean or continent}}{\text{Total relevant area}} \times 100$$

These formulas can be used to construct numerical questions involving the distribution of land and water, sizes of oceans and continents, map distances, percentages, ratios, and the movement of tsunamis or ocean waves.

2.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)

Fill-in-the-Blank Questions – LOTS Type:

- Nearly _____ of the Earth's surface is covered with water.

Answer: three-fourths

2. The Earth is lovingly called the _____ planet.
Answer: blue
3. The largest water bodies on the Earth are called _____.
Answer: oceans
4. A large continuous expanse of land is called a _____.
Answer: continent
5. A large body of land is known as a _____.
Answer: landmass
6. The water present in oceans is _____.
Answer: salty
7. Water found beneath the Earth's surface is called _____.
Answer: groundwater
8. There are _____ major oceans in the world.
Answer: five
9. The largest ocean in the world is the _____ Ocean.
Answer: Pacific
10. The second-largest ocean is the _____ Ocean.
Answer: Atlantic
11. The third-largest ocean is the _____ Ocean.
Answer: Indian
12. The smallest ocean in the world is the _____ Ocean.
Answer: Arctic
13. The ocean surrounding Antarctica is called the _____ Ocean.
Answer: Southern
14. The Arabian Sea lies to the _____ of India.
Answer: west
15. The Bay of Bengal lies to the _____ of India.
Answer: east
16. Tiny plants found in oceans are called _____.
Answer: algae
17. Plant life belonging to a particular region is called _____.
Answer: flora
18. Animal life belonging to a particular region is called _____.
Answer: fauna
19. A huge and powerful sea wave caused by an underwater disturbance is called a _____.
Answer: tsunami
20. A tsunami is generally caused by an earthquake or volcanic eruption at the bottom of the _____.
Answer: ocean
21. India and thirteen other countries were struck by a powerful tsunami on 26 December _____.
Answer: 2004
22. India's organisation responsible for handling disasters is the National Disaster Management _____.
Answer: Authority
23. The most widely accepted number of continents is _____.
Answer: seven
24. Europe and Asia together are sometimes called _____.
Answer: Eurasia

25. The largest continent in the world is _____.
Answer: Asia
26. The smallest continent in the world is _____.
Answer: Australia
27. A piece of land surrounded by water on all sides is called an _____.
Answer: island
28. The largest island in the world is _____.
Answer: Greenland
29. The Andaman and Nicobar Islands are located in the _____.
Answer: Bay of Bengal
30. The Lakshadweep Islands are located in the _____.
Answer: Arabian Sea
31. India's first scientific base station in Antarctica was called _____.
Answer: Dakshin Gangotri
32. More than half of the world's _____ is produced by ocean flora.
Answer: oxygen
33. Oceans are often called the _____ of the planet.
Answer: lungs
34. Excessive fishing that causes a decline in marine life is called _____.
Answer: overfishing
35. The United Nations observes World Oceans Day on _____.
Answer: June 8

2.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill-in-the-Blank Questions with Answers – HOTS Type:

1. The Earth appears blue from outer space because nearly _____ of its surface is covered with water.
Answer: three-fourths
2. If the total surface area of the Earth is represented by 100 units, approximately _____ units represent land.
Answer: 25
3. The Southern Hemisphere appears bluer than the Northern Hemisphere because it contains more _____.
Answer: water
4. Despite the abundance of water on Earth, water scarcity occurs because most of it is _____ and unsuitable for drinking.
Answer: salty
5. If seawater is unsuitable for drinking, humans must mainly depend on limited _____ resources.
Answer: freshwater
6. A body of water marked separately on a map may still be connected to other oceans because all oceans form one _____ water body.
Answer: interconnected
7. If an aquatic animal moves from the Pacific Ocean to the Indian Ocean, it does not have to cross a land boundary because the oceans are _____.
Answer: interconnected
8. Since India has the Arabian Sea to its west and the Bay of Bengal to its east, both are parts of the _____ Ocean.
Answer: Indian

9. If a marine plant produces oxygen through photosynthesis, it contributes to the oceans being called the planet's _____.

Answer: lungs

10. Without oceans, the Earth would receive very little rainfall and could eventually become a _____.

Answer: desert

11. If the oceans stopped supplying moisture to the atmosphere, India's _____ rains would be severely affected.

Answer: monsoon

12. A violent storm forming over an ocean and moving towards the coast may develop into a _____.

Answer: cyclone

13. A strong earthquake on the ocean floor may generate a destructive wave called a _____.

Answer: tsunami

14. If a tsunami-warning system detects dangerous waves early, people living near the coast can be moved to _____ areas.

Answer: safer

15. The 2004 Indian Ocean tsunami showed that countries must _____ to reduce the loss of lives and property.

Answer: collaborate

16. Europe and Asia may be treated as one continent because they form a single continuous landmass called _____.

Answer: Eurasia

17. North America and South America may together be considered a single continent called _____.

Answer: America

18. Although Greenland is extremely large, it is called an island rather than a continent because it is smaller than a _____ and surrounded by water.

Answer: continent

19. A newly discovered small landmass surrounded by water on every side would be classified as an _____.

Answer: island

20. If a researcher wishes to study extremely cold climatic conditions, _____ would be the most suitable continent.

Answer: Antarctica

21. If the areas of Europe and Asia are combined, the resulting landmass would be called _____.

Answer: Eurasia

22. Excessive removal of fish from the oceans faster than they can reproduce is known as _____.

Answer: overfishing

23. If plastic waste continues to enter the sea, marine animals may be injured, suffocated or _____.

Answer: killed

24. Protecting algae and other marine plants is important because they produce a large proportion of the world's _____.

Answer: oxygen

25. A coastal community is more likely than an inland community to depend directly on _____ for its livelihood.

Answer: fishing

26. The use of oceans for transporting goods between countries promotes international _____.

Answer: trade

27. The Northern Hemisphere has a greater concentration of continents because it contains more _____ than the Southern Hemisphere.

Answer: land

28. If marine pollution and overfishing continue unchecked, the diversity of marine flora and fauna will _____.

Answer: decline

29. Observing World Oceans Day encourages people to understand the importance of ocean _____.

Answer: conservation

30. Responsible disposal of plastic waste helps protect the marine _____ from pollution.

Answer: environment

2.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

1. **Why is the Earth called the Blue Planet?**

Answer: The Earth is called the Blue Planet because nearly three-fourths of its surface is covered with water.

2. **What is an ocean?**

Answer: An ocean is a vast body of salty water covering a large part of the Earth's surface.

3. **What is a landmass?**

Answer: A landmass is a large body of land on the Earth.

4. **What is a continent?**

Answer: A continent is a large continuous expanse of land.

5. **Name the five oceans of the world.**

Answer: The five oceans are the Pacific, Atlantic, Indian, Southern and Arctic Oceans.

6. **Which is the largest ocean in the world?**

Answer: The Pacific Ocean is the largest ocean in the world.

7. **Which is the smallest ocean in the world?**

Answer: The Arctic Ocean is the smallest ocean in the world.

8. **Which is the third-largest ocean?**

Answer: The Indian Ocean is the third-largest ocean.

9. **Are the five oceans completely separate from one another?**

Answer: No, all five oceans are interconnected and their mapped boundaries are only conventional.

10. **What is freshwater?**

Answer: Freshwater is water with very little salt, found in glaciers, rivers, lakes, the atmosphere and underground.

11. **What is groundwater?**

Answer: Groundwater is freshwater found beneath the Earth's surface.

12. **What is marine flora?**

Answer: Marine flora refers to ocean plant life, such as algae and seaweeds.

13. What is marine fauna?

Answer: Marine fauna refers to animals living in oceans and seas.

14. Name the sea located to the west of India.

Answer: The Arabian Sea is located to the west of India.

15. Name the bay located to the east of India.

Answer: The Bay of Bengal is located to the east of India.

16. What is a cyclone?

Answer: A cyclone is a violent storm with strong winds and heavy rainfall.

17. What is a tsunami?

Answer: A tsunami is a huge and powerful ocean wave generally caused by an underwater earthquake or volcanic eruption.

18. When did the destructive Indian Ocean tsunami occur?

Answer: The destructive Indian Ocean tsunami occurred on 26 December 2004.

19. What is the purpose of a tsunami early-warning system?

Answer: A tsunami early-warning system detects dangerous waves and helps protect lives and property.

20. What is the full form of NDMA?

Answer: NDMA stands for the National Disaster Management Authority.

21. How many continents are most commonly recognised?

Answer: Seven continents are most commonly recognised.

22. Name the seven continents.

Answer: The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.

23. What is Eurasia?

Answer: Eurasia is the single continuous landmass formed by Europe and Asia.

24. Which is the largest continent?

Answer: Asia is the largest continent in the world.

25. Which is the smallest continent?

Answer: Australia is the smallest continent in the world.

26. What is an island?

Answer: An island is a piece of land surrounded by water on all sides.

27. Which is the largest island in the world?

Answer: Greenland is the largest island in the world.

28. Name India's two major island groups.

Answer: India's two major island groups are the Andaman and Nicobar Islands and the Lakshadweep Islands.

29. Where are the Andaman and Nicobar Islands located?

Answer: The Andaman and Nicobar Islands are located in the Bay of Bengal.

30. Where are the Lakshadweep Islands located?

Answer: The Lakshadweep Islands are located in the Arabian Sea.

31. What was India's first scientific base station in Antarctica called?

Answer: India's first scientific base station in Antarctica was called Dakshin Gangotri.

32. Why are oceans called the lungs of the planet?

Answer: Oceans are called the lungs of the planet because their flora produces more than half of the world's oxygen.

33. What is overfishing?

Answer: Overfishing is the excessive catching of fish, which causes a decline in marine life.

34. When is World Oceans Day observed?

Answer: World Oceans Day is observed on 8 June every year.

35. Mention one major threat to the marine environment.

Answer: Plastic pollution is one of the major threats to the marine environment.

2.6 One-mark questions with Answers of HOTS Type: (30 Questions)**One-Mark Descriptive Questions with Answers – HOTS Type:****1. Why does the Earth appear mostly blue when viewed from space?**

Answer: The Earth appears mostly blue because nearly three-fourths of its surface is covered with water.

2. Why does the Earth face water scarcity despite having abundant water?

Answer: Water scarcity occurs because most of the Earth's water is salty and only a small amount of freshwater is available for human use.

3. Why does the Southern Hemisphere appear to have more blue areas on a globe?

Answer: The Southern Hemisphere appears bluer because it contains more ocean water than land.

4. Why are the boundaries between the five oceans called conventional boundaries?

Answer: The boundaries are conventional because all oceans are interconnected without actual physical divisions between them.

5. How can the same marine species be found in more than one ocean?

Answer: The same marine species can spread across different oceans because seawater flows continuously through the interconnected oceans.

6. Why can humans not directly use most ocean water for drinking?

Answer: Humans cannot directly drink ocean water because its high salt content makes it unsuitable for consumption.

7. Why is the conservation of freshwater essential?

Answer: Freshwater conservation is essential because usable freshwater forms only a very small part of the Earth's total water.

8. Why are oceans important for India's agriculture?

Answer: Oceans supply moisture for India's monsoon rainfall, on which much of its agriculture depends.

9. What could happen to the Earth if there were no oceans?

Answer: Without oceans, rainfall would largely disappear and the Earth could become a dry desert.

10. Why are oceans called the lungs of the planet?

Answer: Oceans are called the planet's lungs because marine plants produce more than half of the world's oxygen.

11. How do oceans help regulate the Earth's climate?

Answer: Oceans absorb, store and distribute heat and moisture, thereby regulating the Earth's climate.

12. Why are coastal areas more vulnerable to cyclones?

Answer: Coastal areas are more vulnerable because cyclones form over oceans and often move towards nearby coasts.

13. How can an underwater earthquake affect people living far from its location?

Answer: An underwater earthquake can generate a tsunami that travels thousands of kilometres and strikes distant coastal regions.

14. Why are tsunami early-warning systems important?

Answer: Early-warning systems give coastal communities time to evacuate before destructive tsunami waves arrive.

15. **Why is international cooperation necessary for tsunami warnings?**
Answer: International cooperation is necessary because tsunamis can cross oceans and affect several countries.
16. **Why can Europe and Asia be considered one continent?**
Answer: Europe and Asia can be considered one continent because they form one continuous landmass called Eurasia.
17. **Why are Europe and Asia commonly treated as separate continents?**
Answer: Europe and Asia are treated separately mainly because of their different historical and cultural development.
18. **Why can the number of continents vary between four and seven?**
Answer: The number varies because some connected landmasses may be counted either together or separately.
19. **Why is Greenland classified as an island rather than a continent?**
Answer: Greenland is classified as an island because it is a smaller landmass surrounded by water and is not recognised as a continent.
20. **Why is Antarctica suitable for studying climate and environmental change?**
Answer: Antarctica's ice and largely undisturbed environment preserve valuable evidence about past and present climate conditions.
21. **How do oceans support international trade?**
Answer: Oceans provide sea routes through which ships transport goods between countries and continents.
22. **How do oceans support the livelihoods of coastal communities?**
Answer: Oceans provide coastal communities with fishing, transportation, tourism and trade opportunities.
23. **Why is plastic waste dangerous to marine animals?**
Answer: Plastic waste can choke, trap or injure marine animals and pollute their habitats.
24. **How does overfishing disturb the marine ecosystem?**
Answer: Overfishing reduces fish populations and disrupts the balance of marine food chains.
25. **Why is protecting marine flora important for land animals and humans?**
Answer: Protecting marine flora is important because it produces oxygen and supports the Earth's climate and food chains.
26. **Why should people living near coasts understand disaster-management procedures?**
Answer: Knowledge of disaster-management procedures helps coastal residents respond quickly to cyclones and tsunamis.
27. **How would a decline in marine algae affect the Earth?**
Answer: A decline in marine algae would reduce oxygen production and disturb marine food chains.
28. **Why is Australia called a continent while Greenland is called an island?**
Answer: Australia is recognised as an independent continental landmass, whereas Greenland is geographically associated with North America.
29. **How does ocean pollution affect humans indirectly?**
Answer: Ocean pollution affects humans by damaging seafood resources, livelihoods, health and the environmental balance.
30. **Why is ocean protection a collective responsibility?**
Answer: Ocean protection is a collective responsibility because interconnected oceans support the climate, biodiversity and lives of people worldwide.

2.7 Two-mark questions with Answers of LOTS Type: (25 Questions)**Two-Mark Descriptive Questions with Answers – LOTS Type:****1. Why is the Earth called the Blue Planet?****Answer:**

1. Nearly three-fourths of the Earth's surface is covered with water.
2. Therefore, the Earth appears mostly blue when viewed from outer space.

2. Differentiate between an ocean and a continent.**Answer:**

1. An ocean is a vast body of salty water covering a large part of the Earth.
2. A continent is a large and continuous expanse of land.

3. What is the difference between salt water and freshwater?**Answer:**

1. Salt water contains large quantities of dissolved salts and is mainly found in oceans and seas.
2. Freshwater contains very little salt and is found in glaciers, rivers, lakes, the atmosphere and underground.

4. Name the five oceans and identify the largest one.**Answer:**

1. The five oceans are the Pacific, Atlantic, Indian, Southern and Arctic Oceans.
2. The Pacific Ocean is the largest among them.

5. Arrange the five oceans from the largest to the smallest.**Answer:**

1. The first three are the Pacific, Atlantic and Indian Oceans.
2. They are followed by the Southern Ocean and the Arctic Ocean.

6. Why are the oceans considered interconnected?**Answer:**

1. Seawater flows continuously from one ocean into another.
2. The boundaries shown between oceans on maps are only conventional divisions.

7. What are marine flora and marine fauna? Give examples.**Answer:**

1. Marine flora includes ocean plants such as algae and seaweeds.
2. Marine fauna includes animals such as fish, dolphins, whales and turtles.

8. State the main boundaries of the Indian Ocean.**Answer:**

1. The Indian Ocean is bounded by Asia in the north, Africa in the west and Australia in the east.
2. The Southern Ocean lies to its south.

9. Name the two water bodies situated on either side of India.**Answer:**

1. The Arabian Sea lies to the west of India.
2. The Bay of Bengal lies to the east of India.

10. How do oceans bring both benefits and dangers to coastal regions?**Answer:**

1. Oceans provide rainfall, food, transport and employment to people.
2. They can also cause destructive cyclones, strong storms and tsunamis.

11. What is a tsunami, and what usually causes it?**Answer:**

1. A tsunami is a huge and powerful wave that originates in an ocean.

2. It is generally caused by a strong earthquake or volcanic eruption on the ocean floor.

12. Mention two facts about the Indian Ocean tsunami of 2004.

Answer:

1. It occurred on 26 December 2004 and affected India and thirteen other countries.
2. In India, the Andaman and Nicobar Islands and the coasts of Tamil Nadu and Kerala were severely affected.

13. What is the purpose of a tsunami early-warning system?

Answer:

1. It detects the formation and movement of dangerous tsunami waves.
2. It provides advance warnings so that people and property can be protected.

14. Why can the number of continents vary?

Answer:

1. Some connected landmasses may be counted either separately or together.
2. Therefore, continents may be counted in different ways, ranging from four to seven.

15. Name the seven commonly recognised continents.

Answer:

1. Africa, Antarctica, Asia and Australia are four of the continents.
2. Europe, North America and South America are the other three.

16. What is Eurasia, and why is it given this name?

Answer:

1. Eurasia is the single continuous landmass formed by Europe and Asia.
2. Its name combines the names of Europe and Asia.

17. What is an island? Name the world's largest island.

Answer:

1. An island is a piece of land surrounded by water on all sides.
2. Greenland is the largest island in the world.

18. Name India's two major island groups and their locations.

Answer:

1. The Andaman and Nicobar Islands are located in the Bay of Bengal.
2. The Lakshadweep Islands are located in the Arabian Sea.

19. Write two facts about India's scientific activities in Antarctica.

Answer:

1. India began the Indian Antarctic Programme in 1981.
2. It established its first scientific base station, Dakshin Gangotri, in 1983.

20. How do oceans support life on Earth?

Answer:

1. Oceans provide moisture for rainfall and help regulate the Earth's climate.
2. Marine flora produces more than half of the world's oxygen.

21. Mention two ways in which humans have used oceans since ancient times.

Answer:

1. People have used oceans for migration, transport and trade.
2. They have also used oceans for fishing and military campaigns.

22. What is overfishing, and how does it affect marine life?

Answer:

1. Overfishing means catching fish in excessive quantities.
2. It reduces fish populations and leads to a decline in marine life.

23. Mention two major threats to the marine environment.**Answer:**

1. Plastic and other forms of pollution damage ocean habitats and marine organisms.
2. Overfishing reduces marine populations and disturbs the ocean ecosystem.

24. Why is World Oceans Day observed?**Answer:**

1. World Oceans Day is observed on 8 June to highlight the oceans' importance in everyday life.
2. It also encourages people to protect marine resources and ecosystems.

25. Compare the distribution of land and water in the two hemispheres.**Answer:**

1. The Northern Hemisphere contains a larger proportion of land.
2. The Southern Hemisphere contains a larger proportion of water.

2.8. Two-mark questions with Answers of HOTS Type: (25 Questions)**Two-Mark Descriptive Questions with Answers – HOTS Type:****1. The Earth has abundant water, yet many regions experience water scarcity.****Why?****Answer:**

1. Most of the Earth's water is salty ocean water and cannot be consumed directly.
2. Usable freshwater is limited and is not equally available in all regions.

2. What would the Earth be like if oceans did not exist?**Answer:**

1. The water cycle and rainfall would be severely affected, making much of the Earth dry.
2. Oxygen production, climate regulation and the survival of numerous life forms would also be threatened.

3. Why does the Southern Hemisphere appear bluer than the Northern Hemisphere on a globe?**Answer:**

1. The Southern Hemisphere contains a greater proportion of ocean water.
2. The Northern Hemisphere has comparatively more land.

4. Why are the boundaries between oceans not considered natural boundaries?**Answer:**

1. All oceans are interconnected, and seawater flows freely between them.
2. The dividing lines shown on maps are human-made conventions used for identification.

5. How does the interconnection of oceans help marine life?**Answer:**

1. Connected oceans allow marine organisms to move and spread across large areas.
2. Ocean currents also transport nutrients and support marine ecosystems in different oceans.

6. Why is the Indian Ocean particularly important to India?**Answer:**

1. It influences India's monsoon rainfall and supports agriculture and water availability.

2. It also provides fishing resources and sea routes for international trade.

7. How can oceans be both helpful and harmful to human life?

Answer:

1. Oceans provide rainfall, oxygen, food, employment and transportation routes.
2. However, they can also produce destructive cyclones, storms and tsunamis.

8. How can an earthquake near Indonesia affect the coast of India?

Answer:

1. An undersea earthquake near Indonesia can displace a large quantity of ocean water and create a tsunami.
2. The tsunami waves can travel across the Indian Ocean and strike India's coastal regions.

9. Why are tsunami early-warning systems based on international cooperation?

Answer:

1. A tsunami can travel across oceans and affect several countries far from its source.
2. Countries must quickly share detection data and warnings to protect coastal communities.

10. Why should coastal communities practise disaster-management drills?

Answer:

1. Drills teach people how to evacuate quickly and reach safer locations during a disaster.
2. Regular practice can reduce confusion, loss of life and damage during cyclones or tsunamis.

11. Why can Europe and Asia be counted either separately or together?

Answer:

1. They form one continuous landmass and may therefore be combined as Eurasia.
2. They are usually counted separately because of their different historical and cultural development.

12. Why does the number of continents vary between four and seven?

Answer:

1. Connected landmasses such as Europe and Asia may be counted either together or separately.
2. Different geographical and cultural systems therefore produce different continental counts.

13. Why is Australia considered a continent while Greenland is considered an island?

Answer:

1. Australia is recognised as an independent continental landmass with its own geological and geographical identity.
2. Greenland, though very large, is smaller and geographically associated with North America.

14. Why is Antarctica important for scientific research?

Answer:

1. Its ice preserves evidence about the Earth's past climate and environmental conditions.
2. Scientists study it to understand climate change and its possible effects on the planet.

15. How might a decrease in marine algae affect humans?

Answer:

1. It would reduce the amount of oxygen produced by the oceans.
2. It would also disturb marine food chains and reduce resources on which people depend.

16. How does plastic pollution harm the marine ecosystem?

Answer:

1. Marine animals may swallow plastic or become trapped in it, leading to injury or death.
2. Plastic also pollutes habitats and can enter marine food chains.

17. Why can overfishing eventually harm fishing communities?

Answer:

1. Excessive fishing reduces fish populations faster than they can reproduce.
2. This eventually decreases the future catch, income and food supply of fishing communities.

18. How do oceans help maintain the balance of the Earth's climate?

Answer:

1. Oceans absorb and store large quantities of heat from the Sun.
2. They redistribute heat and moisture, thereby influencing temperatures and rainfall.

19. Why should people living inland also be concerned about ocean pollution?

Answer:

1. Oceans influence global oxygen production, rainfall and climate, which affect inland regions too.
2. Pollutants can also enter food chains and harm human health and the economy.

20. What could happen if the monsoon received very little moisture from the oceans?

Answer:

1. Rainfall would decrease, causing water shortages and lower agricultural production.
2. This could lead to food scarcity and hardship for people dependent on farming.

21. How do oceans encourage cultural exchange among people?

Answer:

1. Sea routes allow people from different regions to travel, trade and interact.
2. Such contact promotes the exchange of languages, beliefs, technologies and traditions.

22. Why is protecting oceans considered a collective responsibility?

Answer:

1. Oceans are interconnected and support life, climate and economies across national borders.
2. Therefore, the actions of one country can affect marine environments and people in many other countries.

23. How can reducing plastic use help both marine life and humans?

Answer:

1. It lowers the amount of waste entering oceans and protects marine animals from injury or death.
2. It also reduces the entry of harmful plastic particles into seafood and human food chains.

24. Why is freshwater conservation necessary even in regions that receive heavy rainfall?

Answer:

1. Rainfall may be seasonal, irregular or quickly lost through runoff.

2. Conserving and storing rainwater ensures that freshwater remains available during dry periods.

25. Why should development in coastal regions be carefully planned?

Answer:

1. Coastal regions are vulnerable to cyclones, tsunamis, flooding and erosion.
2. Careful planning can protect ecosystems while reducing risks to people and property.

2.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. Explain the distribution of water and land on the Earth.

Answer:

1. Nearly three-fourths of the Earth's surface is covered with water.
2. Land covers a little more than one-fourth of its surface.
3. The Northern Hemisphere has more land, while the Southern Hemisphere has more water.

2. Describe the five oceans in order of their size.

Answer:

1. The Pacific Ocean is the largest, followed by the Atlantic Ocean.
2. The Indian Ocean is the third-largest, and the Southern Ocean is the fourth-largest.
3. The Arctic Ocean is the smallest ocean.

3. Why are the five oceans considered one interconnected body of water?

Answer:

1. The oceans are not separated by complete physical barriers.
2. Seawater continuously flows from one ocean into another.
3. The boundaries shown between oceans on maps are only conventional divisions.

4. Describe the location and boundaries of the Indian Ocean.

Answer:

1. Asia lies to the north of the Indian Ocean.
2. Africa lies to its west, while Australia lies to its east.
3. The Southern Ocean forms its southern limit.

5. Explain the distribution of freshwater on the Earth.

Answer:

1. Freshwater forms only a very small proportion of the Earth's total water.
2. It is found in glaciers, rivers, lakes and the atmosphere.
3. Freshwater is also stored below the Earth's surface as groundwater.

6. Describe the marine flora and fauna found in oceans.

Answer:

1. Marine flora includes tiny plants called algae and different kinds of seaweeds.
2. Marine fauna includes fish, dolphins, whales, turtles and many other animals.
3. Different life forms occur from the sunlit surface to the dark depths of the oceans.

7. Explain how oceans influence rainfall and agriculture.

Answer:

1. Water evaporating from the oceans forms clouds.
2. These clouds bring rainfall to the continents, including India's monsoon rains.
3. This rainfall supplies water for agriculture and supports life.

8. What is a tsunami, and how does it affect coastal areas?**Answer:**

1. A tsunami is a huge and powerful wave originating in the ocean.
2. It is generally caused by a strong underwater earthquake or volcanic eruption.
3. It can travel long distances and submerge coastal areas, causing widespread destruction.

9. Describe the Indian Ocean tsunami of 2004.**Answer:**

1. The tsunami occurred on 26 December 2004 following an earthquake in Indonesia.
2. It affected India and thirteen other countries and caused the deaths of more than two lakh people.
3. In India, the Andaman and Nicobar Islands and the coasts of Tamil Nadu and Kerala were severely affected.

10. Explain the importance of tsunami early-warning systems.**Answer:**

1. Early-warning systems detect the formation and movement of tsunami waves.
2. They send warnings to countries and communities that may be affected.
3. These warnings allow people to evacuate and help reduce the loss of life and property.

11. Explain why continents can be counted in different ways.**Answer:**

1. North and South America may be counted separately or together as America.
2. Europe and Asia may be treated separately or combined as Eurasia.
3. Therefore, the number of continents may vary from four to seven.

12. Name the seven continents and identify the largest and smallest.**Answer:**

1. The seven continents are Asia, Africa, North America, South America, Antarctica, Europe and Australia.
2. Asia is the largest continent.
3. Australia is the smallest continent.

13. What is an island? Give examples related to India.**Answer:**

1. An island is a piece of land surrounded by water on all sides.
2. The Andaman and Nicobar Islands are located in the Bay of Bengal.
3. The Lakshadweep Islands are located in the Arabian Sea.

14. Write three facts about India's Antarctic Programme.**Answer:**

1. India has been exploring Antarctica under the Indian Antarctic Programme since 1981.
2. India established its first scientific base, Dakshin Gangotri, there in 1983.
3. Indian scientists study the evolution of climate and the environment in Antarctica.

15. Explain three ways in which oceans support life on Earth.**Answer:**

1. Oceans supply moisture for rainfall through the water cycle.
2. Marine flora produces more than half of the world's oxygen.
3. Oceans regulate the climate and provide habitats for numerous organisms.

16. Mention three ways in which humans have used oceans since ancient times.**Answer:**

1. People have travelled across oceans to migrate to other regions.
2. Oceans have been used for trade and the transportation of goods.
3. They have also provided food and livelihoods through fishing.

17. Describe three harmful effects of ocean pollution.

Answer:

1. Plastic waste can choke, trap or injure marine animals.
2. Pollution damages marine habitats and reduces biodiversity.
3. Harmful substances may enter marine food chains and affect humans.

18. What is overfishing, and why is it harmful?

Answer:

1. Overfishing is the excessive catching of fish from oceans and seas.
2. It reduces fish populations faster than they can reproduce.
3. It disturbs marine ecosystems and threatens the livelihoods of fishing communities.

19. Explain the importance of World Oceans Day.

Answer:

1. World Oceans Day is observed on 8 June every year.
2. It reminds people of the oceans' importance as a source of oxygen, food and medicine.
3. It encourages everyone to protect oceans from pollution and excessive exploitation.

20. Describe the importance of oceans to coastal cultures.

Answer:

1. Coastal communities depend on oceans for food, trade and employment.
2. Their traditions include stories about sea deities, monsters and treasures.
3. Thus, oceans influence both the livelihoods and cultural heritage of coastal people.

2.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. The Earth is rich in water, but many people still face water scarcity. Explain this contradiction.

Answer:

1. Nearly three-fourths of the Earth is covered with water, but most of it is salty ocean water.
2. Freshwater forms only a small proportion and is unevenly distributed across the world.
3. Pollution, wastage and excessive consumption further reduce the amount of usable freshwater.

2. Predict three major consequences if the oceans suddenly disappeared.

Answer:

1. The water cycle would be disrupted, causing a sharp decline in rainfall.
2. Oxygen production would decrease because marine flora produces more than half of the world's oxygen.
3. Global climate, food chains and the survival of countless organisms would be severely affected.

3. Explain why ocean boundaries marked on maps should not be treated as actual physical barriers.

Answer:

1. The five oceans are connected and form one continuous body of salt water.
2. Seawater, ocean currents and marine organisms move across the marked boundaries.
3. These boundaries are human-made conventions used only to identify different oceanic regions.

4. Analyse how oceans can be both protectors and destroyers of human life.

Answer:

1. Oceans regulate climate, produce oxygen and provide rainfall, food and livelihoods.
 2. They also support transport, international trade and cultural exchange.
 3. However, cyclones, storms and tsunamis originating in oceans can cause immense destruction.
- 5. How could a decrease in marine algae affect life on land?**

Answer:

1. Marine algae produce a major share of the oxygen required by living organisms.
 2. Their decline would disturb marine food chains and reduce fish populations.
 3. It could therefore affect atmospheric balance, human food supplies and coastal livelihoods.
- 6. Explain how an earthquake near Indonesia could cause destruction along the Indian coast.**

Answer:

1. A powerful earthquake on the ocean floor can suddenly displace a large volume of water.
 2. This displacement creates tsunami waves that travel thousands of kilometres across the Indian Ocean.
 3. When these waves reach India's shallow coastal areas, they rise and flood the land.
- 7. Why is international cooperation essential for managing tsunami risks?**

Answer:

1. Tsunamis can travel across national boundaries and affect many countries around an ocean.
 2. Countries must quickly share earthquake, sea-level and wave-movement information.
 3. Coordinated warnings allow coastal communities to evacuate and reduce the loss of life.
- 8. Explain how the same landmass can produce different counts of continents.**

Answer:

1. North and South America may be counted separately or combined as America.
2. Europe and Asia may be treated separately or united as Eurasia because they form a continuous landmass.
3. Historical, cultural and geographical viewpoints can therefore produce counts ranging from four to seven.

9. Why are Europe and Asia often considered separate continents despite forming one landmass?

Answer:

1. Europe and Asia have developed through different historical and cultural experiences.
2. These differences encouraged people to recognise them as separate regions.
3. Geologically, however, they can be combined into the single continent of Eurasia.

- 10. Australia and Greenland are both surrounded by water, yet only Greenland is called an island. Explain.**

Answer:

1. Australia is much larger and is recognised as an independent continental landmass.
2. Greenland, though the world's largest island, is smaller and geographically associated with North America.
3. Therefore, conventional geographical classification identifies Australia as a continent and Greenland as an island.

- 11. How does ocean pollution in one country become an international problem?**

Answer:

1. Ocean currents can carry plastic and other pollutants across national boundaries.
2. Pollutants can harm migratory marine animals and enter international seafood supplies.
3. Since the oceans are interconnected, their protection requires cooperation among countries.

- 12. Examine how overfishing can affect both the environment and the economy.**

Answer:

1. Overfishing reduces fish populations and disturbs marine food chains.
2. A declining fish population lowers the future catch available to fishing communities.
3. This can cause loss of income, unemployment and food insecurity in coastal regions.

- 13. Why should inland communities also participate in protecting the oceans?**

Answer:

1. Waste from inland areas can travel through drains and rivers and eventually reach the oceans.
2. Oceans influence global rainfall, oxygen production and climate, including conditions far from the coast.
3. Inland communities can help by reducing plastic use and preventing pollution of waterways.

- 14. Analyse how oceans contribute to the economic development of a country.**

Answer:

1. Oceans provide fish and other marine resources that support food production and employment.
2. Sea routes and ports enable the low-cost transportation of goods and international trade.
3. Coastal tourism and related industries also generate income and employment.

- 15. Why is scientific research in Antarctica important for the entire world?**

Answer:

1. Antarctic ice preserves information about the Earth's past climate and environmental conditions.
2. Studying the continent helps scientists understand climate change and changes in global sea levels.
3. This knowledge helps countries plan measures to protect people and ecosystems.

- 16. Suggest how a coastal village can reduce the loss of life during a tsunami.**

Answer:

1. The village should establish reliable warning systems and clearly marked evacuation routes.

2. Residents should regularly practise disaster-management drills and learn to recognise natural warning signs.
 3. Safe shelters should be constructed on elevated land away from the shoreline.
17. **Explain how reduced ocean evaporation could affect agriculture in India.**

Answer:

1. Reduced evaporation would supply less moisture to the atmosphere and weaken cloud formation.
 2. This could decrease monsoon rainfall over India.
 3. Lower rainfall would reduce water availability, crop production and farmers' incomes.
18. **How can individual actions help conserve the marine environment?**
- Answer:**
1. People can avoid single-use plastics and dispose of waste responsibly.
 2. They can conserve water and prevent chemicals and rubbish from entering drains and rivers.
 3. They can also support sustainable fishing and participate in coastal or river-cleaning programmes.
19. **Why is protecting islands especially important during climate-related changes?**
- Answer:**
1. Many islands have low-lying coastal areas that are vulnerable to rising sea levels.
 2. Strong storms and coastal erosion can damage homes, freshwater sources and natural habitats.
 3. Protecting island ecosystems and planning safe settlements can reduce these risks.
20. **“Human life is closely connected to the health of the oceans.” Justify the statement.**
- Answer:**
1. Oceans provide oxygen, rainfall, food, medicines, livelihoods and routes for transportation.
 2. They regulate climate and support a vast variety of plants and animals.
 3. Damage to oceans therefore threatens human health, food security, economies and the global environment.

2.11 Five-mark questions with Answers of LOTS Type: (15 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. Explain the distribution of land and water on the Earth.

Answer:

1. Nearly three-fourths of the Earth's surface is covered with water.
2. Land covers a little more than one-fourth of the Earth's surface.
3. The vast water bodies found on Earth are called oceans.
4. Large continuous expanses of land are called continents.
5. The Northern Hemisphere has more land, while the Southern Hemisphere has more water.

2. Describe the five oceans of the world.

Answer:

1. The Pacific Ocean is the largest ocean in the world.
2. The Atlantic Ocean is the second-largest ocean.
3. The Indian Ocean is the third-largest ocean.
4. The Southern Ocean is the fourth-largest ocean.

5. The Arctic Ocean is the smallest ocean in the world.

3. Explain the importance of oceans in supporting life on Earth.

Answer:

1. Oceans supply moisture for rainfall through the water cycle.
2. They help regulate the Earth's climate and temperature.
3. Marine flora produces more than half of the world's oxygen.
4. Oceans provide food and livelihoods through fishing and related activities.
5. They support a great diversity of plants and animals.

4. Describe marine flora and fauna.

Answer:

1. Marine flora refers to plant life found in oceans and seas.
2. It includes tiny plants called algae and different kinds of seaweeds.
3. Marine fauna refers to animal life found in marine environments.
4. It includes fish, dolphins, whales, turtles and many deep-sea creatures.
5. Different life forms are found from the sunlit surface to the dark depths of the oceans.

5. Describe the Indian Ocean and its importance to India.

Answer:

1. The Indian Ocean is the third-largest ocean in the world.
2. It is bounded by Asia in the north, Africa in the west and Australia in the east.
3. The Southern Ocean lies to its south.
4. The Arabian Sea lies to the west of India, while the Bay of Bengal lies to its east.
5. The Indian Ocean supplies moisture for India's monsoon rains and supports trade and fishing.

6. Explain tsunamis and their effects.

Answer:

1. A tsunami is a huge and powerful wave that originates in the ocean.
2. It is generally caused by a strong earthquake or volcanic eruption on the ocean floor.
3. Tsunami waves can travel thousands of kilometres across an ocean.
4. They can submerge coastal areas and cause widespread destruction.
5. Early-warning systems help reduce the loss of lives and property.

7. Describe the Indian Ocean tsunami of 2004.

Answer:

1. The tsunami occurred on 26 December 2004.
2. It was caused by a powerful earthquake near Indonesia.
3. India and thirteen other countries around the Indian Ocean were affected.
4. More than two lakh people lost their lives in the disaster.
5. The Andaman and Nicobar Islands and the coasts of Tamil Nadu and Kerala were severely affected in India.

8. Explain how continents can be counted in different ways.

Answer:

1. Continents may be counted in different ways depending on whether connected landmasses are combined or separated.
2. North America and South America may be counted separately or together as America.
3. Europe and Asia may be counted separately or combined as Eurasia.
4. Africa and Eurasia may also sometimes be regarded as one landmass.
5. However, the seven-continent model is the most widely accepted system.

9. Name and describe the seven commonly recognised continents.

Answer:

1. The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.

2. Asia is the largest continent in the world.
3. Australia is the smallest continent.
4. Antarctica is the coldest continent and is mostly covered with ice.
5. Europe and Asia form one continuous landmass known as Eurasia.

10. Explain islands with suitable examples.

Answer:

1. An island is a piece of land surrounded by water on all sides.
2. Islands are smaller than continents and vary greatly in size.
3. Greenland is the largest island in the world.
4. India has more than 1,300 small islands.
5. India's major island groups are the Andaman and Nicobar Islands and the Lakshadweep Islands.

11. Describe India's scientific activities in Antarctica.

Answer:

1. India began the Indian Antarctic Programme in 1981.
2. Indian scientists travel to Antarctica to conduct scientific research.
3. India established its first Antarctic scientific base, Dakshin Gangotri, in 1983.
4. Two more Indian research bases were established later.
5. Scientists mainly study Antarctica's climate, environment and their evolution.

12. Explain how humans have used oceans since ancient times.

Answer:

1. People have used oceans to migrate from one region to another.
2. Oceans have provided routes for transporting and trading goods.
3. Kingdoms and countries have used seas for military campaigns.
4. Fishing has provided food and livelihoods to coastal communities.
5. Oceans have also shaped coastal traditions, stories, beliefs and cultures.

13. Describe the major threats faced by oceans.

Answer:

1. Millions of tonnes of plastic waste enter the oceans every year.
2. Plastic can choke, trap and kill marine animals.
3. Chemicals and other pollutants damage marine habitats.
4. Overfishing leads to a decline in fish and other marine populations.
5. Therefore, collective action is necessary to protect the oceans.

14. Explain the importance of ocean conservation.

Answer:

1. Oceans regulate the Earth's climate and support the water cycle.
2. They produce a major share of the oxygen required for life.
3. They provide food, medicines, employment and transportation routes.
4. Conservation protects marine plants, animals and habitats from pollution and exploitation.
5. Protecting oceans ensures a healthier future for the planet and humanity.

15. Write a note on World Oceans Day.

Answer:

1. World Oceans Day is observed every year on 8 June.
2. It was designated by the United Nations to highlight the importance of oceans.
3. The day reminds people that oceans are the lungs of the planet.
4. It creates awareness about marine pollution, overfishing and environmental damage.
5. It encourages individuals and countries to take action to conserve the oceans.

2.12 Five-mark questions with Answers of HOTS Type: (15 Questions)

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. “The Earth has plenty of water, yet usable water is scarce.” Analyse this statement.

Answer:

1. Nearly three-fourths of the Earth’s surface is covered with water.
2. Most of this water is salty ocean water and is unsuitable for direct human consumption.
3. Freshwater forms only a very small proportion of the Earth’s total water resources.
4. Pollution, excessive consumption and unequal distribution further reduce its availability.
5. Therefore, freshwater must be conserved and used responsibly.

2. Predict what might happen if the oceans became severely polluted.

Answer:

1. Marine animals could become trapped in plastic or die after swallowing it.
2. Pollutants could damage algae, seaweeds, coral reefs and other marine habitats.
3. Fish populations could decline, affecting food supplies and coastal livelihoods.
4. Harmful substances could enter the marine food chain and eventually affect humans.
5. The oceans’ ability to produce oxygen and regulate the environment could also be weakened.

3. “Oceans are both life-givers and a source of danger.” Justify the statement.

Answer:

1. Oceans provide moisture for rainfall and support the Earth’s water cycle.
2. Marine plants produce more than half of the world’s oxygen.
3. Oceans provide food, employment, trade routes and other economic benefits.
4. However, cyclones, violent storms and tsunamis can originate in oceans.
5. Thus, oceans sustain life but can also cause widespread damage to coastal regions.

4. Explain what could happen to India if the oceans stopped supplying moisture for monsoon rains.

Answer:

1. India would receive much less seasonal rainfall.
2. Rivers, lakes, reservoirs and groundwater sources would not be replenished adequately.
3. Agricultural production would decline because many crops depend on monsoon rain.
4. Shortages of food and drinking water could affect millions of people.
5. Therefore, moisture supplied by the oceans is essential to India’s economy and survival.

5. Analyse the importance of tsunami early-warning systems for coastal communities.

Answer:

1. These systems detect underwater earthquakes and unusual changes in sea level.
2. They estimate whether a tsunami has formed and identify the areas it may affect.
3. Timely warnings enable coastal residents to move towards safer, elevated locations.
4. Governments can stop coastal activities and organise emergency services before the waves arrive.
5. Therefore, early-warning systems significantly reduce the loss of life and property.

6. Suggest five measures a coastal village can adopt to reduce disaster risks.

Answer:

1. The village should install reliable warning systems for cyclones and tsunamis.
2. Clearly marked evacuation routes must lead residents towards safe, elevated areas.
3. Schools and communities should regularly conduct disaster-management drills.
4. Important buildings and shelters should be constructed away from highly vulnerable shorelines.
5. Mangroves and other coastal vegetation should be protected because they can reduce the force of waves.

7. Explain why ocean pollution caused by one country can affect many other countries.

Answer:

1. All oceans are interconnected and do not have physical boundaries between them.
2. Ocean currents can carry plastic, chemicals and other pollutants over long distances.
3. Migratory marine animals can carry the effects of pollution across different oceanic regions.
4. Contaminated fish may enter international markets and affect consumers elsewhere.
5. Therefore, controlling ocean pollution requires cooperation among all countries.

8. Examine how overfishing can create environmental and economic problems.**Answer:**

1. Overfishing removes fish faster than their populations can reproduce.
2. The decline of one species can disturb marine food chains and ecosystem balance.
3. Fishing communities may receive smaller catches and lose their regular income.
4. A shortage of fish can increase food prices and reduce an important source of nutrition.
5. Sustainable fishing is therefore necessary to protect both marine life and human livelihoods.

9. Why can continents be counted in different ways? Explain with examples.**Answer:**

1. Continents are identified through a combination of physical, historical and cultural factors.
2. North America and South America may be counted separately or together as America.
3. Europe and Asia form one landmass and may be combined as Eurasia.
4. Africa and Eurasia may also sometimes be treated as one connected landmass.
5. Hence, different systems recognise between four and seven continents, although the seven-continent model is most common.

10. "Protecting oceans is also necessary for people who live far away from the coast." Justify.**Answer:**

1. Oceans regulate the climate and influence rainfall in both coastal and inland regions.
2. Marine flora produces a large part of the oxygen breathed by people everywhere.
3. Inland waste can travel through rivers and eventually pollute the oceans.
4. Ocean damage can affect food supplies, trade, employment and the global economy.
5. Therefore, every person benefits from healthy oceans and shares responsibility for protecting them.

11. Analyse how the decline of marine flora could affect the entire planet.**Answer:**

1. Marine flora produces more than half of the world's oxygen.
2. Its decline could reduce oxygen production and increase atmospheric imbalance.
3. Many marine animals depend directly or indirectly on algae and seaweeds for food.
4. The loss of marine flora would disturb ocean food chains and reduce biodiversity.
5. Humans would consequently face environmental, economic and food-security problems.

12. Explain why Antarctica is important for understanding environmental change.**Answer:**

1. Antarctica's thick ice preserves evidence about the Earth's past climate.
2. Scientists can study ice and environmental conditions to understand temperature changes.
3. Research there helps explain the melting of ice and possible changes in sea levels.
4. These findings help predict risks faced by islands and coastal regions.
5. Thus, scientific work in Antarctica supports global planning for environmental protection.

13. Suggest five actions students can take to protect oceans.**Answer:**

1. Students can avoid single-use plastics and carry reusable bottles and bags.
2. They can segregate waste and ensure that rubbish does not enter drains or rivers.
3. They can conserve water at home and school.
4. They can participate in riverbank, beach or neighbourhood cleaning programmes.
5. They can create awareness among others about ocean pollution and marine conservation.

14. Compare the benefits and risks of living in a coastal region.**Answer:**

1. Coastal regions provide employment through fishing, ports, trade and tourism.
2. Residents have easier access to seafood and marine resources.
3. Coastal cultures are enriched by their close relationship with the sea.
4. However, these regions are vulnerable to cyclones, tsunamis, flooding and erosion.
5. Careful planning and effective disaster-management systems are therefore essential.

15. “Human survival is closely connected with healthy oceans.” Support this statement.**Answer:**

1. Oceans produce a major proportion of the oxygen needed for life.
2. They supply moisture for rainfall and help maintain the global water cycle.
3. Oceans regulate climate and provide habitats for an enormous variety of organisms.
4. They support food production, transportation, trade and millions of livelihoods.
5. Protecting ocean health is therefore essential for humanity’s present and future survival.

2.13 Five-mark questions with Answers of Applied Type: (15 Questions)**Five-Mark Descriptive Questions with Answers – Applied Type:****1. Your coastal village receives a tsunami warning after a strong undersea earthquake. What safety measures should the community take?****Answer:**

1. People should immediately move away from the shore and proceed towards elevated areas.
2. They should follow officially marked evacuation routes without waiting to observe the waves.
3. Children, older people and persons with disabilities should be assisted during evacuation.
4. Everyone should listen to official announcements and avoid spreading unverified information.
5. Residents should return to their homes only after the authorities declare the area safe.

2. Your school plans to observe World Oceans Day. Suggest five meaningful activities for the programme.**Answer:**

1. Students can prepare posters explaining the importance of oceans and marine life.
2. The school can organise a campaign against single-use plastic products.
3. A quiz can be conducted on oceans, continents, islands and marine conservation.
4. Students can organise a cleaning activity near a beach, river or local water body.
5. Each class can prepare an action plan to prevent waste from entering rivers and oceans.

3. Plastic waste from your neighbourhood is entering a nearby river that eventually flows into the sea. Suggest a practical solution.**Answer:**

1. Separate collection bins should be provided for plastic, biodegradable and other waste.

2. Residents should be educated about how river pollution eventually becomes ocean pollution.
3. Single-use plastics should be reduced and replaced with reusable alternatives.
4. Community members should conduct regular clean-up drives along the riverbank.
5. Local authorities should ensure proper waste collection and take action against illegal dumping.

4. A fishing community notices that its annual fish catch is continuously declining. Identify the likely cause and suggest remedies.

Answer:

1. Overfishing may be removing fish faster than they can reproduce.
2. Fishing should be restricted during breeding seasons to allow populations to recover.
3. Very small fish should not be caught because they need time to grow and reproduce.
4. Harmful fishing methods and nets that trap unwanted species should be avoided.
5. The community should follow scientific guidelines for sustainable fishing.

5. A city has plenty of rainfall but experiences water shortages during summer. How can it manage freshwater better?

Answer:

1. Rooftop rainwater-harvesting systems should collect and store rain during the wet season.
2. Lakes, ponds and wetlands should be protected so that they can hold rainwater.
3. Leaking pipes and taps should be repaired to prevent unnecessary loss of water.
4. Treated wastewater can be reused for gardening, cleaning and industrial purposes.
5. Citizens should be encouraged to use freshwater carefully throughout the year.

6. You are planning a journey by ship from India to the eastern coast of Africa. Apply your geographical knowledge to describe the route.

Answer:

1. The ship may begin its journey from a port on India's western coast.
2. It will enter the Arabian Sea, which lies to the west of India.
3. The Arabian Sea forms part of the Indian Ocean.
4. The ship will travel westward across the Indian Ocean towards Africa.
5. It will finally reach a port situated on the eastern coast of Africa.

7. A marine scientist discovers a decline in algae in a large oceanic region. Predict five possible effects.

Answer:

1. Oxygen production in that region may decrease because algae release oxygen.
2. Small marine organisms that feed on algae may face a shortage of food.
3. Fish and larger animals depending on those organisms may also decline.
4. The balance of the marine food chain may be disturbed.
5. Fishing communities may experience reduced catches and loss of income.

8. A resort is proposed on a cyclone-prone coast. What precautions should its planners take?

Answer:

1. The resort should be constructed at a safe distance from the shoreline and vulnerable areas.
2. Buildings should follow cyclone-resistant construction standards.
3. Clearly marked evacuation routes should connect the resort to safe shelters.
4. Emergency supplies, communication facilities and first-aid materials should be maintained.
5. Natural protective barriers such as mangroves and sand dunes should not be destroyed.

9. Your class is given an unlabelled world map. Explain how you would identify and label the five oceans.

Answer:

1. The Pacific Ocean should be marked between Asia and Australia on one side and the Americas on the other.
2. The Atlantic Ocean should be marked between the Americas and Europe and Africa.
3. The Indian Ocean should be labelled between Africa, Asia and Australia.
4. The Arctic Ocean should be marked around the North Pole.
5. The Southern Ocean should be labelled around Antarctica.

10. Your friend claims that Europe and Asia must always be counted as separate continents. How would you respond?

Answer:

1. Europe and Asia are commonly listed as two separate continents.
2. However, they form one continuous physical landmass without an ocean separating them.
3. Geologists may therefore combine them into a single continent called Eurasia.
4. They are generally separated because of their different histories and cultures.
5. Thus, both classifications are possible depending on the system being followed.

11. A tourist throws a plastic bottle into the sea, saying that one bottle cannot cause harm. How would you explain the consequences?

Answer:

1. The bottle may remain in the marine environment for many years without fully decomposing.
2. A marine animal may swallow it or become trapped and injured by it.
3. It may break into microplastics and enter the marine food chain.
4. Ocean currents can carry the waste to distant coasts and habitats.
5. Millions of similar individual actions together create severe ocean pollution.

12. A strong earthquake occurs beneath the ocean, but the nearby coast does not feel severe shaking. Why should residents still remain alert?

Answer:

1. An underwater earthquake can suddenly displace a large volume of seawater.
2. This displacement may generate powerful tsunami waves.
3. The waves may travel quickly and reach the coast after the earthquake.
4. The sea may suddenly recede before a tsunami arrives, providing a natural warning sign.
5. Residents should follow official alerts and immediately move to higher ground.

13. A coastal student and an inland student discuss why oceans matter to them. Explain how oceans support both students.

Answer:

1. The coastal student may depend directly on oceans for fishing, tourism or port-related employment.
2. The inland student depends on ocean-supplied rainfall for water and agriculture.
3. Both students breathe oxygen partly produced by marine flora.
4. Oceans regulate the climate of both coastal and inland regions.
5. Therefore, healthy oceans are essential to people regardless of where they live.

14. Your school wants to prepare an emergency plan for students visiting a beach. What should it include?

Answer:

1. Teachers should check weather forecasts and official coastal warnings before the visit.
2. Students should be informed about safe zones, warning signs and evacuation routes.

3. Everyone should stay within designated areas and follow the instructions of teachers or lifeguards.
4. Emergency contact numbers, first-aid supplies and student attendance records should be carried.
5. If the sea suddenly recedes or a warning is issued, the group should immediately move to higher ground.

15. India wants to strengthen its scientific research in Antarctica. Explain how such research can help the country.

Answer:

1. Antarctic studies can improve understanding of global climate change.
2. Research on melting ice can help predict future sea-level rise.
3. These predictions can support disaster planning for India's coastal cities and islands.
4. Climate observations can improve knowledge of weather and monsoon systems.
5. Scientific findings can guide national environmental and conservation policies.

2.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. Why does the Earth appear blue when viewed from space?

- A. It reflects the colour of the sky
- B. Nearly three-fourths of its surface is covered with water
- C. Its atmosphere contains blue gases
- D. All continents are surrounded by blue ice

Answer: B. Nearly three-fourths of its surface is covered with water

2. Which statement correctly distinguishes a continent from an island?

- A. Continents contain freshwater, whereas islands do not
- B. Islands are always uninhabited
- C. Continents are much larger landmasses and are not conventionally classified as islands
- D. Continents are surrounded by land, whereas islands are surrounded by water

Answer: C. Continents are much larger landmasses and are not conventionally classified as islands

3. Arrange the oceans from the largest to the smallest.

- A. Atlantic, Pacific, Indian, Arctic, Southern
- B. Pacific, Atlantic, Indian, Southern, Arctic
- C. Pacific, Indian, Atlantic, Arctic, Southern
- D. Indian, Pacific, Atlantic, Southern, Arctic

Answer: B. Pacific, Atlantic, Indian, Southern, Arctic

4. Which ocean is bordered by Asia to the north, Africa to the west and Australia to the east?

- A. Atlantic Ocean
- B. Pacific Ocean
- C. Indian Ocean
- D. Arctic Ocean

Answer: C. Indian Ocean

5. Which statement best explains why the five oceans are actually one interconnected water body?

- A. They contain equal quantities of water
- B. Their waters flow into one another without complete physical barriers
- C. They are all located in the same hemisphere
- D. They have the same temperature and depth

Answer: B. Their waters flow into one another without complete physical barriers

6. Which pair is incorrectly matched?

- A. Arabian Sea — West of India
- B. Bay of Bengal — East of India
- C. Lakshadweep — Bay of Bengal
- D. Andaman and Nicobar Islands — Bay of Bengal

Answer: C. Lakshadweep — Bay of Bengal

7. Most of the Earth's water cannot be directly consumed by humans because it is:

- A. frozen
- B. polluted
- C. underground
- D. salty

Answer: D. salty

8. Which of the following is not a source of freshwater mentioned in the chapter?

- A. Glaciers
- B. Rivers
- C. Groundwater
- D. Oceans

Answer: D. Oceans

9. Which sequence correctly represents the formation of rainfall over continents?

- A. Ocean evaporation → cloud formation → rainfall
- B. Rainfall → cloud formation → ocean evaporation
- C. Cloud formation → ocean evaporation → rainfall
- D. Ocean pollution → cloud formation → rainfall

Answer: A. Ocean evaporation → cloud formation → rainfall

10. Why are oceans described as the “lungs of the planet”?

- A. They absorb all the nitrogen in the atmosphere
- B. Marine flora produces more than half of the world's oxygen
- C. Ocean waves remove dust from the atmosphere
- D. Marine animals release large quantities of oxygen

Answer: B. Marine flora produces more than half of the world's oxygen

11. Which of the following represents marine flora?

- A. Dolphins and whales
- B. Fish and sea turtles
- C. Algae and seaweeds
- D. Sharks and starfish

Answer: C. Algae and seaweeds

12. A powerful underwater earthquake is most likely to produce a:

- A. drought
- B. cyclone
- C. tsunami
- D. heatwave

Answer: C. tsunami

13. Which event caused the destructive Indian Ocean tsunami of 26 December 2004?

- A. A cyclone near India
- B. An earthquake in Indonesia
- C. A volcanic eruption in India
- D. Heavy monsoon rainfall

Answer: B. An earthquake in Indonesia

14. Which Indian regions were severely affected by the 2004 tsunami?

- A. Punjab, Haryana and Rajasthan
- B. Tamil Nadu, Kerala, and the Andaman and Nicobar Islands
- C. Gujarat, Madhya Pradesh and Maharashtra
- D. Assam, Sikkim and Arunachal Pradesh

Answer: B. Tamil Nadu, Kerala, and the Andaman and Nicobar Islands

15. What is the principal benefit of a tsunami early-warning system?

- A. It prevents earthquakes beneath the ocean
- B. It stops tsunami waves from reaching the shore
- C. It provides time for evacuation and protective measures
- D. It permanently lowers the sea level

Answer: C. It provides time for evacuation and protective measures

16. Europe and Asia together form the landmass known as:

- A. America
- B. Afro-Asia
- C. Eurasia
- D. Oceania

Answer: C. Eurasia

17. Why are Europe and Asia commonly treated as separate continents?

- A. A large ocean separates them
- B. They belong to different hemispheres
- C. Their historical and cultural development has been different
- D. They have no physical connection

Answer: C. Their historical and cultural development has been different

18. Which is the most widely adopted system of counting continents?

- A. Four-continent system
- B. Five-continent system
- C. Six-continent system
- D. Seven-continent system

Answer: D. Seven-continent system

19. Which option contains only continents recognised in the seven-continent model?

- A. Asia, Greenland, Africa and Europe
 - B. Australia, Antarctica, Asia and Africa
 - C. Eurasia, America, Australia and Africa
 - D. Greenland, Europe, North America and Asia
- Answer: B. Australia, Antarctica, Asia and Africa**
-

20. Which continent is the largest, and which is the smallest?

- A. Africa and Europe
- B. Asia and Australia
- C. North America and Antarctica
- D. Asia and Europe

Answer: B. Asia and Australia

21. Which statement about Greenland is correct?

- A. It is the smallest continent
- B. It is India's largest island
- C. It is the world's largest island
- D. It is part of Antarctica

Answer: C. It is the world's largest island

22. India's first scientific base station in Antarctica was:

- A. Maitri
- B. Dakshin Gangotri
- C. Bharati
- D. Himadri

Answer: B. Dakshin Gangotri

23. India established Dakshin Gangotri in:

- A. 1981
- B. 1983
- C. 2004
- D. 2011

Answer: B. 1983

24. Which activity poses the greatest direct threat to fish populations?

- A. Rainwater harvesting
- B. Afforestation
- C. Overfishing
- D. Mapmaking

Answer: C. Overfishing

25. A marine food chain begins to collapse after algae decline sharply. What is the best explanation?

- A. Algae are predators of all marine animals
- B. Algae form an important food base and help produce oxygen
- C. Algae increase the salt content of oceans
- D. Algae prevent ocean currents from moving

Answer: B. Algae form an important food base and help produce oxygen

26. Consider the following statements:

1. The Northern Hemisphere has more land than the Southern Hemisphere.
2. The Southern Hemisphere has a greater proportion of water.
3. Land and water are equally distributed between the two hemispheres.

Which statements are correct?

- A. 1 only
- B. 1 and 2 only
- C. 2 and 3 only
- D. 1, 2 and 3

Answer: B. 1 and 2 only

27. Consider the following statements:

1. All five oceans are interconnected.
2. Ocean boundaries shown on maps are conventional.
3. Marine species cannot move from one ocean to another.

Which statements are correct?

- A. 1 and 2 only
- B. 2 and 3 only
- C. 1 and 3 only
- D. 1, 2 and 3

Answer: A. 1 and 2 only

28. Which action would most effectively reduce marine plastic pollution?

- A. Throwing plastic into rivers instead of seas
- B. Burning plastic near the coast
- C. Reducing single-use plastic and disposing of waste properly
- D. Burying plastic on beaches

Answer: C. Reducing single-use plastic and disposing of waste properly

29. If oceans stopped supplying moisture to the atmosphere, which consequence would occur first?

- A. Increased monsoon rainfall
- B. Reduced cloud formation and rainfall
- C. Rapid formation of new islands
- D. Expansion of freshwater resources

Answer: B. Reduced cloud formation and rainfall

30. Which of the following best shows the connection between oceans and human civilisation?

- A. Oceans prevent all movement between continents
- B. Oceans have supported migration, trade, fishing and cultural exchange
- C. Oceans are useful only for obtaining salt
- D. Oceans have no influence on inland communities

Answer: B. Oceans have supported migration, trade, fishing and cultural exchange

31. Assertion (A): All continents are surrounded by water, but they are not called islands.

Reason (R): Continents are conventionally recognised as extremely large landmasses.

- A. Both A and R are true, and R correctly explains A
- B. Both A and R are true, but R does not explain A

- C. A is true, but R is false
- D. A is false, but R is true

Answer: A. Both A and R are true, and R correctly explains A

32. Assertion (A): Ocean pollution is an international problem.

Reason (R): Ocean currents can transport pollutants across national boundaries.

- A. Both A and R are true, and R correctly explains A
- B. Both A and R are true, but R does not explain A
- C. A is true, but R is false
- D. A is false, but R is true

Answer: A. Both A and R are true, and R correctly explains A

33. Assertion (A): Freshwater conservation is unnecessary because most of the Earth is covered with water.

Reason (R): Most of the Earth's water is salty and unsuitable for direct consumption.

- A. Both A and R are true
- B. A is true, but R is false
- C. A is false, but R is true
- D. Both A and R are false

Answer: C. A is false, but R is true

34. A ship travels westward from India across the Arabian Sea. Which destination is it most likely approaching?

- A. Eastern Africa
- B. Australia
- C. South America
- D. North America

Answer: A. Eastern Africa

35. Which combination gives the most complete reason for protecting oceans?

- A. They contain salt and surround continents
- B. They support oxygen production, climate regulation, biodiversity and livelihoods
- C. They are larger than continents
- D. They are useful only to coastal communities

Answer: B. They support oxygen production, climate regulation, biodiversity and livelihoods

2.15 Best Practices Opportunity List from the Chapter: (15 Ideas)

Best Practices for Teaching Chapter 2: Oceans and Continents:

1. **Use Globes and World Maps:**
Ask students to locate and label the five oceans, seven continents, major seas and important island groups on a globe and an outline map.
2. **Begin with Observation and Inquiry:**
Display an image of the Earth taken from space and encourage students to explain why it is called the "Blue Planet."
3. **Apply Activity-Based Learning:**
Let students create models of the Earth using clay, coloured paper or recycled materials to show the distribution of land and water.

4. **Connect the Lesson with India:**
Help students locate the Indian Ocean, Arabian Sea, Bay of Bengal, Andaman and Nicobar Islands, and Lakshadweep on a map.
5. **Use Comparative Learning:**
Encourage students to compare oceans and continents according to their size, location, hemispheres and important characteristics.
6. **Integrate Disaster-Management Education:**
Use the 2004 Indian Ocean tsunami as a case study to teach the causes and effects of tsunamis and the importance of early-warning systems.
7. **Conduct Map-Labelling Practice:**
Provide regular practice using blank world maps so that students can independently label continents and oceans accurately.
8. **Promote Collaborative Learning:**
Divide the class into groups and assign each group an ocean or continent to research and present through charts, posters or short talks.
9. **Use Multimedia Resources:**
Show age-appropriate videos, satellite images and animations explaining ocean currents, marine life, cyclones, tsunamis and the water cycle.
10. **Emphasise Key Vocabulary:**
Maintain a classroom word wall containing terms such as *ocean, continent, landmass, island, marine, flora, fauna, tsunami, and overfishing*.
11. **Link Geography with Science:**
Connect the chapter with the water cycle, marine ecosystems, oxygen production, climate regulation and environmental conservation.
12. **Develop Environmental Responsibility:**
Discuss plastic pollution and overfishing, and ask students to suggest practical ways to protect oceans and marine life.
13. **Use Think–Pair–Share Activities:**
Pose questions such as “Why is there a water crisis when the Earth has so much water?” and allow students to think, discuss and present answers.
14. **Include Local and Real-Life Examples:**
Relate the lesson to nearby beaches, rivers, coastal occupations, monsoon rainfall and local waste-management practices.
15. **Assess Learning in Different Ways:**
Use quizzes, oral questions, map work, worksheets, group presentations and exit tickets to check both factual knowledge and understanding.

2.16 Innovations Opportunity List from the Chapter: (15 Ideas)

Innovations in Teaching–Learning:

1. **Interactive Digital Globe Exploration:**
Use a digital globe to let students rotate the Earth, view it from different hemispheres and locate oceans, continents, islands and surrounding water bodies.
2. **Augmented-Reality Earth Model:**
Use an AR application to project a three-dimensional Earth in the classroom and help students explore land-water distribution, marine life and ocean depth.
3. **“Design Your Own Planet” Challenge:**
Ask students to create an imaginary planet with oceans and continents, decide the land-water ratio and explain how their arrangement may affect climate and life.

4. **Tsunami Early-Warning Simulation:**
Conduct a classroom role-play in which students act as scientists, disaster-management officers, coastal residents and rescue teams responding to a tsunami alert.
5. **Ocean-in-a-Bottle Model:**
Students can use a transparent reusable bottle, water, natural colours and safe materials to demonstrate waves, floating waste and the effects of plastic pollution.
6. **Virtual Ocean Expedition:**
Take students on a virtual tour of coral reefs, the deep ocean and Antarctica using 360-degree videos or virtual-reality resources.
7. **QR-Code Learning Stations:**
Place QR codes around the classroom linking to maps, short videos, marine-animal facts and quizzes about different oceans and continents.
8. **Digital Map-Race Game:**
Conduct a timed interactive challenge in which students identify and label oceans, continents, seas and islands on a digital world map.
9. **Ocean Newsroom Activity:**
Students can act as news reporters and present brief reports on the 2004 tsunami, ocean pollution, overfishing, marine conservation or Antarctic research.
10. **Land-Water Data Investigation:**
Provide simple data about land and water distribution and ask students to create pie charts, pictographs or bar graphs showing their findings.
11. **Marine Food-Web Construction:**
Give students cards representing algae, small fish, large fish, turtles, dolphins and humans, and ask them to build an interconnected marine food web.
12. **Plastic Pollution Audit:**
Students can record the single-use plastic generated in their classroom for one week and design a practical plan to reduce it.
13. **Collaborative Digital Story Map:**
Groups can create a digital journey across one ocean, marking continents, islands, sea routes, marine species and possible natural hazards along the way.
14. **Expert Video Interaction:**
Arrange an online session with a marine biologist, naval officer, fisherperson, environmentalist or disaster-management expert to connect textbook learning with experience.
15. **World Oceans Day Innovation Exhibition:**
Organise an exhibition featuring working models, recycled-art installations, ocean-conservation posters, digital presentations and student-designed solutions to marine pollution.

2.17: Practicing Questions/Question Bank

A. Fill in the Blanks:

1. Nearly _____ of the Earth's surface is covered with water.
Answer: three-fourths
2. The Earth is commonly called the _____ Planet.
Answer: Blue
3. A large continuous expanse of land is called a _____.
Answer: continent

4. The largest ocean in the world is the _____ Ocean.
Answer: Pacific
 5. The _____ Ocean is the smallest ocean.
Answer: Arctic
 6. Europe and Asia together are called _____.
Answer: Eurasia
 7. The Arabian Sea lies to the _____ of India.
Answer: west
 8. The Bay of Bengal lies to the _____ of India.
Answer: east
 9. The world's largest island is _____.
Answer: Greenland
 10. A huge wave generally caused by an underwater earthquake is called a _____.
Answer: tsunami
 11. India's first scientific base in Antarctica was named _____.
Answer: Dakshin Gangotri
 12. Excessive catching of fish is known as _____.
Answer: overfishing
-

B. One-Mark Descriptive Questions:

1. **What is an ocean?**
Answer: An ocean is a vast body of salty water covering a large part of the Earth.
2. **What is a continent?**
Answer: A continent is a large continuous expanse of land.
3. **What is an island?**
Answer: An island is a piece of land surrounded by water on all sides.
4. **Name the five oceans.**
Answer: The five oceans are the Pacific, Atlantic, Indian, Southern and Arctic Oceans.
5. **Which is the largest continent?**
Answer: Asia is the largest continent.
6. **Which is the smallest continent?**
Answer: Australia is the smallest continent.
7. **What is groundwater?**
Answer: Groundwater is water stored beneath the Earth's surface.
8. **What is marine flora?**
Answer: Marine flora refers to plant life found in oceans and seas.
9. **What is marine fauna?**
Answer: Marine fauna refers to animal life found in oceans and seas.

10. When is World Oceans Day observed?

Answer: World Oceans Day is observed on 8 June.

C. Two-Mark Descriptive Questions:**1. Differentiate between an ocean and a continent.**

Answer:

1. An ocean is a vast body of salty water.
2. A continent is a large continuous expanse of land.

2. Name India's two major island groups and state their locations.

Answer:

1. The Andaman and Nicobar Islands are located in the Bay of Bengal.
2. The Lakshadweep Islands are located in the Arabian Sea.

3. Why are the oceans considered interconnected?

Answer:

1. Seawater flows continuously from one ocean into another.
2. The boundaries shown between oceans on maps are only conventional divisions.

4. What is a tsunami, and what generally causes it?

Answer:

1. A tsunami is a huge and powerful wave originating in an ocean.
2. It is generally caused by an underwater earthquake or volcanic eruption.

5. Why is freshwater conservation necessary?

Answer:

1. Freshwater forms only a very small proportion of the Earth's water.
2. It is essential for drinking, agriculture and other human needs.

6. Mention two threats to marine life.

Answer:

1. Plastic and chemical pollution damage marine organisms and their habitats.
 2. Overfishing causes a decline in fish populations.
-

D. Three-Mark Descriptive Questions:**1. Explain the distribution of land and water on Earth.**

Answer:

1. Nearly three-fourths of the Earth's surface is covered with water.
2. Land covers a little more than one-fourth of its surface.
3. The Northern Hemisphere has more land, while the Southern Hemisphere has more water.

2. Explain three ways in which oceans support life.

Answer:

1. Oceans provide moisture for rainfall through the water cycle.
2. Marine flora produces more than half of the world's oxygen.
3. Oceans regulate climate and support numerous plants and animals.

3. Describe the location of the Indian Ocean.

Answer:

1. Asia lies to the north of the Indian Ocean.
2. Africa lies to its west, while Australia lies to its east.
3. The Southern Ocean lies to its south.

4. Why can continents be counted in different ways?

Answer:

1. North and South America may be counted separately or together.
2. Europe and Asia may be separated or combined as Eurasia.
3. Therefore, different systems recognise between four and seven continents.

5. Explain the effects of ocean pollution.

Answer:

1. Plastic waste can choke, trap or injure marine animals.
2. Pollutants damage marine habitats and food chains.
3. Contaminated seafood may also affect human health and livelihoods.

6. Describe the Indian Ocean tsunami of 2004.

Answer:

1. It occurred on 26 December 2004 after an earthquake near Indonesia.
2. India and thirteen other countries were affected, and more than two lakh people died.
3. The Andaman and Nicobar Islands and the coasts of Tamil Nadu and Kerala were severely affected.

E. Five-Mark Descriptive Questions:

1. Explain the importance of oceans to human life.

Answer:

1. Oceans provide moisture for rainfall and support the water cycle.
2. Marine flora produces a major share of the world's oxygen.
3. Oceans regulate climate and provide habitats for marine life.
4. They provide food and employment through fishing.
5. They also support transportation, trade and cultural exchange.

2. Describe the five oceans in order of their size.**Answer:**

1. The Pacific Ocean is the largest ocean.
2. The Atlantic Ocean is the second-largest ocean.
3. The Indian Ocean is the third-largest ocean.
4. The Southern Ocean is the fourth-largest ocean.
5. The Arctic Ocean is the smallest ocean.

3. Explain the causes, effects and management of tsunamis.**Answer:**

1. Tsunamis are generally caused by powerful underwater earthquakes or volcanic eruptions.
2. They produce huge waves that can travel thousands of kilometres.
3. These waves flood coastal areas and destroy lives and property.
4. Early-warning systems detect possible tsunami waves and issue alerts.
5. Timely evacuation and disaster-management plans can reduce losses.

4. Suggest five measures for protecting oceans and marine life.**Answer:**

1. People should reduce their use of single-use plastics.
2. Waste should be properly segregated, recycled and disposed of.
3. Sewage and chemicals must not be released into water bodies.
4. Sustainable fishing practices should be followed to prevent overfishing.
5. Communities should participate in awareness campaigns and coastal clean-up programmes.

5. “The Earth contains abundant water, yet freshwater is scarce.” Explain.**Answer:**

1. Nearly three-fourths of the Earth is covered with water.
2. Most of this water is salty ocean water and cannot be consumed directly.
3. Freshwater forms only a small proportion of the total water available.

4. Freshwater is also unevenly distributed and may be polluted or wasted.
5. Therefore, water conservation and rainwater harvesting are essential.

6. Explain why protecting oceans is a collective responsibility.

Answer:

1. All oceans are interconnected, so pollution can spread across national boundaries.
2. Oceans regulate the global climate and influence rainfall worldwide.
3. Marine plants produce oxygen needed by all living beings.
4. Millions of people depend on oceans for food, trade and employment.
5. Therefore, individuals, communities and countries must work together to conserve them.

6th Standard Social Science Book Chapter 3

Chapter 3: Landforms and Life

3.1 Summary of the Chapter:

Chapter 3: Landforms and Life — Summary:

- (1) **Landforms** are natural physical features found on the Earth's surface. They develop over millions of years and influence climate, vegetation, wildlife and human life.
- (2) The three major types of landforms are **mountains, plateaus and plains**. Each has distinct physical features, opportunities and challenges.
- (3) **Mountains** are much higher than the surrounding land and generally have broad bases, steep slopes and narrow summits. Lower highlands with gentle slopes and rounded tops are called **hills**.
- (4) Most mountains occur in ranges, such as the **Himalayas, Alps and Andes**. Young mountains like the Himalayas have tall, sharp peaks, while older mountains like the Aravallis have lower, rounded tops because of erosion.
- (5) Mountains contain montane forests, grasslands, rivers, lakes and caves. They support plants such as pine, fir, spruce, deodar, moss and lichen, and animals such as yaks, snow leopards, ibexes and golden eagles.
- (6) Mountain communities practise **terrace farming** and animal herding. Tourism, pilgrimage and adventure activities such as skiing, hiking, mountaineering and paragliding provide employment and income.
- (7) Life in the mountains can be difficult because of rugged terrain, cold weather, heavy snowfall, avalanches, landslides, cloudbursts and flash floods. Uncontrolled tourism can also damage the fragile mountain environment.
- (8) **Plateaus** are elevated landforms with comparatively flat surfaces and steep sides. The Tibetan Plateau is the world's largest and highest plateau, while the Deccan Plateau is one of the oldest.
- (9) Plateaus are known as "**storehouses of minerals**." Mining is an important activity, and the Chhota Nagpur Plateau contains rich deposits of iron, coal and manganese. Plateaus also contain spectacular waterfalls.
- (10) **Plains** are broad, flat or gently undulating areas, generally found below 300 metres above sea level. Floodplains are formed when rivers deposit fertile sediments such as rock particles, sand and silt.
- (11) Fertile soil, level land and easy transportation make plains suitable for agriculture and dense human settlement. However, overuse of groundwater, pollution and high population create serious challenges.
- (12) Deserts are large, dry regions with very little precipitation and may be hot or cold. Human adaptation to mountains, plateaus, plains and deserts demonstrates people's **resilience** and their deep cultural connection with the natural environment.

3.2 Important Formulas:

Important Formulas and Quantitative Relationships:

The chapter is mainly geographical and conceptual, so it does not contain many direct mathematical formulas. However, the following formulas and relationships are useful for solving quantitative problems connected with altitude, distance, population and landforms.

1. Difference in Altitude

$$\text{Difference in altitude} = \text{Higher altitude} - \text{Lower altitude}$$

2. Height of a Landform Above Sea Level

$$\text{Height above sea level} = \text{Altitude of the landform} - \text{Mean sea level}$$

3. Comparison of Mountain Heights

Difference in height = Height of taller mountain – Height of shorter mountain

4. Average Altitude

$$\text{Average altitude} = \frac{\text{Sum of the altitudes}}{\text{Number of places}}$$

5. Total Length of a River and Its Sections

Total length = Sum of the lengths of all sections

6. Distance Remaining

Remaining distance = Total distance – Distance travelled

7. Percentage of Population Living in a Region

$$\text{Percentage of population} = \frac{\text{Population of the region}}{\text{Total population}} \times 100$$

8. Population of a Region from a Given Fraction

Population of the region = Total population $\times$ Given fraction

For example, if one-fourth of the population lives in a region:

$$\text{Regional population} = \text{Total population} \times \frac{1}{4}$$

9. Population Density

$$\text{Population density} = \frac{\text{Total population}}{\text{Area of the region}}$$

It is generally expressed as people per square kilometre.

10. Average Annual Precipitation

$$\text{Average annual precipitation} = \frac{\text{Total precipitation over several years}}{\text{Number of years}}$$

11. Percentage Increase or Decrease

$$\text{Percentage change} = \frac{\text{Change in value}}{\text{Original value}} \times 100$$

This can be used to calculate changes in groundwater level, tourist arrivals or population.

12. Map-Scale Formula

Actual distance = Map distance $\times$ Scale factor

Alternatively,

$$\text{Map distance} = \frac{\text{Actual distance}}{\text{Scale factor}}$$

13. Average Speed of Travel

$$\text{Average speed} = \frac{\text{Total distance travelled}}{\text{Total time taken}}$$

14. Time Taken for a Journey

$$\text{Time taken} = \frac{\text{Distance travelled}}{\text{Average speed}}$$

15. Basic Unit Conversions

1 kilometre = 1000 metres

1 metre = 100 centimetres

1 crore = 10,000,000

40 crore = 400,000,000

Important Numerical Facts from the Chapter

- Mount Everest: **8,848 metres**
- Average altitude of the Tibetan Plateau: **4,500 metres**
- Approximate east–west length of the Tibetan Plateau: **2,500 kilometres**
- Approximate length of the Ganga: **2,500 kilometres**

- Height of Nohkalikai Falls: **340 metres**
- Plains are generally located at an altitude of not more than **300 metres above sea level**
- Approximately **40 crore people**, or more than one-fourth of India's population, live in the Ganga Plain.

3.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)

Fill in the Blanks – LOTS Type:

1. A physical feature found on the surface of the Earth is called a _____.
Answer: landform
2. The three major types of landforms are mountains, plateaus and _____.
Answer: plains
3. The height of a place or object above sea level is called _____.
Answer: altitude
4. Mountains generally have a broad base, steep slopes and a narrow _____.
Answer: summit
5. Highlands with lower heights, gentler slopes and rounded tops are called _____.
Answer: hills
6. The Himalayas are an example of a mountain _____.
Answer: range
7. Mount Everest is the highest mountain in the _____.
Answer: world
8. Kanchenjunga lies between Nepal and the Indian state of _____.
Answer: Sikkim
9. Mount Aconcagua is the highest peak of the _____ mountain range.
Answer: Andes
10. Mont Blanc is the highest mountain of the _____.
Answer: Alps
11. Anamudi is the highest mountain in _____ India.
Answer: southern
12. Tall and sharp-peaked mountains such as the Himalayas are relatively _____ mountains.
Answer: young
13. The Aravalli Range has rounded tops because of _____.
Answer: erosion
14. Forests that grow in mountainous regions are called _____ forests.
Answer: montane
15. Pine, fir, spruce and deodar are examples of _____ trees.
Answer: conifer
16. The largest river originating from the Himalayas is the _____.
Answer: Ganga
17. The smaller rivers that join a larger river are called _____.
Answer: tributaries
18. Farming practised by cutting steps into mountain slopes is called _____ farming.
Answer: terrace
19. A sudden fall of snow, ice or rocks from a mountainside is called an _____.
Answer: avalanche
20. The sudden collapse of earth or rock from a mountainside is called a _____.
Answer: landslide

21. A sudden and violent rainstorm is known as a _____.
Answer: cloudburst
22. A landform that rises above the surrounding land and has a comparatively flat surface is called a _____.
Answer: plateau
23. The Tibetan Plateau is popularly called the “_____ of the World.”
Answer: Roof
24. Plateaus are often called the “storehouses of _____.”
Answer: minerals
25. The Chhota Nagpur Plateau contains rich deposits of iron, coal and _____.
Answer: manganese
26. Plateaus formed through volcanic activity are called _____ plateaus.
Answer: lava
27. Lava plateaus generally have rich _____ soil.
Answer: black
28. The Nohkalikai Falls is located in the state of _____.
Answer: Meghalaya
29. Plains are generally not more than _____ metres above sea level.
Answer: 300
30. Particles of rock, sand and silt carried by rivers are called _____.
Answer: sediments
31. Plains formed by the deposition of river sediments are called _____.
Answer: floodplains
32. The deposition of sediments by rivers makes the soil of plains very _____.
Answer: fertile
33. Agriculture that depends mainly on rainfall is called _____ agriculture.
Answer: rainfed
34. Cotton, jute and hemp are examples of _____ crops.
Answer: fibre
35. The meeting point of two or more rivers is called a _____.
Answer: confluence
36. The Thar is a _____ desert located in the north-western part of the Indian subcontinent.
Answer: hot
37. The Gobi Desert in Asia is an example of a _____ desert.
Answer: cold
38. Large and dry expanses that receive very little precipitation are called _____.
Answer: deserts
39. The ability to face, adapt to and overcome difficulties is called _____.
Answer: resilience
40. In the ancient Tamil classification of landscapes, the fertile agricultural plain was called _____.
Answer: Marudam

3.4 Fill-Up the Blank HOTS type questions with Answers: (35 Questions)

Fill in the Blanks – HOTS Type

1. A farmer cultivating crops on steep mountain slopes should adopt _____ farming to reduce soil erosion and create level fields.
Answer: terrace

2. If the snow on a mountain melts during summer, the water is likely to feed nearby _____.

Answer: rivers

3. A mountain with tall, sharp peaks is likely to be geologically _____ than a mountain with low, rounded tops.

Answer: younger

4. The rounded peaks of the Aravalli Range indicate that it has experienced prolonged _____.

Answer: erosion

5. If trees disappear and only grasses, mosses and lichens are found, the traveller has probably reached a _____ altitude.

Answer: higher

6. Houses built near unstable, steep mountain slopes face a greater risk of _____.

Answer: landslides

7. A sudden, violent rainstorm in a mountainous region may cause a _____ flood.

Answer: flash

8. If a mountain region receives excessive numbers of visitors, its fragile _____ may come under pressure.

Answer: environment

9. Herding is often preferred to crop cultivation in mountains because the terrain is steep and _____.

Answer: rugged

10. Mountaineering, skiing and paragliding help mountain communities earn income through _____.

Answer: tourism

11. A highland with a relatively flat top and steep sides is most likely a _____.

Answer: plateau

12. A company searching for iron, coal and manganese in India should explore the _____ Plateau.

Answer: Chhota Nagpur

13. A plateau formed by volcanic activity may support productive farming because it often has fertile _____ soil.

Answer: black

14. Rivers flowing over the steep edges of plateaus frequently form _____.

Answer: waterfalls

15. A broad area without large hills or deep valleys and lying below 300 metres is most likely a _____.

Answer: plain

16. Land formed by the deposition of river-borne sediments is called a _____.

Answer: floodplain

17. A plain formed by repeated river deposition is generally suitable for farming because its soil is _____.

Answer: fertile

18. If rice, wheat, maize, barley and millets are widely cultivated in an area, the dominant occupation is likely to be _____.

Answer: agriculture

19. Increased use of wells and pumps for irrigation may lead to the _____ of groundwater.

Answer: depletion

20. Rivers flowing across gently sloping plains can serve as convenient _____ for transporting people and goods.
Answer: waterways
21. A settlement located at the meeting point of two rivers is situated at a _____.
Answer: confluence
22. Plains generally have a higher population than mountains because they provide fertile land, easier transport and suitable conditions for _____.
Answer: settlements
23. An area receiving very little precipitation and having specially adapted plants and animals is classified as a _____.
Answer: desert
24. Since the Gobi receives very little precipitation but has low temperatures, it is classified as a _____ desert.
Answer: cold
25. The survival of communities in the harsh conditions of the Thar Desert demonstrates human adaptability and _____.
Answer: resilience
26. A region dominated by cattle rearing, according to the five *tināis*, would belong to the _____ landscape.
Answer: Mullai
27. In the *tinai* classification, a community engaged mainly in fishing and seafaring would most likely live in the _____ region.
Answer: Neydal
28. A region of fertile agricultural plains in the *tinai* system is identified as _____.
Answer: Marudam
29. If uncontrolled tourism produces waste and disturbs wildlife in the mountains, the development cannot be considered _____.
Answer: sustainable
30. The different occupations practised in mountains, plateaus, plains and deserts show that landforms strongly influence human _____.
Answer: life
31. If forests are removed from steep mountain slopes, the risk of soil erosion and _____ is likely to increase.
Answer: landslides
32. A region rich in mineral resources but having rocky and less fertile soil is most likely a _____.
Answer: plateau
33. When irrigation increases crop production but reduces underground water reserves, the resource being overused is _____.
Answer: groundwater
34. A river that joins the Ganga rather than flowing directly into the sea is called its _____.
Answer: tributary
35. The connection of landscapes with occupations, deities and emotions in Sangam poetry shows the close relationship between culture and the _____.
Answer: natural

3.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

1. **What is a landform?**
Answer: A landform is a natural physical feature found on the surface of the Earth.
2. **Name the three major types of landforms.**
Answer: The three major types of landforms are mountains, plateaus and plains.
3. **What is altitude?**
Answer: Altitude is the height of a place or object above sea level.
4. **What are the main physical features of a mountain?**
Answer: A mountain generally has a broad base, steep slopes and a narrow summit.
5. **What is a hill?**
Answer: A hill is a highland with a lower height, gentler slopes and a rounded top.
6. **What is precipitation?**
Answer: Precipitation is water that reaches the ground from the atmosphere in the form of rain, snow or hail.
7. **Name any two major mountain ranges of the world.**
Answer: The Himalayas and the Andes are two major mountain ranges of the world.
8. **Which is the highest mountain in the world?**
Answer: Mount Everest is the highest mountain in the world.
9. **Where is Mount Kanchenjunga located?**
Answer: Mount Kanchenjunga is located between Nepal and the Indian state of Sikkim.
10. **Which is the highest peak of the Andes?**
Answer: Mount Aconcagua is the highest peak of the Andes.
11. **Which is the highest mountain in southern India?**
Answer: Anamudi in Kerala is the highest mountain in southern India.
12. **Why do old mountains generally have rounded tops?**
Answer: Old mountains generally have rounded tops because they have undergone erosion for a long period.
13. **What is a montane forest?**
Answer: A montane forest is a type of forest that grows in mountainous regions.
14. **Name any two coniferous trees found in mountain forests.**
Answer: Pine and deodar are two coniferous trees found in mountain forests.
15. **Name any two animals found in mountainous regions.**
Answer: The snow leopard and yak are two animals found in mountainous regions.
16. **Which is the largest river originating from the Himalayas?**
Answer: The Ganga is the largest river originating from the Himalayas.
17. **What is a tributary?**
Answer: A tributary is a smaller river that flows into a larger river.
18. **What is a valley?**
Answer: A valley is a low area between hills or mountains, often with a river or stream flowing through it.
19. **What is terrace farming?**
Answer: Terrace farming is the cultivation of crops on step-like fields cut into mountain slopes.
20. **Name one important occupation practised in mountainous regions.**
Answer: Animal herding is an important occupation practised in many mountainous regions.
21. **Mention one adventure sport practised in the mountains.**
Answer: Mountaineering is a popular adventure sport practised in the mountains.

22. What is a landslide?

Answer: A landslide is the sudden collapse of a mass of earth or rock from a mountainside.

23. What is an avalanche?

Answer: An avalanche is the sudden fall of snow, ice or rocks from a mountainside.

24. What is a cloudburst?

Answer: A cloudburst is a sudden and violent rainstorm.

25. What is a flash flood?

Answer: A flash flood is a sudden local flood often caused by a cloudburst.

26. What is a plateau?

Answer: A plateau is an elevated landform with a comparatively flat surface and usually steep sides.

27. Which plateau is known as the “Roof of the World”?

Answer: The Tibetan Plateau is known as the “Roof of the World.”

28. Why are plateaus called storehouses of minerals?

Answer: Plateaus are called storehouses of minerals because they contain rich mineral deposits.

29. Name any two minerals found in the Chhota Nagpur Plateau.

Answer: Iron and coal are two important minerals found in the Chhota Nagpur Plateau.

30. Name one famous waterfall found in India’s plateau region.

Answer: Hundru Falls is a famous waterfall in the Chhota Nagpur Plateau.

31. What is a plain?

Answer: A plain is an extensive area of flat or gently undulating land without large hills or deep valleys.

32. What are sediments?

Answer: Sediments are particles of rock, sand and silt transported and deposited by rivers.

33. What is a floodplain?

Answer: A floodplain is a plain formed by the deposition of sediments carried by rivers.

34. Why are floodplains suitable for agriculture?

Answer: Floodplains are suitable for agriculture because river-deposited sediments make their soil fertile.

35. Name any two food crops grown in the Ganga Plain.

Answer: Rice and wheat are two major food crops grown in the Ganga Plain.

36. What is rainfed agriculture?

Answer: Rainfed agriculture is farming that depends mainly on rainfall for water.

37. What is irrigation?

Answer: Irrigation is the artificial supply of water to agricultural fields through canals, wells or other sources.

38. What is a confluence?

Answer: A confluence is the meeting point of two or more rivers.

39. Name one hot desert and one cold desert.

Answer: The Sahara is a hot desert, while the Gobi is a cold desert.

40. What is resilience?

Answer: Resilience is the ability to face difficulties, adapt to them and overcome them.

3.6 One-mark questions with Answers of HOTS Type: (35 Questions)

One-Mark Descriptive Questions with Answers – HOTS Type:

1. **Why does snow remain permanently on some mountain peaks?**
Answer: Snow remains permanently on some mountain peaks because the temperature at high altitudes is too low for it to melt.
2. **Why do young mountains generally have tall and sharp peaks?**
Answer: Young mountains have tall and sharp peaks because they have not yet undergone prolonged erosion.
3. **What does the rounded shape of the Aravalli Hills indicate?**
Answer: Their rounded shape indicates that the Aravallis are old mountains that have experienced erosion for a long time.
4. **Why are conifer trees well suited to mountainous regions?**
Answer: Their cone-like shape and thin, pointed leaves help them withstand snowfall and cold mountain conditions.
5. **Why are grasses, mosses and lichens found instead of tall trees at higher altitudes?**
Answer: Extremely cold temperatures and thin soil at higher altitudes make the growth of tall trees difficult.
6. **How does melting mountain snow benefit people living in the plains?**
Answer: Melting mountain snow feeds rivers that provide water for agriculture and human needs in the plains.
7. **Why is ordinary farming difficult in mountainous regions?**
Answer: Ordinary farming is difficult because mountains have steep slopes and rugged terrain with little level land.
8. **How does terrace farming help mountain farmers?**
Answer: Terrace farming creates level steps for cultivation and reduces the rapid flow of water and soil erosion.
9. **Why is animal herding preferred over crop cultivation in many mountainous regions?**
Answer: Herding is preferred because steep and rugged mountain slopes are often unsuitable for regular farming.
10. **Why must tourism be controlled in mountainous regions?**
Answer: Tourism must be controlled because excessive visitors and construction can damage the fragile mountain environment.
11. **Why are landslides more common on steep mountain slopes?**
Answer: Soil and rocks can easily become unstable and slide down steep slopes, especially during heavy rainfall.
12. **How can a cloudburst cause a flash flood in the mountains?**
Answer: A cloudburst releases a large quantity of rain in a short time, causing water to rush rapidly down mountain slopes.
13. **Why are plateaus called “storehouses of minerals”?**
Answer: Plateaus are called storehouses of minerals because many of them contain rich deposits of valuable mineral resources.
14. **Why is mining an important occupation in the Chhota Nagpur Plateau?**
Answer: Mining is important there because the plateau has large deposits of iron, coal and manganese.
15. **Why are most plateaus less suitable for agriculture than plains?**
Answer: Most plateaus are less suitable for agriculture because they generally have rocky and comparatively less fertile soil.
16. **Why are lava plateaus often suitable for farming?**
Answer: Lava plateaus are often suitable for farming because weathered volcanic rocks produce fertile black soil.

17. **Why are waterfalls commonly found along the edges of plateaus?**
Answer: Waterfalls form when rivers flow over the steep edges of elevated plateau surfaces.
18. **How do rivers make floodplains fertile?**
Answer: Rivers make floodplains fertile by depositing nutrient-rich sediments such as silt, sand and rock particles.
19. **Why are plains more densely populated than mountains?**
Answer: Plains are densely populated because they offer fertile soil, level land, easier transport and better conditions for settlements.
20. **Why did many early civilisations develop near rivers in fertile plains?**
Answer: Early civilisations developed there because rivers provided water, fertile soil, food and convenient transportation.
21. **How has irrigation improved agriculture in the Ganga Plain?**
Answer: Irrigation has improved agriculture by providing a regular water supply and increasing crop production.
22. **Why can excessive irrigation create a future problem for agriculture?**
Answer: Excessive irrigation can deplete groundwater and reduce the availability of water for future cultivation.
23. **Why is river navigation easier in plains than in mountains?**
Answer: River navigation is easier in plains because rivers generally flow more gently across level or gradually sloping land.
24. **Why are river confluences culturally significant in India?**
Answer: River confluences are culturally significant because many communities regard them as sacred and conduct ceremonies there.
25. **How can high population affect the environment of the Ganga Plain?**
Answer: High population can increase pressure on land and water resources and contribute to pollution.
26. **Why can the Gobi be classified as a desert even though it is cold?**
Answer: The Gobi is classified as a desert because it receives very little precipitation, regardless of its temperature.
27. **How do desert communities demonstrate resilience?**
Answer: Desert communities demonstrate resilience by adapting their livelihoods and traditions to scarce water and harsh climatic conditions.
28. **How do landforms influence people's occupations?**
Answer: Landforms influence occupations by determining the availability of fertile soil, water, minerals, pastures and transport routes.
29. **Why do different landforms support different flora and fauna?**
Answer: Different landforms have varying altitudes, climates, soils and water availability that support different organisms.
30. **What do the five *tiṇais* reveal about ancient Tamil society?**
Answer: The five *tiṇais* reveal that ancient Tamil society clearly understood the relationship between landscapes, occupations and culture.
31. **Why should houses not be constructed on unstable mountain slopes?**
Answer: Houses should not be constructed there because landslides may cause serious damage to life and property.
32. **How might deforestation increase natural hazards in mountains?**
Answer: Deforestation removes roots that bind the soil, thereby increasing soil erosion and the risk of landslides.

33. Why are rivers economically important to both mountains and plains?

Answer: Rivers provide water and tourism opportunities in mountains and support farming, fishing and transportation in plains.

34. How are human culture and the natural environment interconnected?

Answer: Human occupations, traditions, festivals and lifestyles develop in response to the surrounding natural environment.

35. Why is a balance necessary between tourism and conservation?

Answer: A balance is necessary so that tourism supports local livelihoods without damaging natural resources and ecosystems.

3.7 Two-mark questions with Answers of LOTS Type: (30 Questions)**Two-Mark Descriptive Questions with Answers – LOTS Type:****1. What is a landform? Name its three major types.**

Answer:

1. A landform is a natural physical feature found on the surface of the Earth.
2. The three major landforms are mountains, plateaus and plains.

2. Mention two important features of mountains.

Answer:

1. Mountains rise much higher than the surrounding landscape.
2. They generally have broad bases, steep slopes and narrow summits.

3. Differentiate between mountains and hills.

Answer:

1. Mountains are higher and usually have steep slopes and narrow summits.
2. Hills are lower and generally have gentler slopes and rounded tops.

4. What is precipitation? Name its common forms.

Answer:

1. Precipitation is water from the atmosphere that reaches the ground.
2. Its most common forms are rain, snow and hail.

5. Name two important mountain ranges and state where they are located.

Answer:

1. The Himalayas are located in Asia.
2. The Andes are located in South America.

6. Write two facts about Mount Everest.

Answer:

1. Mount Everest is the highest mountain in the world, with a height of 8,848 metres.
2. It lies between Tibet in China and Nepal.

7. Differentiate between young and old mountains.

Answer:

1. Young mountains, such as the Himalayas, are generally tall and have sharp peaks.
2. Old mountains, such as the Aravallis, are shorter and have rounded tops due to erosion.

8. Describe the vegetation found in mountainous regions.

Answer:

1. Mountain slopes commonly have montane forests containing pine, fir, spruce and deodar trees.
2. At higher altitudes, trees give way to grasses, mosses and lichens.

9. Name any four animals found in mountainous regions.

Answer:

1. Snow leopards, yaks, ibexes and Himalayan tahrs are found in mountainous regions.
2. Golden eagles, mountain hares, grey foxes and black bears are also mountain animals.

10. Write two facts about the Ganga River.

Answer:

1. The Ganga is the largest river originating from the Himalayas and is nearly 2,500 kilometres long.
2. It has several tributaries, including the Yamuna and Ghagara.

11. What is terrace farming, and where is it practised?

Answer:

1. Terrace farming is the cultivation of crops on step-like fields cut into slopes.
2. It is commonly practised in mountainous regions where level land is limited.

12. Mention two important occupations of people living in mountains.

Answer:

1. Many mountain communities practise animal herding and terrace farming.
2. Tourism also provides income through pilgrimage and adventure activities.

13. Mention any two adventure activities conducted in the mountains.

Answer:

1. Skiing and hiking are popular mountain adventure activities.
2. Mountaineering and paragliding are also practised in mountain regions.

14. Name any two natural hazards experienced in mountainous regions.

Answer:

1. Landslides and avalanches are common natural hazards in the mountains.
2. Cloudbursts and flash floods may also affect mountain communities.

15. What is a landslide? What is an avalanche?

Answer:

1. A landslide is the sudden collapse of a mass of earth or rock from a mountainside.
2. An avalanche is the sudden fall of snow, ice or rocks from a mountain slope.

16. What is a plateau? Give one example from India and one from Asia.

Answer:

1. A plateau is an elevated landform with a relatively flat surface and some steep sides.
2. The Deccan Plateau is in India, while the Tibetan Plateau is in Asia.

17. Write two facts about the Tibetan Plateau.

Answer:

1. The Tibetan Plateau is the largest and highest plateau in the world.
2. Its average altitude is about 4,500 metres, earning it the name “Roof of the World.”

18. Why are plateaus called storehouses of minerals? Give one example.

Answer:

1. Plateaus are called storehouses of minerals because many of them contain rich mineral deposits.
2. The Chhota Nagpur Plateau has large reserves of iron, coal and manganese.

19. Mention two features of plateau soil and agriculture.

Answer:

1. Many plateaus have rocky and comparatively less fertile soil, making farming difficult.
 2. Lava plateaus are an exception because they often contain fertile black soil.
20. **Name any two waterfalls found in plateau regions.**
- Answer:**
1. Hundru Falls is located in the Chhota Nagpur Plateau.
 2. Nohkalikai Falls descends from the Cherrapunji Plateau in Meghalaya.
21. **Mention two important characteristics of plains.**
- Answer:**
1. Plains have extensive flat or gently undulating surfaces without large hills or deep valleys.
 2. They are generally located not more than 300 metres above sea level.
22. **How are floodplains formed?**
- Answer:**
1. Rivers carry particles of rock, sand and silt from mountainous regions.
 2. They deposit these sediments on lower land, gradually forming fertile floodplains.
23. **Why are plains suitable for agriculture?**
- Answer:**
1. Rivers deposit fertile sediments in plains, making the soil suitable for crops.
 2. Their flat surfaces also make cultivation and irrigation easier.
24. **Name two food crops and two fibre crops grown in the Ganga Plain.**
- Answer:**
1. Rice and wheat are important food crops grown in the Ganga Plain.
 2. Cotton and jute are important fibre crops cultivated there.
25. **What is irrigation? Mention two sources of irrigation described in the chapter.**
- Answer:**
1. Irrigation is the artificial supply of water to agricultural fields.
 2. Water is supplied through canal networks or pumped from groundwater.
26. **Mention two major challenges faced by the Ganga Plain.**
- Answer:**
1. Excessive irrigation has contributed to the depletion of groundwater.
 2. High population and pollution also create serious problems in the region.
27. **What is a confluence? Why is it culturally important?**
- Answer:**
1. A confluence is the meeting point of two or more rivers.
 2. Many river confluences are considered sacred and are centres of festivals, rituals and ceremonies.
28. **What is a desert? Name its two main types with examples.**
- Answer:**
1. A desert is a large, dry region that receives very little precipitation.
 2. The Sahara and Thar are hot deserts, while the Gobi is a cold desert.
29. **Mention two ways in which rivers support life in the plains.**
- Answer:**
1. Rivers provide water and fertile sediments for agriculture.
 2. They support fishing, navigation and transportation.
30. **What do the five *tināis* of ancient Tamil Sangam poetry represent?**
- Answer:**
1. The five *tināis* represent different landscapes associated with particular occupations, deities and emotions.

2. They demonstrate the close connection between human life, culture and the natural environment.

3.8. Two-mark questions with Answers of HOTS Type: (30 Questions)

Two-Mark Descriptive Questions with Answers – HOTS Type:

1. **Why are the peaks of young mountains sharper than those of old mountains?**

Answer:

1. Young mountains have not been exposed to erosion for a very long period.
2. Old mountains have undergone prolonged erosion, which makes their peaks lower and more rounded.

2. **How does altitude influence the type of vegetation found on mountains?**

Answer:

1. At lower altitudes, montane forests containing coniferous trees are commonly found.
2. At higher altitudes, colder conditions cause trees to give way to grasses, mosses and lichens.

3. **How do mountains serve as sources of water for the plains?**

Answer:

1. Mountains receive precipitation in the form of rain and snow.
2. Melting snow and rainwater feed rivers that carry water to the plains.

4. **Why is terrace farming more suitable than ordinary farming in mountainous regions?**

Answer:

1. Terrace farming creates flat, step-like fields on steep mountain slopes.
2. These steps reduce the flow of water and help prevent the loss of fertile soil.

5. **Why is animal herding common in mountainous regions?**

Answer:

1. Rugged terrain and steep slopes provide limited level land for regular cultivation.
2. Mountain grasslands provide grazing areas suitable for rearing animals.

6. **How does tourism create both opportunities and challenges in the mountains?**

Answer:

1. Tourism creates employment and income through accommodation, transport, pilgrimage and adventure sports.
2. Excessive tourism can produce waste, disturb wildlife and damage the fragile mountain environment.

7. **How can deforestation increase the danger of landslides?**

Answer:

1. Tree roots hold the soil together and stabilise mountain slopes.
2. Removing trees loosens the soil and increases the possibility of landslides during heavy rainfall.

8. **Why can a cloudburst be especially dangerous in a mountainous region?**

Answer:

1. A cloudburst releases a large quantity of rain over a small area within a short time.
2. The water rushes rapidly down steep slopes and may cause flash floods and landslides.

9. **Why must construction activities be carefully planned in the mountains?**

Answer:

1. Unplanned construction can weaken slopes and destroy natural vegetation.
2. This may increase soil erosion, landslides and environmental damage.

10. Why are plateaus important for industrial development?

Answer:

1. Plateaus often contain large deposits of minerals such as iron, coal and manganese.
2. These minerals provide raw materials and energy resources for various industries.

11. Why are many plateau regions less densely populated than fertile plains?

Answer:

1. Many plateaus have rocky, less fertile soil and limited water for cultivation.
2. These conditions provide fewer opportunities for intensive agriculture and large settlements.

12. Why are lava plateaus more suitable for farming than many other plateaus?

Answer:

1. Lava plateaus are formed from volcanic materials that weather over time.
2. This process often produces fertile black soil that supports agriculture.

13. Why do waterfalls frequently develop along the edges of plateaus?

Answer:

1. Plateaus are elevated areas that often have steep sides.
2. Rivers descending over these steep edges fall suddenly and form waterfalls.

14. How do rivers transform rocky materials from mountains into fertile plains?

Answer:

1. Rivers erode and carry particles of rock, sand and silt from mountain regions.
2. They deposit these sediments in the plains, improving the fertility of the soil.

15. Why have plains attracted large human settlements since ancient times?

Answer:

1. Plains provide fertile soil, sufficient water and level land for farming and construction.
2. Their gentle slopes also make transportation, trade and communication easier.

16. How can irrigation become both beneficial and harmful to agriculture?

Answer:

1. Irrigation provides a dependable water supply and increases agricultural production.
2. Excessive pumping of groundwater can lower the water table and threaten future farming.

17. Why is population pressure a serious challenge in the Ganga Plain?

Answer:

1. A large population increases the demand for land, water, food and other resources.
2. It may also produce overcrowding, pollution and excessive groundwater use.

18. How does pollution threaten the economic and cultural value of rivers?

Answer:

1. Pollution reduces water quality and harms fishing, agriculture and human health.
2. It also damages rivers and confluences that communities consider sacred.

19. Why is river transport generally easier in plains than in mountains?

Answer:

1. Rivers in plains usually flow across flat or gently sloping land.

2. Their smoother courses make boat travel and the transportation of goods easier.

20. Why is every dry region not necessarily hot?

Answer:

1. A desert is classified mainly by the very small amount of precipitation it receives.
2. Therefore, deserts may be hot like the Sahara or cold like the Gobi.

21. How have people adapted to the harsh conditions of the Thar Desert?

Answer:

1. Communities have developed livelihoods and travelling practices suited to limited water and dry conditions.
2. They have also created rich folk songs, legends and cultural traditions connected with the desert.

22. How do landforms influence the occupations of people?

Answer:

1. Mountains encourage herding and tourism, while mineral-rich plateaus support mining.
2. Fertile plains promote agriculture, fishing, transport and dense settlements.

23. Why do different landforms contain different types of plants and animals?

Answer:

1. Each landform has different climatic conditions, soils, altitudes and water availability.
2. Plants and animals survive in environments suited to their particular adaptations.

24. How do sacred mountains and rivers encourage environmental responsibility?

Answer:

1. Sacred beliefs create respect and emotional attachment towards natural features.
2. Such respect can encourage communities to protect mountains, rivers and their ecosystems.

25. What does the *ṭiṇai* classification reveal about ancient Tamil knowledge?

Answer:

1. It shows that ancient Tamil society recognised the distinct features of mountains, forests, plains, coasts and arid regions.
2. It also connected each landscape with suitable occupations, lifestyles and human emotions.

26. Why are settlements difficult to develop on steep mountain slopes?

Answer:

1. Steep and uneven land makes the construction of houses and roads difficult.
2. Such settlements are also exposed to landslides, avalanches and harsh weather.

27. How can mining be both useful and harmful to plateau regions?

Answer:

1. Mining provides minerals, employment and raw materials for industries.
2. Uncontrolled mining can damage the land, vegetation and water resources.

28. Why should groundwater be used carefully in agricultural plains?

Answer:

1. Groundwater is replenished slowly and may decline when it is pumped excessively.

2. Careful use ensures that sufficient water remains available for future agriculture and human needs.

29. How are mountains and plains connected through rivers?

Answer:

1. Mountains supply rivers with water from rainfall and melting snow.
2. Rivers transport sediments to plains, where they create fertile land and support agriculture.

30. How does human adaptation to different landforms demonstrate resilience?

Answer:

1. People have developed suitable occupations, houses and lifestyles for mountains, plains, plateaus and deserts.
2. Their ability to overcome environmental difficulties demonstrates adaptability and resilience.

3.9. Three-mark questions with Answers of LOTS Type: (25 Questions)

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. What are landforms? Explain the three major types of landforms.

Answer:

1. Landforms are natural physical features found on the surface of the Earth.
2. Mountains are elevated landforms with broad bases, steep slopes and narrow summits.
3. Plateaus are elevated flat-topped areas, while plains are extensive flat or gently undulating lands.

2. Describe the main characteristics of mountains.

Answer:

1. Mountains rise much higher than the surrounding landscape.
2. They generally have broad bases, steep slopes and narrow summits.
3. Some high mountains remain permanently covered with snow.

3. Distinguish between young mountains, old mountains and hills.

Answer:

1. Young mountains such as the Himalayas are generally tall and have sharp peaks.
2. Old mountains such as the Aravallis are shorter and have rounded tops because of erosion.
3. Hills are lower highlands with gentler slopes and rounded tops.

4. Write three facts about important mountains of the world.

Answer:

1. Mount Everest is the world's highest mountain and belongs to the Himalayan Range.
2. Mount Aconcagua is the highest peak of the Andes in South America.
3. Mont Blanc is the highest mountain of the Alps in Western Europe.

5. Describe the vegetation found in mountainous regions.

Answer:

1. Mountain slopes are commonly covered with montane forests.
2. Coniferous trees such as pine, fir, spruce and deodar grow in these forests.
3. At higher altitudes, trees give way to grasses, mosses and lichens.

6. Describe the wildlife found in mountainous regions.

Answer:

1. Mountain forests, rivers, lakes, grasslands and caves provide habitats for diverse animals.
2. Snow leopards, ibexes, Himalayan tahrs, yaks and mountain hares live in these regions.
3. Golden eagles, peregrine falcons, grey foxes and black bears are also found in mountains.

7. Write three facts about the Ganga River and its tributaries.

Answer:

1. The Ganga is the largest river originating from the Himalayas and is nearly 2,500 kilometres long.
2. The Yamuna and Ghagara are tributaries that also originate in the Himalayas.
3. The Son or Sone originates in the Vindhya Range and joins the Ganga.

8. Explain farming and herding in mountainous regions.

Answer:

1. Regular farming is practised mainly in mountain valleys because the terrain is rugged and steep.
2. Terrace farming is practised by cutting step-like fields into mountain slopes.
3. Herding is preferred over agriculture in many mountainous regions.

9. Mention three ways in which tourism supports mountain communities.

Answer:

1. Tourists visit mountains to enjoy their clean air and scenic beauty.
2. Adventure activities such as skiing, hiking, mountaineering and paragliding generate income.
3. Pilgrimage tourism to holy mountain sites also supports local livelihoods.

10. Describe any three challenges faced by people living in mountains.

Answer:

1. Landslides and avalanches can damage settlements and block transportation routes.
2. Cloudbursts and flash floods may cause sudden destruction.
3. Heavy snowfall and extremely cold weather make everyday life difficult.

11. What is a plateau? Describe its main features with examples.

Answer:

1. A plateau is an elevated landform with a more or less flat surface and often steep sides.
2. The Tibetan Plateau is the largest and highest plateau in the world.
3. The Deccan Plateau is an ancient Indian plateau formed through volcanic activity.

12. Explain the importance of minerals found in plateaus.

Answer:

1. Plateaus contain rich mineral deposits and are therefore called “storehouses of minerals.”
2. The East African Plateau is famous for gold and diamond mining.
3. The Chhota Nagpur Plateau has large reserves of iron, coal and manganese.

13. Describe the soil and farming conditions found on plateaus.

Answer:

1. Many plateaus have rocky soil that is less fertile than the soil of plains.
2. Such conditions make many plateau regions less favourable for agriculture.
3. Lava plateaus are an exception because they often possess rich black soil.

14. Name and describe three waterfalls associated with plateau regions.

Answer:

1. Hundru Falls is situated on the Subarnarekha River in the Chhota Nagpur Plateau.
2. Jog Falls is located on the Sharavati River in the Western Ghats.
3. Nohkalikai Falls descends about 340 metres from the Cherrapunji Plateau in Meghalaya.

15. Describe the main features of plains.

Answer:

1. Plains are extensive areas with flat or gently undulating surfaces.
2. They do not contain large hills or deep valleys.
3. They are generally located not more than 300 metres above sea level.

16. Explain how floodplains are formed.

Answer:

1. Rivers originating in mountains collect particles of rock, sand and silt called sediments.
2. They carry these sediments towards the lower regions.
3. The sediments are deposited in the plains, creating flat and fertile floodplains.

17. Describe agriculture in the Ganga Plain.

Answer:

1. Rice, wheat, maize, barley and millets are important food crops grown in the Ganga Plain.
2. Cotton, jute and hemp are cultivated as fibre crops.
3. Agriculture is supported by rainfall, canals and pumped groundwater.

18. Mention three challenges faced by the Ganga Plain.

Answer:

1. Excessive use of groundwater for irrigation has caused its depletion.
2. The region experiences pressure because of its high population.
3. Pollution affects rivers, land and the quality of human life.

19. Explain the economic and cultural importance of rivers.

Answer:

1. Rivers support agriculture, fishing, transportation and several other economic activities.
2. Their gentle flow across plains makes navigation easier.
3. River sources and confluences are often considered sacred and host festivals, rituals and ceremonies.

20. Describe deserts and give suitable examples.

Answer:

1. Deserts are large, dry areas that receive very little precipitation.
2. The Sahara and Thar are hot deserts, while the Gobi is a cold desert.
3. Deserts possess unique plants and animals adapted to their harsh conditions.

21. Explain the five *tiṇais* of ancient Tamil Sangam poetry.

Answer:

1. *Kuriṇṇi* represented mountains, while *Mullai* represented grasslands and forests.
2. *Marudam* represented fertile plains, and *Neydal* represented coastal regions.
3. *Pālai* represented arid or desert-like regions.

22. Describe the occupations associated with any three *tiṇais*.

Answer:

1. Hunting and gathering were associated with the mountainous *Kuriṇṇi* landscape.
2. Farming was associated with the fertile plains of *Marudam*.

3. Fishing and seafaring were associated with the coastal *Neydal* landscape.

23. Write three points about the cultural importance of mountains.

Answer:

1. Many traditional communities consider mountains sacred and worship them.
2. Mount Everest is revered as “Mother Goddess of the World” by Tibetans and “Goddess of the Sky” by Nepalis.
3. Mount Kailash is sacred to followers of Hinduism, Buddhism, Jainism and Bon.

24. Write three points about human life in different landforms.

Answer:

1. Mountains support terrace farming, herding, tourism and pilgrimage.
2. Mineral-rich plateaus encourage mining, while fertile plains support intensive agriculture.
3. People living in deserts adapt their occupations and traditions to dry and harsh conditions.

25. How do landforms affect the natural environment and human life?

Answer:

1. Landforms influence the climate, soil, water resources, vegetation and wildlife of a region.
2. They affect people’s occupations, settlements, transport and economic activities.
3. They also shape cultural traditions, beliefs, festivals and lifestyles.

3.10. Three-mark questions with Answers of HOTS Type: (25 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. Why are young mountains taller and sharper than old mountains?

Answer:

1. Young mountains were formed comparatively recently in the Earth’s geological history.
2. They have not been exposed to weathering and erosion for as long as old mountains.
3. Old mountains gradually become shorter and more rounded because of prolonged erosion.

2. How does increasing altitude affect temperature, snow and vegetation on a mountain?

Answer:

1. Temperature generally decreases as altitude increases.
2. At very high altitudes, precipitation falls as snow and may remain permanently frozen.
3. Tall trees gradually give way to grasses, mosses and lichens as conditions become colder.

3. Explain how mountains and plains are interconnected through rivers.

Answer:

1. Rainfall and melting mountain snow supply water to rivers.
2. Rivers carry rock particles, sand and silt from mountains towards lower regions.
3. These sediments are deposited in plains, making the soil fertile and suitable for agriculture.

4. Why is terrace farming an effective method of cultivation in mountainous regions?

Answer:

1. Terrace farming converts steep slopes into level, step-like fields suitable for cultivation.
2. The steps slow the movement of rainwater and allow more water to enter the soil.
3. They also reduce soil erosion and prevent fertile soil from being washed downhill.

5. Why is herding more suitable than regular agriculture in many mountain regions?

Answer:

1. Mountain terrain is rugged and has very little level land for regular cultivation.
2. Grasslands and slopes provide grazing areas for animals such as sheep, goats and yaks.
3. Therefore, herding is often a more practical livelihood than crop farming.

6. How can tourism be both beneficial and harmful to mountain regions?

Answer:

1. Tourism creates employment and income through hotels, transport, pilgrimages and adventure activities.
2. Excessive tourism can increase waste, traffic, construction and pressure on natural resources.
3. Sustainable tourism is therefore necessary to protect the fragile mountain environment.

7. Explain how deforestation can intensify natural hazards in the mountains.

Answer:

1. Tree roots bind soil and rocks and help stabilise steep mountain slopes.
2. Deforestation loosens the soil and increases surface runoff during heavy rainfall.
3. Consequently, soil erosion, landslides and flash floods may become more frequent.

8. Why can a cloudburst cause severe damage in a mountainous area?

Answer:

1. A cloudburst releases a very large quantity of rain over a small area within a short time.
2. Steep slopes make the rainwater flow rapidly towards valleys and settlements.
3. This sudden flow may cause flash floods, landslides and extensive destruction.

9. A mountain town experiences increasing tourism and frequent landslides.

Suggest three protective measures.

Answer:

1. Construction should be restricted on unstable and excessively steep slopes.
2. Trees should be planted and natural vegetation should be protected to hold the soil together.
3. Tourist numbers, waste disposal and road development should be scientifically managed.

10. Why are plateaus important for mining but often less suitable for agriculture?

Answer:

1. Plateaus commonly contain rich deposits of minerals such as iron, coal, manganese, gold and diamonds.

2. However, many plateaus possess rocky, shallow and comparatively less fertile soil.
3. Therefore, mining is often more important than agriculture in these regions.

11. How can mining benefit and harm communities living on plateaus?

Answer:

1. Mining creates employment and supplies raw materials for industries.
2. Uncontrolled mining can destroy vegetation, damage the land and pollute water sources.
3. Scientific mining and land restoration are necessary to balance development with environmental protection.

12. Why are lava plateaus generally more suitable for farming than other plateaus?

Answer:

1. Lava plateaus are formed through volcanic activity.
2. Volcanic rocks break down over time and produce mineral-rich black soil.
3. This soil retains moisture and supports the cultivation of several crops.

13. Explain why spectacular waterfalls are commonly found in plateau regions.

Answer:

1. Plateaus are elevated areas with relatively flat surfaces and steep edges.
2. Rivers flowing across them suddenly descend when they reach these edges.
3. The sharp fall in elevation creates waterfalls such as Hundru, Jog and Nohkalikai.

14. Why are plains more densely populated than mountains and plateaus?

Answer:

1. Plains provide fertile soil and level land suitable for agriculture and construction.
2. Rivers supply water and support fishing, irrigation and navigation.
3. Gentle slopes make transport, communication and the growth of settlements easier.

15. How does river deposition support agriculture in floodplains?

Answer:

1. Rivers carry fine particles of rock, sand and silt from higher regions.
2. During their journey and floods, they deposit these sediments across the plains.
3. The deposited material renews soil fertility and supports the cultivation of various crops.

16. Why can excessive irrigation threaten the future of agriculture in the Ganga Plain?

Answer:

1. Farmers increasingly pump groundwater to maintain agricultural production.
2. When groundwater is extracted faster than it is replenished, the water table declines.
3. Continued depletion may create water scarcity and reduce future agricultural productivity.

17. How can population growth increase environmental problems in fertile plains?

Answer:

1. A growing population creates greater demand for land, water, food and housing.
2. It increases groundwater extraction and produces more sewage, waste and pollution.

3. These pressures can reduce soil and water quality and threaten sustainable development.

18. Why were river plains suitable for the development of early civilisations?

Answer:

1. Rivers supplied dependable water for drinking, farming and livestock.
2. Fertile floodplains enabled communities to produce surplus food.
3. Rivers also supported fishing, transport, trade and the growth of permanent settlements.

19. Explain how rivers have both economic and cultural importance.

Answer:

1. Rivers support irrigation, fishing, transport and several other economic activities.
2. River sources and confluences are regarded as sacred by many communities.
3. Festivals, ceremonies, pilgrimages and rituals are frequently organised along their banks.

20. Why should the Gobi be classified as a desert even though it is cold?

Answer:

1. Deserts are identified primarily by the very small amount of precipitation they receive.
2. High temperature is not an essential characteristic of every desert.
3. Therefore, the dry Gobi is classified as a cold desert.

21. How do desert communities demonstrate adaptability and resilience?

Answer:

1. They adjust their livelihoods, travel and daily routines to scarce water and harsh climatic conditions.
2. They use locally available resources and develop knowledge suited to the desert environment.
3. Their folk songs, legends and traditions preserve a strong cultural connection with the desert.

22. How do landforms determine the occupations followed by people?

Answer:

1. Mountains favour herding, terrace farming and tourism because of their steep terrain and scenic beauty.
2. Mineral-rich plateaus promote mining, while fertile plains encourage agriculture and fishing.
3. Coastal and desert environments similarly lead people to develop occupations suited to local resources.

23. What does the five-*tiṇai* classification reveal about the relationship between nature and society?

Answer:

1. The classification links mountains, forests, plains, coasts and arid lands with distinct human activities.
2. It associates each landscape with particular occupations, deities, lifestyles and emotions.
3. This demonstrates the deep understanding ancient Tamil society had of the connection between environment and culture.

24. A village is located where two rivers meet; explain three possible advantages of its location.

Answer:

1. The rivers can provide water for drinking, farming, fishing and other daily needs.
 2. The confluence may encourage navigation, trade, pilgrimage and tourism.
 3. Deposited sediments may make the surrounding land fertile for agriculture.
25. **Why is sustainable use of every landform necessary?**

Answer:

1. Mountains, plateaus, plains and deserts provide valuable resources and habitats.
2. Excessive tourism, mining, groundwater extraction and pollution can damage these environments.
3. Sustainable practices protect nature while supporting human livelihoods for future generations.

3.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. Describe the main physical features and environment of mountains.

Answer:

1. Mountains are landforms that rise much higher than the surrounding landscape.
2. They generally have broad bases, steep slopes and narrow summits.
3. Young mountains such as the Himalayas have tall, sharp peaks, while older ranges such as the Aravallis have rounded tops.
4. Their slopes commonly contain montane forests with pine, fir, spruce and deodar trees.
5. Mountain forests, grasslands, rivers, lakes and caves support animals such as yaks, snow leopards, ibexes and golden eagles.

2. Explain the life and occupations of people living in mountainous regions.

Answer:

1. Regular farming is mainly practised in valleys because mountain terrain is rugged and steep.
2. People cultivate mountain slopes by cutting step-like fields through terrace farming.
3. Animal herding is preferred to agriculture in many mountainous regions.
4. Tourism provides income through accommodation, transport, pilgrimage and local services.
5. Skiing, hiking, mountaineering and paragliding also create livelihood opportunities.

3. Describe five challenges faced by people living in mountainous regions.

Answer:

1. Landslides may cause earth and rocks to collapse from unstable mountain slopes.
2. Avalanches can bring large quantities of snow, ice and rocks down the slopes.
3. Cloudbursts may produce intense rainfall and cause destructive flash floods.
4. Heavy snowfall and extremely cold weather can disrupt daily life and transportation.
5. Uncontrolled tourism can produce waste and place pressure on the fragile mountain environment.

4. Describe the main features and economic importance of plateaus.

Answer:

1. A plateau is an elevated landform with a relatively flat surface and often steep sides.
2. Plateaus may range in height from a few hundred to several thousand metres.
3. They are called “storehouses of minerals” because they contain valuable mineral deposits.
4. Mining is a major economic activity in mineral-rich plateau regions.

5. Plateau rivers form spectacular waterfalls that may support tourism and hydroelectric power generation.

5. Write five important facts about the Tibetan and Deccan Plateaus.

Answer:

1. The Tibetan Plateau is the largest and highest plateau in the world.
2. It has an average altitude of approximately 4,500 metres.
3. It is popularly called the “Roof of the World.”
4. The Deccan Plateau extends across central and southern India.
5. It is one of the world’s oldest plateaus and was formed through volcanic activity millions of years ago.

6. Explain the mineral resources, soils and waterfalls of plateau regions.

Answer:

1. The East African Plateau is well known for gold and diamond mining.
2. The Chhota Nagpur Plateau has large reserves of iron, coal and manganese.
3. Many plateaus have rocky soil that is less fertile than the soil of plains.
4. Lava plateaus are an exception because they often contain fertile black soil.
5. Famous plateau waterfalls include Victoria Falls, Hundru Falls, Jog Falls and Nohkalikai Falls.

7. Describe the main features and formation of plains.

Answer:

1. Plains are extensive areas of flat or gently undulating land.
2. They generally do not have large hills or deep valleys.
3. Most plains are located at an altitude of not more than 300 metres above sea level.
4. Rivers carry rock particles, sand and silt from mountains to lower regions.
5. The deposition of these sediments forms fertile floodplains suitable for agriculture.

8. Explain the importance of the Ganga Plain to human life.

Answer:

1. The Ganga Plain is home to about 40 crore people, which is more than one-fourth of India’s population.
2. Its fertile soil supports the cultivation of rice, wheat, maize, barley and millets.
3. Fibre crops such as cotton, jute and hemp are also cultivated there.
4. Rivers support fishing, irrigation, navigation and the transportation of people and goods.
5. Numerous cultural activities, festivals and religious ceremonies are conducted near rivers and their confluences.

9. Describe agricultural practices and challenges in the Ganga Plain.

Answer:

1. Traditional agriculture in the Ganga Plain depended mainly on rainfall.
2. In recent decades, canals and groundwater have been increasingly used for irrigation.
3. Irrigation has increased agricultural production and supported the cultivation of various crops.
4. Excessive pumping of groundwater has contributed to the depletion of underground water reserves.
5. High population and pollution are other major challenges faced by the region.

10. Describe deserts and human life in desert regions.

Answer:

1. Deserts are large, dry expanses that receive very little precipitation.
2. The Sahara in Africa and the Thar in the Indian subcontinent are hot deserts.
3. The Gobi Desert in Asia is a cold desert, and Antarctica is also regarded as a desert by some experts.

4. Desert plants and animals possess special adaptations that help them survive harsh conditions.
5. Human communities have adapted to desert life and developed rich traditions, folk songs and legends.

11. Explain how different landforms influence people's occupations.

Answer:

1. People in mountain regions practise terrace farming, animal herding, tourism and pilgrimage-related work.
2. Mining is important in plateau regions because of their rich mineral deposits.
3. Agriculture is the major occupation in fertile plains.
4. Fishing and river transportation also support livelihoods in river plains.
5. Desert communities develop occupations and travelling practices suited to dry conditions and limited water.

12. Explain the five *tināis* described in ancient Tamil Sangam poetry.

Answer:

1. *Kuriñji* represents mountainous regions where hunting and gathering were important occupations.
2. *Mullai* represents grasslands and forests associated with cattle rearing.
3. *Marudam* represents fertile agricultural plains associated with farming.
4. *Neydal* represents coastal regions associated with fishing and seafaring.
5. *Pālai* represents arid, desert-like regions associated with journeying and fighting.

3.12 Five-mark questions with Answers of HOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. Explain how mountains influence the natural environment and human life in the plains.

Answer:

1. Mountains receive precipitation as rain and snow and act as important sources of freshwater.
2. Melting snow feeds rivers such as the Ganga and helps maintain their flow.
3. Rivers carry rock particles, sand and silt from the mountains towards the plains.
4. These sediments are deposited in floodplains, making the soil fertile for agriculture.
5. Therefore, mountains indirectly support farming, settlements and economic activities far beyond their own regions.

2. Analyse how tourism can be both an opportunity and a challenge for mountain communities.

Answer:

1. Tourism creates employment in hotels, transport, guiding, handicrafts and other local services.
2. Pilgrimage and adventure sports such as skiing and mountaineering provide additional income.
3. Excessive tourist movement can generate waste, traffic and pressure on water and forest resources.
4. Unplanned roads, hotels and buildings may weaken mountain slopes and disturb wildlife habitats.
5. Regulated construction, proper waste management and responsible tourism are necessary to balance livelihoods with environmental protection.

3. Explain how deforestation can increase the effects of natural hazards in mountainous regions.

Answer:

1. Tree roots hold mountain soil and rocks together and help stabilise steep slopes.
2. Removing trees exposes loose soil directly to rainfall and strong surface runoff.
3. The unprotected soil is more easily eroded or carried downhill by water.
4. Consequently, heavy rainfall or cloudbursts may trigger landslides and flash floods.
5. Afforestation and the protection of natural forests can reduce these risks.

4. A mountain town is experiencing landslides, water shortage and excessive tourism. Suggest five measures for sustainable development.

Answer:

1. Construction should be prohibited on unstable slopes and allowed only after scientific assessment.
2. Native trees should be planted to strengthen the soil and improve water absorption.
3. Rainwater harvesting systems should be introduced to reduce seasonal water shortages.
4. Tourist numbers, vehicle movement and plastic waste should be properly regulated.
5. Local communities should participate in tourism management and environmental conservation.

5. Explain why plateaus offer both economic opportunities and environmental challenges.

Answer:

1. Plateaus contain valuable minerals such as iron, coal, manganese, gold and diamonds.
2. Mining these resources creates employment and supplies raw materials for industries.
3. However, uncontrolled mining can destroy vegetation, remove fertile soil and alter the natural landscape.
4. Mining waste may pollute rivers and groundwater used by nearby communities.
5. Scientific mining, land restoration and pollution control are necessary for sustainable development.

6. Compare mountains, plateaus and plains based on their economic opportunities.

Answer:

1. Mountains offer opportunities in terrace farming, animal herding, tourism, pilgrimage and adventure sports.
2. Plateaus support mining because they are rich in mineral deposits.
3. Lava plateaus may also support agriculture because of their fertile black soil.
4. Plains encourage intensive agriculture, fishing, settlement, trade and river transportation.
5. Thus, the physical features and resources of each landform determine its major economic activities.

7. Analyse why plains attract large populations and the problems that may result.

Answer:

1. Plains offer fertile soil, abundant water and level land suitable for agriculture and construction.
2. Their gentle slopes allow easier transport, communication, trade and industrial development.
3. These advantages attract people and encourage the growth of large settlements.
4. Dense population increases pressure on land, groundwater and other natural resources.
5. It may also cause overcrowding, waste generation, pollution and environmental degradation.

8. Explain how irrigation can improve agriculture while also threatening its future.

Answer:

1. Irrigation supplies water when rainfall is insufficient or irregular.
2. It enables farmers to cultivate more crops and increase agricultural production.
3. Excessive pumping, however, removes groundwater faster than natural processes can replenish it.

4. This causes the water table to decline and may make wells and pumps ineffective.
5. Water-saving irrigation and groundwater recharge are therefore essential for long-term agricultural sustainability.

9. Evaluate the economic, environmental and cultural importance of rivers.

Answer:

1. Rivers provide water for drinking, agriculture, livestock and industries.
2. They support fishing, navigation, transport and trade, especially across plains.
3. River sediments create fertile floodplains that sustain large populations.
4. Rivers also provide habitats for diverse plants and animals.
5. Their sources, banks and confluences have religious significance and host pilgrimages, festivals and ceremonies.

10. Explain how human beings demonstrate adaptability and resilience across different landforms.

Answer:

1. Mountain communities practise terrace farming and herding to cope with steep and rugged terrain.
2. People living on mineral-rich plateaus engage in mining and cultivate fertile lava soils where available.
3. Communities in plains use fertile land and rivers for agriculture, fishing and transportation.
4. Desert communities manage scarce water and develop livelihoods suited to dry conditions.
5. These adjustments show humanity's ability to face environmental challenges and create meaningful ways of life.

11. Explain why a cold region such as the Gobi can still be classified as a desert.

Answer:

1. A desert is classified mainly according to the very small amount of precipitation it receives.
2. High temperature is common in some deserts but is not an essential feature of all deserts.
3. The Gobi receives very little rainfall or snowfall despite its low temperatures.
4. Its plants and animals are adapted to both dryness and extreme cold.
5. Therefore, it is correctly classified as a cold desert.

12. Analyse how the five *tināis* demonstrate the connection between geography and culture.

Answer:

1. The *tinai* system classified regions into mountains, forests, fertile plains, coasts and arid lands.
2. Each landscape was associated with occupations suited to its natural resources.
3. Hunting, cattle rearing, farming, fishing and travelling reflected the environments in which people lived.
4. The landscapes were also linked with particular deities, lifestyles, moods and emotions.
5. This classification demonstrates that ancient Tamil society understood the close relationship between nature, livelihood and culture.

3.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – Applied Type:

1. A farmer owns land on a steep mountain slope where rainwater washes away the fertile soil. Suggest five measures to make farming possible and sustainable.

Answer:

1. The farmer should convert the slope into level steps by practising terrace farming.
2. Trees and grasses should be planted along the field boundaries to hold the soil together.
3. Small barriers or contour bunds should be constructed to slow down flowing rainwater.
4. Rainwater should be collected and stored for irrigation during dry periods.
5. Excessive grazing and cutting of trees should be prevented to reduce soil erosion and landslides.

2. A popular mountain town is facing traffic congestion, plastic waste, water scarcity and frequent landslides because of uncontrolled tourism. Prepare a five-point action plan.**Answer:**

1. The number of tourist vehicles should be limited, and shared or electric public transport should be introduced.
2. Single-use plastics should be restricted, and proper waste segregation and recycling facilities should be established.
3. Rainwater harvesting and careful regulation of water consumption should be implemented in hotels and homes.
4. Construction should be prohibited on unstable slopes and scientifically regulated in safer areas.
5. Tourists and local businesses should be educated about responsible tourism and mountain conservation.

3. A village in the Chhota Nagpur Plateau discovers large deposits of iron and coal. How should the resources be used without seriously damaging the environment?**Answer:**

1. Mining should begin only after studying its likely effects on land, forests, water and nearby communities.
2. Trees should be removed only where necessary, and compensatory afforestation should be undertaken.
3. Mining waste must be safely treated and prevented from entering rivers or groundwater.
4. Local people should receive employment, training, fair compensation and protection from displacement.
5. Exhausted mining areas should be refilled, stabilised and restored with soil and native vegetation.

4. Farmers in a fertile plain have increased crop production by pumping groundwater, but the water table is falling rapidly. Suggest five solutions.**Answer:**

1. Farmers should adopt drip or sprinkler irrigation to minimise unnecessary water use.
2. Rainwater harvesting structures and recharge pits should be created to replenish groundwater.
3. Less water-intensive crops should be cultivated instead of depending only on crops that require heavy irrigation.
4. Canals, ponds and surface-water sources should be properly maintained and used wherever possible.
5. Groundwater extraction should be monitored and regulated through community-based water management.

5. A settlement is being planned near the confluence of two rivers. Suggest five factors that planners should consider.**Answer:**

1. Houses and public buildings should be constructed away from flood-prone riverbanks.
2. Safe drinking-water and sewage-treatment systems should be established to prevent river pollution.

3. Fertile land near the rivers should be protected for agriculture rather than uncontrolled construction.
4. Facilities for fishing, navigation, tourism and pilgrimage should be developed without damaging the ecosystem.
5. Flood-warning systems, evacuation routes and emergency shelters should be included in the settlement plan.

6. During heavy rainfall, a mountain village faces landslides and flash floods. Prepare a five-point disaster-management plan.

Answer:

1. Residents should receive early warnings based on weather reports and rainfall monitoring.
2. Safe evacuation routes and emergency shelters should be clearly marked and regularly practised.
3. Construction should be stopped on unstable slopes and near fast-flowing streams.
4. Native trees and grasses should be planted to bind the soil and reduce surface runoff.
5. Emergency teams should be trained and supplied with first-aid kits, food, water and communication equipment.

7. You are asked to design a sustainable livelihood programme for a mountain community. Suggest five suitable activities.

Answer:

1. Farmers should receive support for terrace farming and the cultivation of crops suited to mountain conditions.
2. Families may undertake controlled animal herding and produce milk, wool and other products.
3. Local youth can be trained as nature guides, trekking guides and emergency responders.
4. Communities may sell traditional handicrafts, food products and medicinal plants grown sustainably.
5. Small-scale ecotourism and homestays should be developed with strict waste and water-management practices.

8. A plateau region has rocky soil, mineral deposits and several waterfalls. Suggest five appropriate development activities for the region.

Answer:

1. Minerals should be extracted through regulated and environmentally responsible mining.
2. Waterfalls may be developed carefully for tourism without disturbing their natural surroundings.
3. Their flowing water may be assessed for small-scale hydroelectric power generation.
4. Farming should focus on crops suited to local soils, with soil conservation and water-harvesting measures.
5. Roads, schools and healthcare facilities should be developed for local communities without excessive deforestation.

9. A river flowing through a densely populated plain has become polluted. Suggest five measures to restore it.

Answer:

1. Untreated sewage must not be released into the river, and treatment plants should be established.
2. Industries should be required to treat chemical waste before discharging water.
3. Solid waste and plastics should be collected regularly and kept away from riverbanks.
4. Trees and natural vegetation should be restored along the banks to protect the river ecosystem.

5. Local communities should participate in cleanliness drives, pollution monitoring and awareness programmes.

10. Your school is organising a field study of a nearby landform. Prepare a five-point observation plan.

Answer:

1. Students should identify whether the area is a mountain, plateau, plain, desert or another landform.
2. They should observe its altitude, slope, soil, water sources and other physical features.
3. They should record the major plants and animals found in the area.
4. They should study local occupations, settlements, transport and cultural practices.
5. They should identify environmental challenges and recommend suitable conservation measures.

3.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. Which combination correctly describes a mountain?

- A. Low altitude, flat surface and deep valleys
- B. Broad base, steep slopes and narrow summit
- C. Rocky surface, gentle slopes and no summit
- D. Flat top, low altitude and fertile soil

Answer: B. Broad base, steep slopes and narrow summit

2. Which sequence shows the three major landforms discussed in the chapter?

- A. Mountains, deserts and coasts
- B. Valleys, rivers and plains
- C. Mountains, plateaus and plains
- D. Plateaus, oceans and forests

Answer: C. Mountains, plateaus and plains

3. Which feature best distinguishes a hill from a mountain?

- A. A hill always has snow on its summit.
- B. A hill has a lower height, gentler slopes and a rounded top.
- C. A hill is always covered with dense forests.
- D. A hill is formed only by volcanic activity.

Answer: B. A hill has a lower height, gentler slopes and a rounded top.

4. Why does snow remain throughout the year on some mountain peaks?

- A. These peaks receive no sunlight.
- B. The wind continuously produces snow.
- C. Temperatures remain sufficiently low to prevent melting.
- D. Rainwater freezes only during summer.

Answer: C. Temperatures remain sufficiently low to prevent melting.

5. Consider the following pairs:

1. Mount Everest – Himalayas
2. Mount Aconcagua – Andes
3. Mont Blanc – Alps
4. Anamudi – Aravallis

Which pairs are correctly matched?

- A. 1 and 2 only
- B. 1, 2 and 3 only
- C. 2, 3 and 4 only
- D. 1, 2, 3 and 4

Answer: B. 1, 2 and 3 only

6. The rounded tops of the Aravalli Range mainly indicate that the mountains are:

- A. young and still rising rapidly
- B. volcanic and recently formed
- C. old and greatly affected by erosion
- D. permanently covered with snow

Answer: C. old and greatly affected by erosion

7. Which change in vegetation is most likely as a traveller climbs to a higher altitude?

- A. Mosses → grasslands → coniferous forests
- B. Coniferous forests → grasses → mosses and lichens
- C. Grasslands → mangroves → deciduous forests
- D. Lichens → tropical forests → coniferous forests

Answer: B. Coniferous forests → grasses → mosses and lichens

8. Which of the following is not a mountain animal mentioned in the chapter?

- A. Himalayan tahr
- B. Snow leopard
- C. Yak
- D. One-horned rhinoceros

Answer: D. One-horned rhinoceros

9. Which statement about the Ganga is correct?

- A. It originates in the Deccan Plateau.
- B. It is a tributary of the Yamuna.
- C. It is the largest river originating from the Himalayas.
- D. It flows for less than 500 kilometres.

Answer: C. It is the largest river originating from the Himalayas.

10. A farmer cuts a mountain slope into a series of flat steps. The primary purpose of this practice is to:

- A. increase the altitude of the land
- B. make cultivation possible on steep slopes
- C. create waterfalls for irrigation
- D. expose mineral deposits beneath the soil

Answer: B. make cultivation possible on steep slopes

11. Which occupation is generally more suitable than regular farming in rugged mountain regions?

- A. Deep-sea fishing
- B. Shipbuilding
- C. Animal herding
- D. Large-scale mechanised farming

Answer: C. Animal herding

12. Which set contains only hazards associated with mountain regions?

- A. Landslides, avalanches, cloudbursts and flash floods
- B. Droughts, tides, tsunamis and cyclones
- C. Avalanches, sea waves, coastal erosion and floods
- D. Cloudbursts, ocean currents, tides and droughts

Answer: A. Landslides, avalanches, cloudbursts and flash floods

13. What is the most likely immediate consequence of a cloudburst on a steep mountain slope?

- A. Formation of black soil
- B. Development of a plateau
- C. A flash flood
- D. Reduction in river flow

Answer: C. A flash flood

14. Excessive tourism may harm mountain environments because it can:

- A. stop all precipitation
- B. increase waste, construction and pressure on natural resources
- C. transform mountains into plains
- D. permanently prevent snowfall

Answer: B. increase waste, construction and pressure on natural resources

15. Which feature correctly identifies a plateau?

- A. A low-lying area between two mountains
- B. An elevated area with a comparatively flat surface
- C. A dry area that always has a high temperature
- D. A narrow strip of land beside a river

Answer: B. An elevated area with a comparatively flat surface

16. The Tibetan Plateau is called the “Roof of the World” mainly because it:

- A. has the greatest mineral reserves
- B. receives the highest rainfall
- C. has a very high average altitude
- D. contains the world’s largest waterfall

Answer: C. has a very high average altitude

17. Which statement correctly compares the Tibetan and Deccan Plateaus?

- A. Both were recently formed by river deposition.
- B. The Tibetan Plateau is very high, while the Deccan Plateau is ancient and volcanic in origin.
- C. The Deccan Plateau is the highest plateau in the world.
- D. Both plateaus have completely flat and fertile surfaces.

Answer: B. The Tibetan Plateau is very high, while the Deccan Plateau is ancient and volcanic in origin.

18. Plateaus are called “storehouses of minerals” because they:

- A. receive sediments from rivers
- B. contain rich deposits of valuable minerals
- C. are always covered with black soil
- D. have extensive coniferous forests

Answer: B. contain rich deposits of valuable minerals

19. Which mineral combination is associated with the Chhota Nagpur Plateau?

- A. Gold, silver and copper
- B. Petroleum, natural gas and salt
- C. Iron, coal and manganese
- D. Diamond, limestone and uranium

Answer: C. Iron, coal and manganese

20. Lava plateaus are often more suitable for agriculture because they possess:

- A. permanently frozen soil
- B. rich black soil
- C. only sandy soil
- D. soil deposited by glaciers

Answer: B. rich black soil

21. Why are waterfalls commonly found along plateau edges?

- A. Rivers suddenly descend over steep sides.
- B. Plateau rivers always freeze in winter.
- C. Underground water rises above sea level.
- D. Rivers deposit sediments at high altitudes.

Answer: A. Rivers suddenly descend over steep sides.

22. Which waterfall–location pair is incorrectly matched?

- A. Hundru Falls – Chhota Nagpur Plateau
- B. Nohkalikai Falls – Cherrapunji Plateau
- C. Jog Falls – Sharavati River
- D. Victoria Falls – Ganga River

Answer: D. Victoria Falls – Ganga River

23. Which statement best describes plains?

- A. They are always located below sea level.
- B. They have extensive flat or gently undulating surfaces.
- C. They are elevated areas with steep sides.
- D. They contain only infertile rocky soil.

Answer: B. They have extensive flat or gently undulating surfaces.

24. Arrange the formation of a floodplain in the correct sequence:

- 1. Rivers deposit sediments in low-lying regions.
 - 2. Rivers collect rock, sand and silt in mountainous areas.
 - 3. Fertile floodplains develop.
 - 4. Rivers transport the sediments downstream.
- A. 2 → 4 → 1 → 3
 - B. 1 → 2 → 4 → 3
 - C. 4 → 3 → 2 → 1
 - D. 2 → 1 → 3 → 4

Answer: A. 2 → 4 → 1 → 3

25. Floodplains are highly suitable for agriculture mainly because:

- A. they contain permanent snow
- B. river-deposited sediments make the soil fertile
- C. they are rich in gold and diamonds
- D. their soil is formed only from volcanic lava

Answer: B. river-deposited sediments make the soil fertile

26. Which group contains only food crops grown in the Ganga Plain?

- A. Rice, wheat, maize and barley
- B. Cotton, jute, hemp and rice
- C. Tea, coffee, rubber and jute
- D. Cotton, wheat, hemp and maize

Answer: A. Rice, wheat, maize and barley

27. Which group contains only fibre crops mentioned in the chapter?

- A. Wheat, maize and barley
- B. Cotton, jute and hemp
- C. Rice, cotton and millet
- D. Jute, wheat and maize

Answer: B. Cotton, jute and hemp

28. Irrigation has increased agricultural production in the Ganga Plain, but its excessive use has also caused:

- A. the formation of new mountains
- B. the depletion of groundwater
- C. an increase in mineral deposits
- D. the development of cold deserts

Answer: B. the depletion of groundwater

29. River navigation is generally easier in plains because:

- A. rivers flow across gently sloping land
- B. all rivers become narrower in plains
- C. plains have no human settlements
- D. river water becomes completely still

Answer: A. rivers flow across gently sloping land

30. What is a confluence?

- A. The place where a river begins
- B. The point where a river enters a mountain
- C. The meeting point of two or more rivers
- D. The deposition of sediment along a river

Answer: C. The meeting point of two or more rivers

31. Which factor is used primarily to classify a region as a desert?

- A. High temperature
- B. Low population
- C. Very little precipitation
- D. Absence of mountains

Answer: C. Very little precipitation

32. Which pair correctly represents a hot desert and a cold desert respectively?

- A. Gobi and Sahara
 - B. Thar and Gobi
 - C. Gobi and Thar
 - D. Antarctica and Sahara
- Answer: B. Thar and Gobi**

33. Which ancient Tamil landscape–occupation pair is correctly matched?

- A. *Kuriñji* – fishing and seafaring
- B. *Mullai* – cattle rearing
- C. *Marudam* – hunting and gathering
- D. *Neydal* – farming

Answer: B. *Mullai* – cattle rearing

34. A community mainly engaged in farming on fertile plains would belong to which *tiṇai*?

- A. *Kuriñji*
- B. *Mullai*
- C. *Marudam*
- D. *Pālai*

Answer: C. *Marudam*

35. Which option correctly matches all the *tiṇais* with their landscapes?

- A. *Kuriñji*–mountains, *Mullai*–grasslands and forests, *Marudam*–fertile plains
- B. *Kuriñji*–coasts, *Mullai*–deserts, *Marudam*–mountains
- C. *Neydal*–forests, *Pālai*–fertile plains, *Kuriñji*–coasts
- D. *Marudam*–deserts, *Neydal*–mountains, *Mullai*–coasts

Answer: A. *Kuriñji*–mountains, *Mullai*–grasslands and forests, *Marudam*–fertile plains

36. Consider the following statements:

1. Mountains influence river systems.
2. Plateaus may contain rich mineral deposits.
3. Plains are generally favourable for agriculture.
4. All deserts are hot.

Which statements are correct?

- A. 1 and 2 only
- B. 1, 2 and 3 only
- C. 2, 3 and 4 only
- D. 1, 2, 3 and 4

Answer: B. 1, 2 and 3 only

37. Assertion (A): Plains generally support dense populations.

Reason (R): Plains provide fertile soil, level land, water and easier transportation.

- A. Both A and R are true, and R correctly explains A.
- B. Both A and R are true, but R does not explain A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: A. Both A and R are true, and R correctly explains A.

38. Assertion (A): Regular agriculture is difficult on steep mountain slopes.

Reason (R): Mountain terrain is usually rugged and contains limited level land.

- A. Both A and R are true, and R correctly explains A.
- B. Both A and R are true, but R does not explain A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: A. Both A and R are true, and R correctly explains A.

39. Assertion (A): All plateaus are unsuitable for agriculture.

Reason (R): Lava plateaus may contain fertile black soil.

- A. Both A and R are true, and R correctly explains A.
- B. Both A and R are true, but R does not explain A.
- C. A is false, but R is true.
- D. A is true, but R is false.

Answer: C. A is false, but R is true.

40. The ability of people to adapt their occupations and lifestyles to mountains, plains, plateaus and deserts demonstrates:

- A. erosion
- B. precipitation
- C. resilience
- D. sedimentation

Answer: C. resilience

3.15 Best Practices Opportunity List from the Chapter: (15 Ideas)

Best Practices for Teaching:

(1) Begin with the Local Environment

Ask students to observe the landscape around their school or home and identify whether it resembles a plain, plateau, hill or coastal area. Connecting the lesson with familiar surroundings makes geographical concepts meaningful.

(2) Use Maps and an Atlas

Help students locate the Himalayas, Aravalli Range, Tibetan Plateau, Deccan Plateau, Chhota Nagpur Plateau and Ganga Plain. Students may also mark important peaks, rivers, waterfalls and deserts on an outline map.

(3) Teach with Models and Visual Aids

Use physical maps, photographs, videos and three-dimensional models to demonstrate mountains, plateaus, plains, valleys and river systems. A clay or sand model can clearly show differences in altitude, slope and surface.

(4) Encourage Observation and Comparison

Guide students to compare mountains, plateaus and plains according to elevation, slope, soil, vegetation, wildlife, occupations and challenges. This develops classification and analytical skills.

(5) Conduct Collaborative Group Activities

Divide the class into groups representing mountains, plateaus, plains and deserts. Each group can present the landform's physical features, natural resources, occupations, opportunities and challenges.

(6) Integrate Map-Based Learning

Provide outline maps of India and the world for regular practice. Students should use colours and symbols to identify mountain ranges, plateaus, plains, rivers and deserts and prepare a suitable legend.

- (7) Connect Geography with Human Life**
Discuss how landforms influence farming, herding, mining, tourism, fishing, transportation, settlements and cultural practices. Encourage students to explain why particular occupations develop in particular regions.
- (8) Use Case Studies**
Use short case studies of terrace farming in the Himalayas, mining in the Chhota Nagpur Plateau, agriculture in the Ganga Plain and human life in the Thar Desert. Case studies help students apply concepts to real situations.
- (9) Include Disaster-Awareness Education**
Explain landslides, avalanches, cloudbursts and flash floods using age-appropriate examples. Teach students basic safety measures and highlight the importance of forests and responsible construction in mountain regions.
- (10) Promote Environmental Responsibility**
Discuss the effects of uncontrolled tourism, mining, pollution, deforestation and excessive groundwater extraction. Ask students to suggest sustainable solutions for protecting different landforms.
- (11) Use Activity-Based Assessment**
Assess learning through map work, model-making, poster preparation, oral presentations, quizzes and observation records. This allows students with different learning abilities to demonstrate their understanding.
- (12) Develop Vocabulary Systematically**
Maintain a classroom word wall containing terms such as *altitude*, *precipitation*, *terrain*, *valley*, *tributary*, *sediment*, *confluence*, and *resilience*. Students should use these terms in sentences and geographical descriptions.
- (13) Integrate Culture and Literature**
Discuss the verses on the Himalayas and the five *tiṇais* of Sangam poetry. This helps students understand the deep relationship between geography, occupations, beliefs, literature and culture.
- (14) Organise a Field Visit or Virtual Tour**
Visit a nearby hill, river, plain, quarry or plateau-like region where possible. If a physical visit is not feasible, use a guided virtual tour followed by an observation worksheet.
- (15) Use Continuous Formative Assessment**
Conclude each section with short questions, exit slips, concept maps or “identify the landform” tasks. Immediate feedback helps correct misconceptions before moving to the next concept.

3.16 Innovations Opportunity List from the Chapter: (15 Ideas)

Innovations in Teaching–Learning:

- (1) Interactive 3D Landform Model**
Students can create mountains, plateaus, plains, valleys and rivers using clay, cardboard or papier-mâché. They can label important features and demonstrate how rivers flow from mountains and deposit sediments in plains.
- (2) Digital Landform Expedition**
Use Google Earth, digital maps or virtual tours to explore the Himalayas, Tibetan Plateau, Chhota Nagpur Plateau, Ganga Plain and Thar Desert. Students can compare altitude, vegetation, settlements and human activities in each region.
- (3) Augmented-Reality Landform Cards**
Prepare QR-coded cards linked to short videos, panoramic images or animations of

different landforms. Students scan each card and complete a digital observation sheet about its features, resources and challenges.

(4) “Design a Sustainable Region” Challenge

Groups can design an imaginary settlement in a mountain, plateau, plain or desert. Their plan should include housing, occupations, transport, water supply, disaster safety and environmental conservation.

(5) River-to-Plain Simulation

Create a sloping tray with sand, soil and small stones, then pour water from the higher end. Students can observe erosion, transportation and deposition and understand how rivers form fertile floodplains.

(6) Landform Newsroom

Students can act as reporters covering a landslide, cloudburst, mining project, groundwater crisis or tourism-related problem. They should explain its causes, effects, safety measures and sustainable solutions.

(7) Virtual Travel Diary

Students can create a digital diary of an imaginary journey from the Chhota Nagpur Plateau through the Ganga Plain to the Himalayas. They may include maps, sketches, photographs and descriptions of changing landscapes.

(8) Landform Career Carousel

Create stations representing occupations such as terrace farmer, shepherd, miner, river fisher, boat operator, trekking guide and desert craftsperson. Students rotate between stations and explain how geography influences each occupation.

(9) Disaster-Preparedness Game

Organise a scenario-based game in which students choose actions during a landslide, avalanche, cloudburst or flash flood. Points can be awarded for safe, practical and environmentally responsible decisions.

(10) Student-Generated QR Museum

Groups can prepare posters or models of important mountains, plateaus, plains and deserts. QR codes attached to the exhibits can link to student-recorded explanations, quizzes or short presentations.

(11) Landform Mystery Box

Place clues such as miniature crops, rocks, animal pictures, soil samples and occupation cards inside boxes. Students identify the related landform and justify their conclusions using evidence.

(12) Five-Tiṇai Creative Studio

Students can represent *Kuriñji*, *Mullai*, *Marudam*, *Neydal* and *Pālai* through drawings, poems, music or short role-plays. This integrates geography with art, literature, culture and environmental understanding.

(13) Gamified Map Quest

Create a classroom treasure hunt in which students use coordinates, clues and map symbols to locate the Himalayas, Andes, Tibetan Plateau, Ganga Plain and major deserts. Bonus points can be given for identifying associated occupations and natural features.

(14) Landform Podcast or Video Bulletin

Student groups can produce short audio or video episodes explaining one landform, its flora and fauna, livelihoods, opportunities and challenges. The episodes can form a class digital learning library.

(15) Environmental Decision-Making Lab

Present situations involving a proposed hotel on a mountain slope, a mine on a plateau

or excessive groundwater use in a plain. Students evaluate the advantages and risks before recommending a sustainable decision.

3.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. The three major landforms are mountains, plateaus and _____.
2. The height of a place above sea level is called _____.
3. Highlands with comparatively low heights and rounded tops are called _____.
4. Forests growing in mountainous regions are called _____ forests.
5. Farming on step-like fields cut into mountain slopes is called _____ farming.
6. The sudden fall of snow, ice or rocks from a mountainside is called an _____.
7. The Tibetan Plateau is called the “_____ of the World.”
8. Plateaus are often called storehouses of _____.
9. River-deposited particles of rock, sand and silt are called _____.
10. The meeting point of two or more rivers is known as a _____.
11. Agriculture that depends mainly on rainfall is called _____ agriculture.
12. The ability to adapt to and overcome difficulties is called _____.

Answers:

1. plains
2. altitude
3. hills
4. montane
5. terrace
6. avalanche
7. Roof
8. minerals
9. sediments
10. confluence
11. rainfed
12. resilience

B. One-Mark Descriptive Questions:

1. What is a landform?
Answer: A landform is a natural physical feature found on the Earth's surface.
 2. Name the three major types of landforms.
Answer: Mountains, plateaus and plains are the three major landforms.
 3. What is precipitation?
Answer: Precipitation is water that reaches the ground from the atmosphere as rain, snow or hail.
 4. What is a hill?
Answer: A hill is a lower highland with gentler slopes and a rounded top.
 5. Name the highest mountain in the world.
Answer: Mount Everest is the highest mountain in the world.
 6. What is a tributary?
Answer: A tributary is a smaller river that joins a larger river.
 7. What is terrace farming?
Answer: Terrace farming is cultivation on step-like fields cut into mountain slopes.
 8. What is a landslide?
Answer: A landslide is the sudden collapse of earth or rocks from a mountainside.
 9. Why are plateaus called storehouses of minerals?
Answer: Plateaus are called storehouses of minerals because many contain rich mineral deposits.
 10. What is a floodplain?
Answer: A floodplain is a plain formed by sediments deposited by a river.
 11. Name one hot desert and one cold desert.
Answer: The Thar is a hot desert, while the Gobi is a cold desert.
 12. Why are plains suitable for agriculture?
Answer: Plains are suitable for agriculture because they generally have fertile soil and level land.
-

C. Two-Mark Descriptive Questions:

1. **Differentiate between mountains and hills.**
Answer:
 1. Mountains are higher and generally have steep slopes and narrow summits.
 2. Hills are lower and usually have gentler slopes and rounded tops.
2. **Differentiate between young and old mountains.**
Answer:
 1. Young mountains such as the Himalayas are tall and have sharp peaks.
 2. Old mountains such as the Aravallis are lower and have rounded tops because of erosion.

3. Describe the vegetation found in mountain regions.**Answer:**

1. Montane forests contain coniferous trees such as pine, fir, spruce and deodar.
2. At higher altitudes, trees give way to grasses, mosses and lichens.

4. Mention two important occupations in mountain regions.**Answer:**

1. People practise terrace farming and animal herding.
2. Tourism and pilgrimage-related work also provide income.

5. Mention two challenges faced by mountain communities.**Answer:**

1. Landslides, avalanches and flash floods threaten lives and property.
2. Heavy snowfall and cold weather disrupt transport and daily life.

6. Write two important features of a plateau.**Answer:**

1. A plateau rises above the surrounding land and has a relatively flat surface.
2. It often has steep sides and contains valuable mineral deposits.

7. Why are lava plateaus suitable for cultivation?**Answer:**

1. Lava rocks break down over time to form black soil.
2. This mineral-rich soil supports the cultivation of several crops.

8. How are floodplains formed?**Answer:**

1. Rivers carry rock particles, sand and silt from mountains.
2. These sediments are deposited in lower areas to form fertile floodplains.

9. Mention two advantages of plains for human settlement.**Answer:**

1. Plains offer level land and fertile soil for building and farming.
2. Their gentle slopes make transportation and communication easier.

10. How can irrigation be both useful and harmful?**Answer:**

1. Irrigation increases agricultural production by providing a regular water supply.
2. Excessive pumping can deplete groundwater resources.

D. Three-Mark Descriptive Questions:

1. Describe the main physical features of mountains.**Answer:**

1. Mountains rise much higher than the surrounding landscape.
2. They generally have broad bases, steep slopes and narrow summits.
3. Some high mountain peaks remain permanently covered with snow.

2. Explain how altitude affects vegetation on mountains.**Answer:**

1. Montane forests grow on the lower mountain slopes.
2. Coniferous trees such as pine, fir and deodar are common in these forests.
3. At higher altitudes, trees are replaced by grasses, mosses and lichens.

3. Explain farming and herding in mountain regions.**Answer:**

1. Regular cultivation is difficult because mountains have steep and rugged slopes.
2. Farmers create step-like fields through terrace farming.
3. Herding is common because mountain grasslands provide grazing areas.

4. Describe three natural hazards found in mountain regions.**Answer:**

1. Landslides involve the sudden movement of earth or rocks down a slope.
2. Avalanches involve the rapid fall of snow, ice or rocks.
3. Cloudbursts may produce flash floods in mountain valleys.

5. Explain the economic importance of plateaus.**Answer:**

1. Plateaus contain deposits of valuable minerals.
2. Mining provides raw materials and employment.
3. Plateau waterfalls also support tourism and may generate hydroelectricity.

6. Describe the formation and importance of floodplains.**Answer:**

1. Rivers transport rock, sand and silt from mountain regions.
2. They deposit these sediments in plains and create fertile soil.
3. These plains support intensive agriculture and large human settlements.

7. Explain the importance of the Ganga Plain.**Answer:**

1. Its fertile soil supports food crops such as rice, wheat, maize and millets.
2. Its rivers provide water for irrigation, fishing and navigation.
3. The region supports a large population and many economic activities.

8. How are mountains and plains connected through rivers?**Answer:**

1. Rainfall and melting snow in mountains supply water to rivers.
2. Rivers carry sediments from mountains towards lower regions.
3. They deposit these sediments in plains and make the soil fertile.

9. Describe deserts and their types.**Answer:**

1. Deserts are large, dry areas receiving very little precipitation.
2. The Sahara and Thar are examples of hot deserts.
3. The Gobi is an example of a cold desert.

10. Explain how landforms influence people's occupations.**Answer:**

1. Mountains support herding, terrace farming and tourism.
2. Mineral-rich plateaus encourage mining.
3. Fertile plains support agriculture, fishing and transportation.

E. Five-Mark Descriptive Questions:**1. Explain the environment, occupations and challenges of mountain regions.****Answer:**

1. Mountains have steep slopes, narrow summits and diverse climatic conditions.
2. Montane forests and grasslands support a variety of plants and animals.
3. People practise terrace farming, herding, tourism and pilgrimage-related activities.
4. Mountain communities face landslides, avalanches, cloudbursts and heavy snowfall.
5. Controlled tourism and forest conservation are essential for protecting mountain environments.

2. Describe the features and importance of plateaus.**Answer:**

1. Plateaus are elevated landforms with relatively flat surfaces and steep sides.
2. The Tibetan Plateau is the world's largest and highest plateau.
3. Plateaus contain valuable minerals and support mining activities.
4. Lava plateaus may possess fertile black soil suitable for farming.
5. Rivers descending from plateau edges form spectacular waterfalls.

3. Explain why plains support large populations and extensive economic activities.**Answer:**

1. Plains provide flat land suitable for farming, construction and transportation.

2. River-deposited sediments make their soil highly fertile.
3. Rivers provide water for agriculture, fishing and household needs.
4. Gentle slopes make navigation, trade and communication easier.
5. These advantages encourage the development of dense settlements.

4. **Explain the benefits and challenges of agriculture in the Ganga Plain.**

Answer:

1. Fertile soil supports crops such as rice, wheat, maize, barley and millets.
2. Rivers, canals and groundwater provide water for irrigation.
3. Irrigation has increased agricultural production in the region.
4. Excessive groundwater extraction has caused groundwater depletion.
5. High population and pollution threaten the region's agricultural sustainability.

5. **Explain how landforms influence the natural environment and human life.**

Answer:

1. Landforms influence climate, soil, water, vegetation and wildlife.
2. Mountains support herding, terrace farming and tourism.
3. Plateaus provide minerals and encourage mining.
4. Plains support agriculture, transport and dense settlements.
5. Different landforms also shape people's culture, traditions and lifestyles.

6. **Suggest five measures for protecting a mountain region affected by uncontrolled tourism.**

Answer:

1. Construction should be restricted on steep and unstable slopes.
2. Tourist numbers and vehicle movement should be properly regulated.
3. Waste should be segregated, collected and recycled responsibly.
4. Forests should be protected and native trees planted on damaged slopes.
5. Local communities and tourists should be educated about sustainable tourism.

7. **Explain the five *tināis* of ancient Tamil Sangam poetry.**

Answer:

1. *Kuriñji* represented mountains and was associated with hunting and gathering.
2. *Mullai* represented forests and grasslands associated with cattle rearing.
3. *Marudam* represented fertile agricultural plains associated with farming.
4. *Neydal* represented coastal regions associated with fishing and seafaring.
5. *Pālai* represented arid regions associated with journeying and fighting.

6th Standard Social Science Book Chapter 4

Chapter 4: Timeline and Sources of History

4.1 Summary of the Chapter:

Chapter 4: Timeline and Sources of History — Summary:

- (1) **History** is the study of the human past. Learning about the past helps us understand how present-day societies, cultures and ways of life developed.
- (2) Different specialists study the past: **geologists** examine Earth's physical features, **palaeontologists** study fossils, **anthropologists** study human societies and cultures, and **archaeologists** excavate material remains.
- (3) Societies have followed different calendars and methods of measuring time. Today, the **Gregorian calendar** is commonly used worldwide, alongside Hindu, Muslim, Jewish, Chinese and other calendars.
- (4) Dates after the conventional birth year of Jesus are written as **CE (Common Era)**, while earlier dates are written as **BCE (Before Common Era)**.
- (5) The Gregorian calendar has **no year zero**. Therefore, while calculating the time between a BCE date and a CE date, the two numbers are added and one is subtracted.
- (6) A **timeline** arranges dates and events in chronological order. It helps us understand which event occurred earlier or later and shows the sequence of historical developments.
- (7) Historical time is measured in units such as a **decade** of 10 years, a **century** of 100 years and a **millennium** of 1,000 years.
- (8) Historians reconstruct the past using many sources, including **archaeological, literary, oral and artistic sources**. Coins, inscriptions, monuments, manuscripts, folklore, paintings and sculptures are examples.
- (9) Historians compare several sources because some sources may support one another while others may provide contradictory information. Scientific studies of climate, ancient materials and genetics also offer new insights.
- (10) Modern humans, or **Homo sapiens**, have lived on Earth for about **300,000 years**. Early humans lived in groups and survived mainly by hunting animals and gathering edible plants and fruits.
- (11) Early humans lived in temporary camps, caves and rock shelters. They used fire, made stone tools, created rock paintings and ornaments, and exchanged some objects with other groups.
- (12) After the last Ice Age, people began cultivating crops and domesticating animals. Settlements grew from hamlets into villages and towns, while pottery, metal tools, trade and organised community life gradually developed.

4.2 Important Formulas:

This chapter does not contain conventional mathematical formulae. However, the following **time-calculation rules** are useful for solving quantitative problems.

1. Difference Between Two CE Dates:

$$\text{Number of years} = \text{Later CE year} - \text{Earlier CE year}$$

Example: Years from 1828 CE to 1947 CE:

$$1947 - 1828 = 119 \text{ years}$$

2. Difference Between Two BCE Dates:

$$\text{Number of years} = \text{Earlier BCE date} - \text{Later BCE date}$$

Here, a larger BCE number represents an earlier year.

Example: Years from 800 BCE to 560 BCE:

$$800 - 560 = 240 \text{ years}$$

3. Difference Between a BCE Date and a CE Date:

Since there is **no year zero**:

$$\text{Number of years} = \text{BCE year} + \text{CE year} - 1$$

Example: From 560 BCE to 2024 CE:

$$560 + 2024 - 1 = 2583 \text{ years}$$

4. Finding a CE Century from a CE Year:

$$\text{Century} = \left\lceil \frac{\text{CE year}}{100} \right\rceil$$

Example:

$$\left\lceil \frac{1947}{100} \right\rceil = 20$$

Therefore, 1947 CE belongs to the **20th century CE**.

Special rule: A year ending in “00” belongs to that exact century. For example, 1900 CE belongs to the 19th century CE.

5. Finding the Range of a CE Century:

For the n^{th} century CE:

$$\text{First year} = 100(n - 1) + 1$$

$$\text{Last year} = 100n$$

Example: For the 21st century CE:

$$100(21 - 1) + 1 = 2001$$

$$100(21) = 2100$$

Therefore, the 21st century extends from **2001 CE to 2100 CE**.

6. Finding the Range of a BCE Century:

For the n^{th} century BCE:

$$\text{Range} = 100n \text{ BCE to } [100(n - 1) + 1] \text{ BCE}$$

Example: The 3rd century BCE:

$$300 \text{ BCE to } 201 \text{ BCE}$$

7. Finding a CE Millennium from a CE Year:

$$\text{Millennium} = \left\lceil \frac{\text{CE year}}{1000} \right\rceil$$

Example:

$$\left\lceil \frac{2024}{1000} \right\rceil = 3$$

Therefore, 2024 CE belongs to the **3rd millennium CE**.

8. Finding the Range of a CE Millennium:

For the n^{th} millennium CE:

$$\text{First year} = 1000(n - 1) + 1$$

$$\text{Last year} = 1000n$$

Example: The 3rd millennium CE extends from:

$$2001 \text{ CE to } 3000 \text{ CE}$$

9. Finding the Range of a BCE Millennium:

For the n^{th} millennium BCE:

$$\text{Range} = 1000n \text{ BCE to } [1000(n - 1) + 1] \text{ BCE}$$

Example: The 1st millennium BCE extends from:

$$1000 \text{ BCE to } 1 \text{ BCE}$$

10. Converting “Years Ago” into a CE Date:

When the event falls within the Common Era:

$$\text{Approximate CE date} = \text{Present CE year} - \text{Years ago}$$

Example: If the present year is 2026 CE, then 500 years ago was approximately:

$$2026 - 500 = 1526 \text{ CE}$$

11. Converting “Years Ago” into a BCE Date:

If the number of years ago is greater than the present CE year:

$$\text{Approximate BCE date} = \text{Years ago} - \text{Present CE year} + 1$$

Example: If the present year is 2026 CE, then 12,000 years ago was approximately:

$$12000 - 2026 + 1 = 9975 \text{ BCE}$$

12. Useful Time Conversions:

1 decade = 10 years

1 century = 100 years

1 millennium = 1000 years

1 millennium = 10 centuries = 100 decades

These formulae help students solve questions involving **timelines, BCE–CE dates, centuries, millenniums and elapsed historical time.**

4.3 Fill-Up the Blank LOTS type questions with Answers: (40 Questions)

Fill in the Blanks – LOTS Type:

- The study of the human past is called _____.
Answer: History
- _____ study the physical features of the Earth, such as rocks, soil, rivers and mountains.
Answer: Geologists
- _____ study the fossil remains of plants, animals and humans.
Answer: Palaeontologists
- _____ study human societies and cultures from ancient times to the present.
Answer: Anthropologists
- _____ study the past by excavating objects and remains left behind by humans.
Answer: Archaeologists
- Preserved remains or impressions of ancient plants and animals are called _____.
Answer: Fossils
- A distinct period of time is called an _____.
Answer: era
- The calendar commonly used worldwide today is the _____ calendar.
Answer: Gregorian
- CE stands for _____.
Answer: Common Era
- BCE stands for _____.
Answer: Before Common Era
- There is no _____ in the Gregorian calendar between 1 BCE and 1 CE.
Answer: year zero
- A _____ shows dates and events in chronological order.
Answer: timeline
- A period of ten years is called a _____.
Answer: decade
- A period of 100 years is called a _____.
Answer: century
- A period of 1,000 years is called a _____.
Answer: millennium

16. A place, person, text or object that provides information about the past is called a _____ of history.

Answer: source

17. People who study and write about the past are called _____.

Answer: historians

18. Experts who study ancient inscriptions are known as _____.

Answer: epigraphists

19. Coins, tools, pottery and monuments are examples of _____ sources.

Answer: archaeological

20. Folklore and stories passed from one generation to another are examples of _____ sources.

Answer: oral

21. Manuscripts, poems and historical chronicles are examples of _____ sources.

Answer: literary

22. Paintings and sculptures are examples of _____ sources.

Answer: artistic

23. Modern human beings are scientifically known as _____.

Answer: Homo sapiens

24. Modern humans have lived on Earth for approximately _____ years.

Answer: 300,000

25. Early humans mainly survived by hunting animals and _____ edible plants and fruits.

Answer: gathering

26. Early humans often lived in temporary camps, caves and _____.

Answer: rock shelters

27. Early humans made tools such as stone axes, blades and _____.

Answer: arrowheads

28. Pictures drawn by early humans on the walls of caves are called _____ paintings.

Answer: rock

29. A very cold period during which large parts of the Earth were covered with ice is called an _____.

Answer: Ice Age

30. The last Ice Age ended approximately _____ years ago.

Answer: 12,000

31. Early settled communities began cultivating cereals and _____.

Answer: grains

32. Cattle and goats were among the animals _____ by early humans.

Answer: domesticated

33. Early farming communities often settled near _____ because water and fertile soil were available there.

Answer: rivers

34. Leaders of early communities were sometimes called _____.

Answer: chieftains

35. A small settlement or a small village is known as a _____.

Answer: hamlet

36. _____ was developed to make pots and other objects from clay.

Answer: Pottery

37. The first metal used by early humans, as mentioned in the chapter, was _____.

Answer: copper

38. After copper, _____ came to be used for making durable tools and objects.
Answer: iron
39. A traditional Indian book containing astronomical and calendar-related information is called a _____.
Answer: pañchāṅga
40. Newspapers and electronic media are important sources for studying _____ history.
Answer: recent

4.4 Fill-Up the Blank HOTS type questions with Answers: (35 Questions)

Fill in the Blanks – HOTS Type:

1. A historian arranging the birth of Buddha and the birth of Jesus in their correct sequence would use a _____.
Answer: timeline
2. Since there is no year zero, the number of years between 2 BCE and 2 CE is _____ years.
Answer: 3
3. The period between 500 BCE and 300 BCE is _____ years.
Answer: 200
4. The period between 100 BCE and 100 CE is _____ years.
Answer: 199
5. Gautama Buddha was born around 560 BCE. From 560 BCE to 2024 CE, approximately _____ years passed.
Answer: 2,583
6. A historical event that occurred in 323 CE belongs to the _____ century CE.
Answer: 4th
7. An event that occurred in 323 BCE belongs to the _____ century BCE.
Answer: 4th
8. India gained independence in 1947 CE, which belongs to the _____ century CE.
Answer: 20th
9. The year 2024 CE belongs to the _____ millennium CE.
Answer: 3rd
10. If an event happened in 2500 BCE, it belongs to the _____ millennium BCE.
Answer: 3rd
11. A researcher studying ancient footprints preserved in rocks would most likely be a _____.
Answer: palaeontologist
12. A scholar studying how ancient communities lived, behaved and organised themselves would be an _____.
Answer: anthropologist
13. A researcher excavating pottery, beads and burnt grains from an ancient settlement would be an _____.
Answer: archaeologist
14. An expert trying to understand the meaning of words carved on an ancient stone pillar would be an _____.
Answer: epigraphist
15. If a coin and an inscription provide similar information about a king, the two sources _____ each other.
Answer: confirm

16. If two historical sources provide different accounts of the same event, the historian must examine which source is more _____.

Answer: reliable

17. Old family photographs, diaries and identity cards can serve as _____ for reconstructing family history.

Answer: historical sources

18. A grandmother's account of an event from her childhood is an example of an _____ source.

Answer: oral

19. A poem written during the reign of an ancient ruler would be classified as a _____ source.

Answer: literary

20. A sculpture showing the clothing and ornaments of ancient people is both an artistic creation and a source of _____ information.

Answer: historical

21. The discovery of hunting tools and animal bones in a cave suggests that its inhabitants were probably _____ and gatherers.

Answer: hunters

22. The presence of burnt grains and farming tools at an ancient site may indicate that the people practised _____.

Answer: agriculture

23. Early communities settled near rivers because they provided water and _____ soil for agriculture.

Answer: fertile

24. The cultivation of crops and domestication of animals encouraged early humans to lead a more _____ life.

Answer: settled

25. The availability of more food caused early farming communities to grow in size and _____.

Answer: number

26. When hamlets exchanged food, clothing and tools, networks of communication and _____ began to develop.

Answer: exchange

27. The discovery of copper tools above a layer containing only stone tools may suggest that the copper tools belong to a _____ period.

Answer: later

28. The development of pottery helped settled communities store food, water and other _____.

Answer: materials

29. Scientific studies of ancient human remains can use _____ to understand characteristics passed from one generation to another.

Answer: genetics

30. If several pieces of evidence are missing, historians can reconstruct only an _____ picture of the past.

Answer: incomplete

31. A timeline with a dotted section usually indicates that a period of time has been _____.

Answer: skipped

32. A pañchāṅga can predict eclipses because it contains _____ data relating to the Sun and the Moon.
Answer: astronomical
33. Archaeological remains, inscriptions and literary records should be studied together to obtain a more _____ understanding of history.
Answer: reliable
34. The gradual growth of villages into towns and the development of new technologies prepared the way for the emergence of _____.
Answer: civilisation
35. Early humans survived difficult natural conditions mainly through cooperation, courage and _____.
Answer: persistence

4.5 One-mark questions with Answers of LOTS Type: (40 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

- What is history?**
Answer: History is the study of the human past.
- Who are geologists?**
Answer: Geologists are experts who study the physical features of the Earth, such as soil, rocks, mountains, rivers and oceans.
- What do palaeontologists study?**
Answer: Palaeontologists study the fossil remains of plants, animals and humans from millions of years ago.
- Who are anthropologists?**
Answer: Anthropologists study human societies and cultures from the earliest times to the present.
- What do archaeologists study?**
Answer: Archaeologists study the past by excavating material remains left behind by humans, plants and animals.
- What is a fossil?**
Answer: A fossil is the preserved impression or remains of a plant or animal found within layers of soil or rock.
- What is an era?**
Answer: An era is a distinct period of time.
- Which calendar is commonly used throughout the world?**
Answer: The Gregorian calendar is commonly used throughout the world.
- What does CE stand for?**
Answer: CE stands for Common Era.
- What does BCE stand for?**
Answer: BCE stands for Before Common Era.
- What is a timeline?**
Answer: A timeline is a tool that displays dates and events in chronological order.
- Why is a timeline useful?**
Answer: A timeline helps us understand the sequence in which historical events occurred.
- What is a decade?**
Answer: A decade is a period of ten years.
- What is a century?**
Answer: A century is a period of 100 years.

15. What is a millennium?

Answer: A millennium is a period of 1,000 years.

16. What is a source of history?

Answer: A source of history is a place, person, text or object that provides information about a past event or period.

17. Who is a historian?

Answer: A historian is a person who studies and writes about the past.

18. Who is an epigraphist?

Answer: An epigraphist is an expert who studies ancient inscriptions.

19. Name any two archaeological sources of history.

Answer: Coins and monuments are two archaeological sources of history.

20. Name any two literary sources of history.

Answer: Manuscripts and historical chronicles are two literary sources of history.

21. What are oral sources of history?

Answer: Oral sources are stories, memories, songs and traditions passed from one generation to another.

22. Name two artistic sources of history.

Answer: Paintings and sculptures are two artistic sources of history.

23. What is the scientific name for modern humans?

Answer: The scientific name for modern humans is *Homo sapiens*.

24. For approximately how long have modern humans lived on Earth?

Answer: Modern humans have lived on Earth for approximately 300,000 years.

25. Who were hunters and gatherers?

Answer: Hunters and gatherers were people who survived by hunting animals and collecting edible plants and fruits.

26. Where did early humans live?

Answer: Early humans lived in temporary camps, rock shelters and caves.

27. Name any two tools made by early humans.

Answer: Early humans made stone axes and arrowheads.

28. What do early rock paintings depict?

Answer: Early rock paintings depict figures, symbols, animals and scenes involving humans.

29. What is an Ice Age?

Answer: An Ice Age is a very cold period during which large parts of the Earth are covered with ice.

30. When did the last Ice Age end?

Answer: The last Ice Age ended approximately 12,000 years ago.

31. Name two animals domesticated by early humans.

Answer: Cattle and goats were two animals domesticated by early humans.

32. Why did early farming communities settle near rivers?

Answer: Early farming communities settled near rivers because they provided water and fertile soil.

33. Who were chieftains?

Answer: Chieftains were leaders responsible for the welfare of early communities.

34. What is a hamlet?

Answer: A hamlet is a small settlement or village.

35. What goods were exchanged among early villages?

Answer: Early villages mainly exchanged food, clothing and tools.

36. Which metal was used before iron?

Answer: Copper was used before iron.

37. What is pottery?

Answer: Pottery is the craft of making pots and other objects from clay.

38. What is a pañchāṅga?

Answer: A pañchāṅga is a traditional Indian book containing calendar tables and astronomical information.

39. Which sources help historians study recent history?

Answer: Newspapers, television and the internet help historians study recent history.

40. What does genetics study?

Answer: Genetics studies how features and characteristics pass from one generation to the next.

4.6 One-mark questions with Answers of HOTS Type: (35 Questions)**One-Mark Descriptive Questions with Answers – HOTS Type:****1. Why can historians be compared to detectives?**

Answer: Historians are like detectives because they examine and compare different clues to reconstruct the past.

2. Why should historians consult more than one historical source?

Answer: Historians consult several sources to verify information and develop a more reliable understanding of the past.

3. What should a historian do when two historical sources provide contradictory information?

Answer: The historian should examine both sources carefully and decide which one is more reliable.

4. How can an old family photograph serve as a source of history?

Answer: An old photograph can reveal information about family members, clothing, customs, places and past events.

5. Why is a timeline important for studying history?

Answer: A timeline helps us arrange events chronologically and understand which event happened earlier or later.

6. How many years passed between 2 BCE and 2 CE?

Answer: Three years passed between 2 BCE and 2 CE because the Gregorian calendar has no year zero.

7. How many years are there between 100 BCE and 100 CE?

Answer: There are 199 years between 100 BCE and 100 CE.

8. To which century does 1947 CE belong?

Answer: The year 1947 CE belongs to the 20th century CE.

9. To which century does 323 BCE belong?

Answer: The year 323 BCE belongs to the 4th century BCE.

10. To which millennium does 2024 CE belong?

Answer: The year 2024 CE belongs to the 3rd millennium CE.

11. Which expert should examine ancient animal footprints preserved in rock?

Answer: A palaeontologist should examine ancient animal footprints preserved in rock.

12. Which expert would study stone tools and pottery discovered underground?

Answer: An archaeologist would study stone tools and pottery discovered underground.

13. Which expert would study the customs and beliefs of a human community?

Answer: An anthropologist would study the customs and beliefs of a human community.

14. **Which expert would interpret words carved on an ancient stone pillar?**
Answer: An epigraphist would interpret the inscription carved on an ancient stone pillar.
15. **What may burnt grains discovered at an ancient settlement indicate?**
Answer: Burnt grains may indicate that the people cultivated, stored or cooked food crops.
16. **What can the discovery of arrowheads and animal bones in a cave suggest?**
Answer: The discovery suggests that the cave's inhabitants hunted animals for their survival.
17. **Why did early humans live in groups?**
Answer: Early humans lived in groups to cooperate, protect one another and overcome the challenges of nature.
18. **How did the use of fire improve the lives of early humans?**
Answer: Fire helped early humans cook food, obtain warmth and protect themselves from wild animals.
19. **What does the discovery of ornaments at an early settlement suggest?**
Answer: The discovery suggests that early humans had developed creativity, decorative practices and possibly exchange networks.
20. **Why were rivers suitable places for establishing early settlements?**
Answer: Rivers provided water and fertile soil needed for farming and everyday life.
21. **How did the end of the last Ice Age help the development of agriculture?**
Answer: Warmer climatic conditions after the Ice Age made cultivation and settled life easier.
22. **Why did the cultivation of crops encourage humans to settle permanently?**
Answer: Cultivation required people to remain near their fields to sow, protect and harvest crops.
23. **How did animal domestication benefit early communities?**
Answer: Animal domestication provided communities with food, labour and other useful resources.
24. **Why did early farming communities grow in size?**
Answer: Early farming communities grew because agriculture and domestication created a more dependable food supply.
25. **What does the discovery of pottery at an ancient settlement indicate?**
Answer: It indicates that people possessed the knowledge to make clay objects for cooking and storage.
26. **Why were metal tools more useful than stone tools?**
Answer: Metal tools were generally stronger, more durable and easier to shape for different purposes.
27. **How did the exchange of goods connect early villages?**
Answer: The exchange of food, clothing and tools created networks of trade and communication among villages.
28. **What does the growth of a hamlet into a town indicate?**
Answer: It indicates an increase in population, economic activity, communication and social organisation.
29. **Why is it difficult to reconstruct the complete history of early humans?**
Answer: It is difficult because much of the evidence has been lost, damaged or remains undiscovered.
30. **How can genetics contribute to our knowledge of the past?**
Answer: Genetics can reveal relationships, inherited characteristics and movements of ancient human populations.

31. Why are newspapers useful mainly for studying recent history?

Answer: Newspapers are useful for recent history because they record events from the period in which they began to be published.

32. What does a dotted portion on a timeline usually represent?

Answer: A dotted portion usually represents a long period that has been skipped to keep the timeline manageable.

33. Why might a historian study both a coin and an inscription belonging to the same ruler?

Answer: Studying both sources allows the historian to compare and verify information about the ruler.

34. How can rock paintings help us understand early human life?

Answer: Rock paintings provide clues about early humans' activities, animals, beliefs and artistic expression.

35. Why should pictures of early men's and women's roles not be treated as completely accurate?

Answer: Such pictures are interpretations based on limited evidence and may not represent the actual roles performed by everyone.

4.7 Two-mark questions with Answers of LOTS Type: (30 Questions)**Two-Mark Descriptive Questions with Answers – LOTS Type:****1. What is history? Why do we study it?**

Answer:

1. History is the study of the human past.
2. We study history to understand how past events and societies shaped the present world.

2. What do geologists study?

Answer:

1. Geologists study the physical features of the Earth.
2. These features include soil, rocks, hills, mountains, rivers, seas and oceans.

3. What do palaeontologists study?

Answer:

1. Palaeontologists study the remains of plants, animals and humans from millions of years ago.
2. These remains are generally preserved in the form of fossils.

4. What do anthropologists study?

Answer:

1. Anthropologists study human societies and cultures.
2. Their studies cover human life from the earliest times to the present.

5. What do archaeologists do?

Answer:

1. Archaeologists excavate and study remains left behind by people, plants and animals.
2. These remains may include tools, pottery, beads, bones, burnt grains, houses and bricks.

6. What is a fossil? Where is it usually found?

Answer:

1. A fossil is a preserved remain or impression of an ancient plant or animal.
2. Fossils are generally found within layers of soil or rock.

7. What are CE and BCE?

Answer:

1. CE means Common Era and is used for years after the conventional birth year of Jesus.
2. BCE means Before Common Era and is used for years before that point.

8. What is special about the calculation of dates between BCE and CE?**Answer:**

1. The Gregorian calendar does not have a year zero between 1 BCE and 1 CE.
2. Therefore, one must be subtracted after adding a BCE year and a CE year.

9. What is a timeline? What does it show?**Answer:**

1. A timeline is a tool used to arrange dates and events in chronological order.
2. It shows the sequence in which historical events occurred.

10. Define a century and a millennium.**Answer:**

1. A century is a period of 100 years.
2. A millennium is a period of 1,000 years.

11. What is a source of history? Give one example.**Answer:**

1. A source of history is a person, place, text or object that provides information about the past.
2. An ancient coin is an example of a historical source.

12. Name the four main categories of historical sources.**Answer:**

1. Archaeological and literary sources are two major categories of historical sources.
2. Oral and artistic sources are the other two categories.

13. What are archaeological sources? Give two examples.**Answer:**

1. Archaeological sources are material remains that provide information about past societies.
2. Coins and pottery are examples of archaeological sources.

14. What are literary sources? Give two examples.**Answer:**

1. Literary sources are written records that provide information about the past.
2. Manuscripts and historical chronicles are examples of literary sources.

15. What are oral sources? Give two examples.**Answer:**

1. Oral sources are accounts and traditions passed from one generation to another through speech.
2. Folklore and family memories are examples of oral sources.

16. What are artistic sources? Give two examples.**Answer:**

1. Artistic sources are creative works that provide information about the past.
2. Paintings and sculptures are examples of artistic sources.

17. How do historians reconstruct the past?**Answer:**

1. Historians collect information from as many available historical sources as possible.
2. They compare and interpret the sources to recreate the history of a particular period.

18. Who are epigraphists and historians?**Answer:**

1. Epigraphists are experts who study ancient inscriptions.
2. Historians are people who study and write about the past.

19. Mention two modern scientific methods that help in studying history.**Answer:**

1. Chemical analysis of excavated materials helps determine their nature and possible age.

2. Genetic studies of ancient people provide information about ancestry and inherited characteristics.

20. How did early humans obtain food?

Answer:

1. Early humans hunted animals for food.
2. They also gathered edible plants and fruits from their surroundings.

21. Where did early humans live, and why did they live in groups?

Answer:

1. Early humans lived in temporary camps, rock shelters and caves.
2. They lived in groups to cooperate and protect one another from natural dangers.

22. Name four types of tools or objects made by early humans.

Answer:

1. Early humans made stone axes, blades and arrowheads for different activities.
2. They also made ornaments such as beads and pendants.

23. What information do rock paintings provide?

Answer:

1. Rock paintings show figures, symbols, animals and scenes involving humans.
2. They provide information about the activities and artistic expression of early humans.

24. What was the last Ice Age?

Answer:

1. The last Ice Age was a period when large parts of the Earth were covered with ice.
2. It lasted from over 100,000 years ago until approximately 12,000 years ago.

25. What changes occurred after the last Ice Age?

Answer:

1. The climate became warmer and living conditions improved for humans.
2. People began cultivating crops, domesticating animals and establishing settlements.

26. Why did farming communities settle near rivers?

Answer:

1. Rivers provided the water needed for agriculture and everyday life.
2. The soil near rivers was fertile and made growing crops easier.

27. What role did chieftains play in early communities?

Answer:

1. Chieftains acted as leaders of early communities.
2. They were responsible for the welfare and well-being of the people.

28. How did hamlets gradually develop into towns?

Answer:

1. As populations increased, small hamlets grew into sizeable villages.
2. Trade and communication networks later helped some villages develop into towns.

29. What goods did early villages exchange?

Answer:

1. Early villages exchanged food and clothing with one another.
2. They also exchanged tools and other useful objects.

30. How did pottery and metals improve early human life?

Answer:

1. Pottery enabled people to make clay vessels for cooking and storing materials.
2. Copper and iron were used to produce durable tools, everyday objects and ornaments.

4.8. Two-mark questions with Answers of HOTS Type: (25 Questions)**Two-Mark Descriptive Questions with Answers – HOTS Type:**

1. Why are historians often compared to detectives?**Answer:**

1. Historians collect clues from sources such as coins, inscriptions, monuments and manuscripts.
2. They compare and interpret these clues to reconstruct events from the past.

2. Why should a historian consult several sources while studying an event?**Answer:**

1. A single source may provide incomplete or biased information about an event.
2. Comparing several sources helps the historian verify facts and develop a more reliable account.

3. What should historians do when two sources contradict each other?**Answer:**

1. Historians should carefully examine the origin, purpose and evidence provided by both sources.
2. They should then decide which source is more trustworthy or explain why the accounts differ.

4. How can an old family photograph and a diary help reconstruct family history?**Answer:**

1. A photograph can reveal information about people, clothing, places and important occasions.
2. A diary can provide written details about personal experiences, dates and past events.

5. Why is a timeline more useful than an unordered list of historical dates?**Answer:**

1. A timeline arranges events in chronological order and shows which events happened earlier or later.
2. It also helps learners understand the time intervals and relationships between events.

6. Calculate the number of years between 200 BCE and 200 CE.**Answer:**

1. Since there is no year zero, the calculation is $200 + 200 - 1$.
2. Therefore, the period between the two dates is **399 years**.

7. Gautama Buddha was born around 560 BCE; how many years before 320 CE was that?**Answer:**

1. The calculation is $560 + 320 - 1$, as there is no year zero.
2. Therefore, 320 CE was **879 years after** the approximate birth of Gautama Buddha.

8. How would you determine the century of the years 1900 CE and 1901 CE?**Answer:**

1. The year 1900 CE belongs to the **19th century**, which extends from 1801 to 1900.
2. The year 1901 CE belongs to the **20th century**, which extends from 1901 to 2000.

9. An ancient object is found below another object during excavation; what can archaeologists initially infer?**Answer:**

1. Archaeologists may initially infer that the object found in the deeper layer is older.
2. However, they must examine the site scientifically because the soil layers may have been disturbed.

10. Why would a geologist and an archaeologist work together at an excavation site?**Answer:**

1. A geologist can explain the soil, rocks and formation of the layers at the site.
2. An archaeologist can study the human-made objects and other remains found within those layers.

11. What can burnt grains and farming tools discovered at an ancient site reveal?

Answer:

1. Burnt grains may reveal the types of crops grown, stored or consumed by the people.
2. Farming tools suggest that the community practised agriculture and probably lived a settled life.

12. What can animal bones and stone arrowheads found together in a cave indicate?

Answer:

1. The arrowheads suggest that the people possessed tools used for hunting.
2. The animal bones indicate that hunted animals may have formed part of their food supply.

13. How can a rock painting help us understand early human society?

Answer:

1. A rock painting may show hunting, group activities, animals, tools or beliefs.
2. However, historians must interpret it carefully because a painting may not represent everyday life exactly.

14. Why did early humans have a better chance of survival when they lived in groups?

Answer:

1. Group members could cooperate in hunting, gathering food and caring for children.
2. They could also protect one another from wild animals, harsh weather and other dangers.

15. How did the use of fire transform the lives of early humans?

Answer:

1. Fire provided warmth, light, protection and a means of cooking food.
2. It made caves and temporary camps safer and more suitable for living.

16. How did the end of the last Ice Age contribute to permanent settlements?

Answer:

1. Warmer conditions improved the availability of plants, animals and water for human communities.
2. People began cultivating crops and domesticating animals, which encouraged them to remain in one place.

17. Why did many early agricultural settlements develop near rivers?

Answer:

1. Rivers supplied water for drinking, farming and domesticated animals.
2. The surrounding fertile soil made it easier to grow crops and support larger communities.

18. How did a dependable food supply increase the size of early communities?

Answer:

1. Agriculture and animal domestication produced more regular quantities of food.
2. This supported larger populations and encouraged communities to establish permanent villages.

19. How did the exchange of goods help villages develop into towns?

Answer:

1. The exchange of food, clothing and tools connected villages through trade and communication.
2. Increased interaction and economic activity allowed some villages to expand into towns.

20. Why was pottery an important technological development?

Answer:

1. Pottery provided containers for cooking, carrying and storing food and water.
2. It also helps archaeologists understand the skills, lifestyles and artistic patterns of past communities.

21. Why did the use of metals represent an improvement over stone technology?**Answer:**

1. Metals such as copper and iron could be shaped into different kinds of tools and objects.
2. Metal tools were generally sharper and more durable than many stone tools.

22. How can genetics contribute to the reconstruction of human history?**Answer:**

1. Genetic studies can reveal biological relationships among ancient and present-day populations.
2. They can also provide clues about human migration and characteristics passed across generations.

23. Why are newspapers and electronic media mainly useful for studying recent history?**Answer:**

1. These sources were not available during the earliest periods of human history.
2. They provide detailed records of events from the time when they began to be produced.

24. Why should the roles of men and women shown in pictures of early life be interpreted cautiously?**Answer:**

1. Such pictures are modern reconstructions created from limited historical evidence.
2. Men and women may have performed a wider variety of tasks than those shown in the illustrations.

25. Why can our knowledge of early human history never be completely certain?**Answer:**

1. Many objects and records from the distant past have been destroyed, lost or remain undiscovered.
2. Historians must therefore reconstruct the past from incomplete evidence and revise conclusions when new evidence appears.

4.9. Three-mark questions with Answers of LOTS Type: (22 Questions)**Three-Mark Descriptive Questions with Answers – LOTS Type:****1. Explain the importance of studying history.****Answer:**

1. History is the study of the human past.
2. It helps us understand how people and societies lived and changed over time.
3. Knowledge of the past enables us to understand the present world better.

2. Describe the work of geologists, palaeontologists and anthropologists.**Answer:**

1. Geologists study the physical features of the Earth, including soil, rocks, mountains, rivers and oceans.
2. Palaeontologists study the fossil remains of ancient plants, animals and humans.
3. Anthropologists study human societies and cultures from the earliest times to the present.

3. What do archaeologists study? Give examples of archaeological remains.**Answer:**

1. Archaeologists study the past by excavating remains left behind by people, plants and animals.
2. They examine objects such as tools, pots, beads, figurines, toys and ornaments.
3. They also study bones, teeth, burnt grains, bricks and the remains of houses.

4. Explain the use of CE and BCE in measuring historical time.**Answer:**

1. CE means Common Era and is used for dates after the conventional birth year of Jesus.
2. BCE means Before Common Era and is used for dates before that point.
3. BCE dates are counted backwards, while CE dates are counted forwards.

5. What is a timeline? State two of its uses.

Answer:

1. A timeline is a tool that presents dates and events in chronological order.
2. It helps us identify which historical event occurred earlier or later.
3. It also shows the time interval and sequence between different events.

6. Explain the terms decade, century and millennium.

Answer:

1. A decade is a period of ten years.
2. A century is a period of 100 years.
3. A millennium is a period of 1,000 years.

7. What is a source of history? Name its four main categories.

Answer:

1. A source of history is a place, person, text or object that provides information about the past.
2. Archaeological and literary sources are two major categories of historical sources.
3. Oral and artistic sources are the other two categories.

8. Describe archaeological sources of history.

Answer:

1. Archaeological sources are material remains recovered from past human settlements and activities.
2. They include coins, inscriptions, monuments, pottery, tools, ornaments and figurines.
3. Human, animal and plant remains also provide archaeological evidence about the past.

9. Describe literary, oral and artistic sources of history.

Answer:

1. Literary sources include manuscripts, poems, plays, historical writings and travelogues.
2. Oral sources include folklore, stories, songs and memories passed from one generation to another.
3. Artistic sources include paintings, sculptures and decorated panels.

10. How do historians reconstruct the past?

Answer:

1. Historians collect information from as many historical sources as possible.
2. They compare the sources to identify agreements, differences and contradictions.
3. They evaluate the reliability of the evidence and interpret it to reconstruct past events.

11. Name three groups of experts who help historians and explain their contributions.

Answer:

1. Archaeologists provide information by excavating and studying material remains.
2. Epigraphists examine and interpret ancient inscriptions.
3. Anthropologists study human societies, cultures and ways of life.

12. How does modern science contribute to the study of history?

Answer:

1. Studies of ancient climates provide information about environmental conditions in the past.
2. Chemical analysis helps experts examine excavated objects and materials.
3. Genetic studies offer clues about ancient people, inherited characteristics and population relationships.

13. Describe the life of early hunters and gatherers.

Answer:

1. Early humans survived by hunting animals and gathering edible plants and fruits.
2. They lived in groups in temporary camps, caves and rock shelters.
3. Group living helped them find food, face natural challenges and protect one another.

14. What tools and ornaments did early humans make?

Answer:

1. Early humans made improved stone axes, blades, arrowheads and other tools.
2. They produced simple ornaments such as stone and shell beads.
3. They also made pendants from animal teeth and sometimes exchanged them with other groups.

15. What do rock paintings tell us about early humans?

Answer:

1. Rock paintings provide evidence of early human creativity and expression.
2. Some paintings contain simple figures and symbols.
3. Others depict detailed scenes involving humans, animals and group activities.

16. Explain the last Ice Age and the changes that followed it.

Answer:

1. The last Ice Age lasted from over 100,000 years ago until approximately 12,000 years ago.
2. When the climate became warmer, some of the ice melted and increased the water in rivers and oceans.
3. Improved living conditions encouraged humans to cultivate crops and establish settlements.

17. Describe the beginning of agriculture and animal domestication.

Answer:

1. After the last Ice Age, people began cultivating cereals and grains.
2. They also domesticated animals such as cattle and goats.
3. The increased food supply encouraged communities to grow and adopt a settled way of life.

18. Why did early agricultural communities settle near rivers?

Answer:

1. Rivers provided a regular supply of water for people, animals and crops.
2. The land near rivers generally had fertile soil suitable for agriculture.
3. These advantages made cultivating crops and maintaining settlements easier.

19. Describe the organisation of early settled communities.

Answer:

1. As communities grew, their social organisation became more complex.
2. Leaders known as chieftains were responsible for the welfare of the people.
3. The community collectively sowed and harvested land without individual ownership.

20. How did hamlets gradually develop into towns?

Answer:

1. Growing populations caused small hamlets to expand into sizeable villages.
2. Villages exchanged food, clothing, tools and other goods with one another.
3. Trade and communication networks helped some villages develop into small towns.

21. Explain the importance of pottery, copper and iron in early societies.

Answer:

1. Pottery enabled people to make clay pots and other objects for cooking and storage.
2. Copper was used to make tools, ornaments and objects of everyday use.
3. Iron later enabled communities to produce stronger and more durable implements.

22. What information does a traditional Indian pañchāṅga provide?

Answer:

1. A pañchāṅga lists the days of each month along with related astronomical information.
2. It predicts events such as solar and lunar eclipses and provides sunrise and sunset timings.
3. It may also contain festival dates, auspicious timings and weather predictions.

4.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. Why can historians be compared to detectives?

Answer:

1. Historians collect clues from coins, monuments, inscriptions, manuscripts and other historical sources.
2. They compare these clues to identify agreements, contradictions and missing information.
3. They interpret the available evidence carefully to reconstruct a reliable account of the past.

2. A coin, an inscription and a literary text provide different accounts of a ruler. How should a historian proceed?

Answer:

1. The historian should examine the origin, date, purpose and author of each source.
2. The information should be compared with other archaeological and scientific evidence.
3. The historian should accept the most reliable interpretation while acknowledging unresolved contradictions.

3. Explain how objects found in a family home can be used to reconstruct its history.

Answer:

1. Photographs can reveal family members, relationships, clothing, places and important occasions.
2. Diaries, letters and identity cards can provide names, dates, occupations and personal experiences.
3. Oral memories from older relatives can connect these objects with particular people and events.

4. Calculate the number of years between 560 BCE and 320 CE.

Answer:

1. A BCE date and a CE date are added because they lie on opposite sides of the calendar.
2. Since there is no year zero, the calculation is $560 + 320 - 1$.
3. Therefore, the interval between 560 BCE and 320 CE is **879 years**.

5. Explain why 1900 CE and 1901 CE belong to different centuries.

Answer:

1. A century begins with a year ending in 01 and ends with a year ending in 00.
2. Therefore, 1900 is the final year of the 19th century CE.
3. The year 1901 is the first year of the 20th century CE.

6. How would a timeline help a student compare the birth of Buddha, Aśhoka's period and India's Independence?

Answer:

1. The timeline would place all three events in chronological order.
2. It would show that the birth of Buddha occurred before Aśhoka's period and long before India's Independence.
3. It would also help the student estimate the time intervals separating the events.

7. Pottery, burnt grains and cattle bones are found at an ancient site. What conclusions may be drawn?

Answer:

1. Burnt grains suggest that the people cultivated, stored or cooked cereal crops.
2. Cattle bones may indicate that animals were domesticated or used as a source of food.
3. Pottery suggests a settled community that needed vessels for cooking and storage.

8. Stone arrowheads and animal bones are discovered in a cave. What might they reveal about its inhabitants?

Answer:

1. The arrowheads indicate that the cave's inhabitants possessed specialised hunting tools.
2. The animal bones suggest that hunted animals formed part of their food supply.
3. Together, the remains indicate that the inhabitants probably followed a hunter-gatherer way of life.

9. Why is the presence of copper tools above stone tools at an undisturbed excavation site significant?

Answer:

1. The deeper stone tools are likely to belong to an earlier period than the copper tools.
2. The arrangement suggests a gradual technological change from stone to metal implements.
3. It can help archaeologists construct the chronological development of the settlement.

10. How did the end of the last Ice Age contribute to the beginning of agriculture?

Answer:

1. Rising temperatures melted part of the ice and increased the amount of water in rivers.
2. Warmer conditions encouraged the growth of plants and created more favourable living environments.
3. These changes helped people cultivate crops, domesticate animals and establish settlements.

11. Why did agriculture lead to the growth of larger communities?

Answer:

1. Agriculture produced a more regular and dependable supply of food.
2. Settled families could support more people than small wandering groups could.
3. The growing population encouraged the development of villages and organised community life.

12. Explain why rivers played an important role in the development of early settlements.

Answer:

1. Rivers supplied water for drinking, farming and domesticated animals.
2. River valleys generally contained fertile soil suitable for cultivating crops.
3. Rivers also helped connect settlements and supported the exchange of goods and ideas.

13. How did the exchange of goods contribute to the transformation of villages into towns?

Answer:

1. Villages exchanged surplus food, clothing, tools and other useful objects.
2. Regular exchange created wider networks of communication and economic activity.
3. Some well-connected villages grew in population and gradually developed into towns.

14. Why was the development of pottery important for both early people and modern archaeologists?

Answer:

1. Pottery helped early people cook food and store water, grains and other materials.
2. Its shapes and decorations provide evidence about the technology and artistic skills of a community.
3. Archaeologists can compare pottery styles to study the age and connections of settlements.

15. How did the use of metals change the lives of early humans?

Answer:

1. Copper and later iron allowed people to make sharper and more durable tools.
2. Metal was also used to produce ornaments and objects required in daily life.
3. Improved implements made farming, construction and other activities more efficient.

16. Why should illustrations showing the roles of early men and women be interpreted carefully?

Answer:

1. Such illustrations are reconstructions based on limited archaeological evidence.
2. They may incorrectly suggest that particular tasks were performed only by men or women.
3. Actual communities may have shared duties such as cooking, childcare, toolmaking and painting.

17. How can scientific studies strengthen information obtained from traditional historical sources?

Answer:

1. Chemical analysis can reveal the composition and possible origin of excavated materials.
2. Climate studies can explain environmental conditions that influenced human life and migration.
3. Genetic research can provide evidence about ancestry and connections among ancient populations.

18. Why can historians never produce a completely certain account of early human history?

Answer:

1. Early humans left no written records, and much material evidence has been destroyed or lost.
2. The surviving objects represent only a small part of their complete lives and experiences.
3. Historians must interpret incomplete evidence and revise conclusions when new discoveries are made.

19. How did group living improve the chances of survival among early humans?

Answer:

1. Groups could cooperate while hunting, gathering food and building shelters.
2. Members could protect one another against wild animals and harsh natural conditions.
3. They could share knowledge, tools, food and responsibilities such as caring for children.

20. A student says that only written records can be used to study history. How would you correct this statement?

Answer:

1. Much of early human history existed before the development of writing.
2. Archaeological, oral and artistic sources also provide valuable information about the past.
3. Tools, fossils, monuments, paintings and traditions must be studied along with written records.

4.11 Five-mark questions with Answers of LOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. Explain the roles of different experts who help us understand the past.

Answer:

1. Geologists study the Earth's physical features, including rocks, soil, hills, mountains, rivers and oceans.
2. Palaeontologists study fossils and other preserved remains of ancient plants, animals and humans.
3. Anthropologists study human societies and cultures from the earliest times to the present.
4. Archaeologists excavate and examine tools, pottery, ornaments, bones, buildings and other material remains.
5. Epigraphists study ancient inscriptions, while historians combine evidence from different sources to reconstruct the past.

2. Explain how historical time is measured and represented.

Answer:

1. Historical dates are commonly expressed using BCE, meaning Before Common Era, and CE, meaning Common Era.
2. The Gregorian calendar has no year zero, as 1 CE immediately follows 1 BCE.
3. A decade is a period of ten years, while a century is a period of 100 years.
4. A millennium is a period of 1,000 years.
5. A timeline represents dates and events chronologically and helps us understand their sequence.

3. Describe the main sources of history.

Answer:

1. Archaeological sources include monuments, coins, inscriptions, pottery, tools, ornaments and excavated remains.
2. Literary sources include manuscripts, poems, plays, historical texts, chronicles and travelogues.
3. Oral sources include folklore, traditional stories, songs and memories passed between generations.
4. Artistic sources include paintings, sculptures and decorated panels.
5. Scientific evidence, newspapers and electronic media also help historians reconstruct ancient and recent history.

4. Explain how historians reconstruct and interpret the past.

Answer:

1. Historians collect information from as many historical sources as they can find.
2. They study evidence such as objects, buildings, inscriptions, manuscripts and oral traditions.
3. They compare the sources to identify information that supports or contradicts other evidence.
4. When sources disagree, historians determine which source is more reliable.
5. They combine and interpret the available evidence to recreate the history of a particular period.

5. Describe the life of early hunters and gatherers.

Answer:

1. Early humans lived in groups and faced several challenges from nature.
2. They obtained food by hunting animals and gathering edible plants and fruits.
3. They lived in temporary camps, caves and rock shelters.
4. They used fire and made stone axes, blades, arrowheads and other tools.
5. They also created rock paintings and made ornaments from stones, shells and animal teeth.

6. Explain the changes in human life after the last Ice Age.

Answer:

1. The last Ice Age ended approximately 12,000 years ago as the climate became warmer.
2. Melting ice increased the water flowing into rivers and oceans.
3. Improved environmental conditions encouraged people to cultivate cereals and grains.
4. Humans also began domesticating animals such as cattle and goats.
5. Agriculture and domestication encouraged people to establish permanent settlements, often near rivers.

7. Describe the growth of early settlements into villages and towns.

Answer:

1. A dependable food supply caused early farming communities to increase in size and number.
2. Leaders known as chieftains became responsible for the welfare of the community.
3. Small hamlets gradually grew into sizeable villages.
4. Villages exchanged food, clothing, tools and other goods with one another.
5. Expanding trade and communication networks helped some villages develop into small towns.

8. Explain the technological developments of early settled communities.

Answer:

1. Early communities developed pottery to make pots and other clay objects.
2. Pottery vessels were useful for cooking, carrying and storing food and water.
3. Copper was one of the earliest metals used to make tools, objects and ornaments.
4. Iron was used later to produce stronger and more durable implements.
5. These technological developments made farming, storage and everyday work more efficient.

9. Explain what rock paintings and ornaments reveal about early humans.

Answer:

1. Rock paintings provide evidence of the creative and artistic abilities of early humans.
2. Some paintings contain simple human or animal figures and symbols.
3. More detailed paintings represent activities involving animals, humans and groups.
4. Early humans made ornaments such as stone beads, shell beads and animal-tooth pendants.
5. The exchange of ornaments between groups indicates contact and interaction among communities.

10. Describe the traditional Indian pañchāṅga and its uses.

Answer:

1. A pañchāṅga is a traditional Indian book of calendar tables.
2. It lists the days of each month along with related astronomical information.
3. It predicts solar and lunar eclipses and gives the timings of sunrise and sunset.
4. It provides the dates and timings of festivals and other auspicious occasions.
5. Some pañchāṅgas also include weather predictions for the year.

4.12 Five-mark questions with Answers of HOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. “Historians are like detectives.” Justify this statement.

Answer:

1. Historians search for clues in coins, inscriptions, monuments, manuscripts and other remains.
2. They examine the age, origin and purpose of every available source.
3. They compare different sources to identify agreements, contradictions and missing information.

4. When sources disagree, they assess which evidence is more reliable.
5. They combine the verified clues to reconstruct a logical account of the past.

2. Explain how you would reconstruct the history of your family using different historical sources.

Answer:

1. I would interview my parents, grandparents and older relatives to collect oral accounts.
2. I would examine photographs, letters, diaries, certificates and identity cards for names and dates.
3. I would study household objects, clothes and jewellery that belonged to earlier generations.
4. I would compare the information from these sources to identify similarities or contradictions.
5. Finally, I would arrange the verified events chronologically and prepare a family tree and timeline.

3. A historian finds a coin, an inscription and a literary account about the same ruler, but they provide different information. How should the historian proceed?

Answer:

1. The historian should determine the date, origin and purpose of each source.
2. The coin should be examined for symbols, portraits, inscriptions and metal composition.
3. The inscription and literary account should be studied for possible exaggeration, bias or errors.
4. Their claims should be compared with archaeological remains and other independent evidence.
5. The historian should present the most reliable conclusion while clearly mentioning any unresolved differences.

4. Explain how archaeology and science can work together to study an ancient settlement.

Answer:

1. Archaeologists can excavate tools, pottery, buildings, bones and burnt grains from the settlement.
2. Geologists can study the soil and rock layers to understand the formation and condition of the site.
3. Chemical analysis can identify the materials used and help determine their possible origin or age.
4. Studies of plant and animal remains can reveal the food habits and environment of the inhabitants.
5. Genetic analysis of human remains can provide evidence about ancestry and relationships among populations.

5. Explain how a changing climate transformed humans from hunters and gatherers into settled farmers.

Answer:

1. During the Ice Age, harsh climatic conditions made survival difficult and encouraged people to move in search of food.
2. When the climate became warmer, melting ice increased the flow of water into rivers.
3. Improved conditions supported the growth of edible plants and made the cultivation of crops possible.
4. People began domesticating animals and staying near their fields and water sources.
5. A more dependable food supply led to permanent settlements and the growth of farming communities.

6. Analyse the importance of rivers in the growth of early communities.

Answer:

1. Rivers supplied water for drinking, cooking, farming and domesticated animals.
2. Floods deposited fertile soil along riverbanks and made crop cultivation easier.
3. Regular agricultural production created a dependable food supply for larger populations.
4. Rivers could connect settlements and support the movement and exchange of goods.
5. These advantages helped small farming settlements develop into villages and towns.

7. Explain how agriculture led to social and economic changes in early human communities.**Answer:**

1. Agriculture encouraged people to settle permanently near their fields.
2. A dependable food supply supported an increase in population and settlement size.
3. Growing communities required chieftains and greater cooperation for their collective welfare.
4. Surplus produce encouraged the exchange of food, clothing, tools and other goods.
5. Trade and communication networks gradually helped villages develop into towns.

8. Evaluate the importance of pottery and metallurgy in the development of civilisation.**Answer:**

1. Pottery provided vessels for cooking, carrying water and storing agricultural produce.
2. Pottery styles also expressed the technical and artistic abilities of different communities.
3. Copper allowed people to produce tools, ornaments and useful everyday objects.
4. Iron later provided stronger and more durable implements for farming and construction.
5. These technologies improved production and supported the development of larger, more organised settlements.

9. Why should reconstructions of the roles of men and women in early societies be treated cautiously?**Answer:**

1. Our knowledge of early human society is based on limited and incomplete material evidence.
2. Illustrations of early life are modern interpretations rather than direct records of every activity.
3. They may incorrectly show hunting, cooking or childcare as duties of only one gender.
4. Men and women may have shared or exchanged responsibilities according to circumstances.
5. Therefore, conclusions about gender roles should remain open to revision when new evidence is discovered.

10. “No single source can present the complete history of a society.” Explain.**Answer:**

1. Each historical source provides information about only certain aspects of the past.
2. Coins may reveal rulers and trade, while pottery may provide evidence about technology and daily life.
3. Literary sources may contain valuable details but can also include bias or exaggeration.
4. Oral traditions preserve community memories, although they may change over generations.
5. Historians must combine archaeological, literary, oral, artistic and scientific evidence to form a balanced account.

4.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – Applied Type:

1. Prepare a plan to reconstruct the history of your family using the sources available at home.

Answer:

1. Interview parents, grandparents and older relatives to collect names, memories and important family events.
2. Examine photographs, diaries, letters, certificates, identity cards and property documents.
3. Study old jewellery, clothes, utensils and other inherited objects for clues about earlier lifestyles.
4. Compare the information from different sources and verify dates or events wherever possible.
5. Organise the verified information into a family tree and chronological timeline.

2. During an excavation, you discover stone tools, animal bones, ashes and rock paintings. What can you infer about the people who lived there?

Answer:

1. The stone tools suggest that the inhabitants made implements for hunting and other activities.
2. The animal bones indicate that animals may have been hunted and consumed as food.
3. The ashes suggest that the inhabitants knew how to produce and use fire.
4. The rock paintings show that they possessed creativity and expressed experiences through art.
5. Together, the evidence indicates that they were probably hunter-gatherers who lived in the shelter.

3. Pottery, farming tools, burnt grains and cattle bones are found at an ancient site. Reconstruct the possible life of its inhabitants.

Answer:

1. Farming tools and burnt grains suggest that the inhabitants cultivated and consumed crops.
2. Cattle bones indicate that they domesticated animals or used them for food and work.
3. Pottery shows that they stored water and grains and cooked food in clay vessels.
4. These activities suggest that the people followed a settled rather than a nomadic way of life.
5. The site was probably an early agricultural village with an organised food-producing community.

4. Arrange 560 BCE, 323 BCE, 100 BCE, 100 CE, 323 CE and 1947 CE chronologically, and explain the rule followed.

Answer:

1. The correct order is **560 BCE, 323 BCE, 100 BCE, 100 CE, 323 CE and 1947 CE**.
2. In BCE, the date with the larger number occurred earlier in history.
3. Therefore, 560 BCE comes before 323 BCE and 100 BCE.
4. All BCE dates come before CE dates because 1 CE follows 1 BCE.
5. In CE, dates increase forward in time, so 100 CE precedes 323 CE and 1947 CE.

5. A ruler was born in 320 CE, and Gautama Buddha was born around 560 BCE. Calculate the time between their births.

Answer:

1. The two dates lie on opposite sides of the BCE–CE division.
2. Therefore, the BCE and CE numbers must be added.
3. The calculation is $560 + 320 = 880$.
4. One year must be subtracted because the Gregorian calendar has no year zero.

5. Thus, the ruler was born approximately **879 years after** the birth of Gautama Buddha.

6. Plan a visit to a museum to study historical sources effectively.

Answer:

1. Research the museum beforehand and identify the types of exhibits it contains.
2. Prepare a checklist covering coins, inscriptions, tools, pottery, sculptures and other relevant objects.
3. Read exhibit labels carefully and record each object's age, material, origin and purpose.
4. Observe how different objects reveal the lifestyle, technology, art and beliefs of past societies.
5. After the visit, organise the observations into a report with a timeline or classification of sources.

7. Two sources give contradictory information about an ancient ruler. Explain how you would identify the more reliable source.

Answer:

1. Identify when, where and by whom each source was created.
2. Examine whether either source was intended to praise or criticise the ruler.
3. Compare their claims with coins, inscriptions, monuments and other independent evidence.
4. Seek scientific or archaeological findings that support one of the accounts.
5. Select the conclusion supported by stronger evidence while recording the contradiction honestly.

8. Your village is located near a river and contains old pottery, metal tools and building remains. What might these sources reveal?

Answer:

1. Its river location suggests that water and fertile soil may have supported agriculture.
2. Pottery may reveal how people cooked, stored food and expressed artistic ideas.
3. Metal tools can indicate the community's technological knowledge and everyday occupations.
4. Building remains can provide information about settlement size, construction methods and social organisation.
5. Together, these sources may show how a farming village gradually developed into a larger settlement.

9. Create a simple method for identifying whether an unknown historical source is archaeological, literary, oral or artistic.

Answer:

1. If it is a material remain such as a coin, tool or monument, classify it as an archaeological source.
2. If it is a written work such as a manuscript, poem or chronicle, classify it as a literary source.
3. If it is a memory, folklore or spoken tradition, classify it as an oral source.
4. If it is a painting, sculpture or decorated panel, classify it as an artistic source.
5. If the source belongs to more than one category, record all its features before deciding its main category.

10. Suppose you must design an exhibition titled "From Hunters to Settled Farmers." What five exhibits would you choose?

Answer:

1. Display stone axes and arrowheads to represent hunting and food gathering.
2. Include a reproduction of a rock painting to show early human activities and artistic expression.
3. Display burnt grains and farming tools to represent the beginning of agriculture.

4. Include pottery and domesticated-animal remains to demonstrate settled community life.
5. Display copper and iron objects to show the technological development of villages and towns.

4.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. Which specialist studies the physical features of the Earth, such as rocks, soil and mountains?

- A. Anthropologist
- B. Geologist
- C. Epigraphist
- D. Historian

Answer: B. Geologist

2. A preserved footprint found within a layer of rock is best described as:

- A. A manuscript
- B. An inscription
- C. A fossil
- D. A chronicle

Answer: C. A fossil

3. Who studies ancient inscriptions?

- A. Epigraphist
- B. Palaeontologist
- C. Geologist
- D. Geneticist

Answer: A. Epigraphist

4. Which of the following is correctly matched?

- A. Archaeologist — studies only written records
- B. Anthropologist — studies human societies and cultures
- C. Geologist — studies ancient poems
- D. Epigraphist — studies fossils

Answer: B. Anthropologist — studies human societies and cultures

5. Which group contains only archaeological sources?

- A. Coins, pottery and tools
- B. Poems, plays and folklore
- C. Paintings, songs and memories
- D. Chronicles, travelogues and stories

Answer: A. Coins, pottery and tools

6. Which of the following is mainly an oral source?

- A. Copper plate
- B. Stone tool
- C. Folklore
- D. Sculpture

Answer: C. Folklore

7. A travelogue written by a visitor to an ancient kingdom is primarily a:

- A. Literary source
- B. Fossil source
- C. Geological source
- D. Genetic source

Answer: A. Literary source

8. Which source would be most useful for studying the artistic abilities of early humans?

- A. Modern newspaper
- B. Rock painting
- C. Identity card
- D. Calendar

Answer: B. Rock painting

9. What immediately follows 1 BCE in the Gregorian calendar?

- A. Year zero
- B. 2 BCE
- C. 1 CE
- D. 2 CE

Answer: C. 1 CE

10. How many years passed between 5 BCE and 5 CE?

- A. 8 years
- B. 9 years
- C. 10 years
- D. 11 years

Answer: B. 9 years

11. Which formula correctly calculates the interval between a BCE date and a CE date?

- A. BCE year – CE year
- B. CE year – BCE year
- C. BCE year + CE year
- D. BCE year + CE year – 1

Answer: D. BCE year + CE year – 1

12. How many years passed between 250 BCE and 150 CE?

- A. 399 years
- B. 400 years
- C. 401 years
- D. 100 years

Answer: A. 399 years

13. Arrange the following dates from earliest to latest:

- 1. 100 CE
 - 2. 500 BCE
 - 3. 250 BCE
 - 4. 300 CE
- A. 1, 4, 3, 2
 - B. 2, 3, 1, 4
 - C. 3, 2, 4, 1
 - D. 4, 1, 3, 2

Answer: B. 2, 3, 1, 4

14. The year 400 CE belongs to the:

- A. 3rd century CE
- B. 4th century CE
- C. 5th century CE
- D. 4th millennium CE

Answer: B. 4th century CE

15. The year 401 CE belongs to the:

- A. 4th century CE
- B. 5th century CE

C. 6th century CE

D. 1st millennium BCE

Answer: B. 5th century CE

16. The year 323 BCE belongs to the:

A. 2nd century BCE

B. 3rd century BCE

C. 4th century BCE

D. 5th century BCE

Answer: C. 4th century BCE

17. Which range correctly represents the 3rd century BCE?

A. 201 BCE to 300 BCE

B. 300 BCE to 201 BCE

C. 301 BCE to 400 BCE

D. 200 BCE to 101 BCE

Answer: B. 300 BCE to 201 BCE

18. Which range represents the 21st century CE?

A. 1901–2000 CE

B. 2000–2099 CE

C. 2001–2100 CE

D. 2101–2200 CE

Answer: C. 2001–2100 CE

19. The year 2024 CE belongs to the:

A. 1st millennium CE

B. 2nd millennium CE

C. 3rd millennium CE

D. 4th millennium CE

Answer: C. 3rd millennium CE

20. Which time conversion is incorrect?

A. 1 decade = 10 years

B. 1 century = 100 years

C. 1 millennium = 1,000 years

D. 1 millennium = 100 centuries

Answer: D. 1 millennium = 100 centuries

21. A timeline is most useful for:

A. Measuring the weight of artefacts

B. Arranging events in chronological order

C. Translating ancient inscriptions

D. Locating fossils underground

Answer: B. Arranging events in chronological order

22. A dotted section on a timeline usually indicates that:

A. The event is imaginary

B. The date is incorrect

C. A period has been skipped

D. The timeline has ended

Answer: C. A period has been skipped

23. A historian finds pottery, burnt grains and farming tools at a site. Which conclusion is most reasonable?

A. The inhabitants depended only on hunting.

B. The inhabitants probably practised agriculture.

- C. The site was definitely a modern city.
- D. The inhabitants had no knowledge of storage.

Answer: B. The inhabitants probably practised agriculture.

24. Stone arrowheads and animal bones discovered together in a cave most strongly suggest:

- A. Agricultural activity
- B. Sea trade
- C. Hunting activity
- D. Metal production

Answer: C. Hunting activity

25. Which development most directly encouraged early humans to establish permanent settlements?

- A. Invention of electronic media
- B. Cultivation of crops
- C. Writing of chronicles
- D. Construction of museums

Answer: B. Cultivation of crops

26. Why did early farming communities commonly settle near rivers?

- A. Rivers always contained metal ores.
- B. Rivers provided water and fertile soil.
- C. Wild animals never approached rivers.
- D. Rivers prevented contact with other communities.

Answer: B. Rivers provided water and fertile soil.

27. Which sequence shows the most likely development of early settlements?

- A. Town → village → hamlet
- B. Village → cave → town
- C. Hamlet → village → town
- D. Town → rock shelter → village

Answer: C. Hamlet → village → town

28. Which innovation appeared first according to the chapter?

- A. Iron technology
- B. Electronic media
- C. Copper metallurgy
- D. Modern newspapers

Answer: C. Copper metallurgy

29. What was one major advantage of metal tools over stone tools?

- A. They were always lighter than stone.
- B. They were generally more durable.
- C. They required no special knowledge to make.
- D. They could not be used as weapons.

Answer: B. They were generally more durable.

30. Which pair of developments contributed most directly to a dependable food supply?

- A. Rock painting and ornament-making
- B. Agriculture and animal domestication
- C. Folklore and inscriptions
- D. Pottery and sculpture

Answer: B. Agriculture and animal domestication

31. If two historical sources contradict each other, a historian should:

- A. Reject both sources immediately
- B. Accept the older source automatically

- C. Compare their reliability with other evidence
- D. Select the more interesting account

Answer: C. Compare their reliability with other evidence

32. Why is it difficult to reconstruct the complete history of early humans?

- A. Early humans lived only near rivers.
- B. All early objects were made of metal.
- C. Much of the evidence is missing or incomplete.
- D. Historians do not examine archaeological remains.

Answer: C. Much of the evidence is missing or incomplete.

33. Which evidence would best show that two distant early communities interacted?

- A. Similar ornaments exchanged between them
- B. Different types of soil at the two sites
- C. Absence of tools at one site
- D. Different climates in the two regions

Answer: A. Similar ornaments exchanged between them

34. Which modern scientific field can provide information about ancestry and inherited characteristics?

- A. Astronomy
- B. Genetics
- C. Geometry
- D. Meteorology

Answer: B. Genetics

35. Which statement about early gender roles is the most accurate?

- A. Only men hunted in every early community.
- B. Only women prepared food in every community.
- C. Illustrations provide complete proof of fixed gender roles.
- D. Conclusions about gender roles must remain cautious because evidence is limited.

Answer: D. Conclusions about gender roles must remain cautious because evidence is limited.

36. A pañchāṅga is useful because it contains:

- A. Only stories about ancient rulers
- B. Astronomical data and festival timings
- C. Only records of wars
- D. Excavated tools and pottery

Answer: B. Astronomical data and festival timings

37. Which source would be most appropriate for studying an event from the last few decades?

- A. Only fossils
- B. Television reports and internet records
- C. Only stone tools
- D. Prehistoric cave paintings

Answer: B. Television reports and internet records

38. Which inference is best supported by the discovery of large storage pots in a farming settlement?

- A. The people probably stored surplus food or water.
- B. The people did not practise agriculture.
- C. The people depended only on hunting.
- D. The settlement had no permanent houses.

Answer: A. The people probably stored surplus food or water.

39. Which event occurred earliest?

- A. Beginning of copper metallurgy
- B. Birth of Gautama Buddha
- C. India's Independence
- D. Beginning of the Common Era

Answer: A. Beginning of copper metallurgy

40. Which statement best explains how villages developed into towns?

- A. People stopped producing food.
- B. Trade and communication networks expanded.
- C. Communities abandoned all technologies.
- D. Rivers became unnecessary for settlements.

Answer: B. Trade and communication networks expanded.

4.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

Best Practices for Teaching Chapter 4: Timeline and Sources of History:

1. Begin with the Students' Personal Past:

Ask students to bring photographs, certificates, old objects or copies of family documents. Let them explain how each item provides information about their family's history.

2. Construct a Classroom Timeline:

Create a large timeline displaying important BCE and CE events from the chapter. Include the beginning of agriculture, copper metallurgy, the birth of Gautama Buddha and recent events to strengthen chronological understanding.

3. Use a Source-Classification Activity:

Provide pictures or replicas of coins, inscriptions, manuscripts, tools, paintings and monuments. Ask students to classify them as archaeological, literary, oral or artistic sources and justify their choices.

4. Conduct a "Historian as Detective" Exercise:

Give groups different clues about an imaginary ancient settlement, such as pottery, burnt grains, bones and tools. Ask them to combine the evidence and reconstruct the possible lifestyle of its inhabitants.

5. Demonstrate BCE–CE Calculations:

Use a number line to explain that there is no year zero between 1 BCE and 1 CE. Provide guided practice in calculating intervals, identifying centuries and arranging dates chronologically.

6. Develop a Family Tree Project:

Ask students to collect information about three generations of their family through interviews and documents. They can present the information using a family tree and mention the sources used.

7. Use Visual and Material Resources:

Show maps, timelines, rock-painting images, artefact photographs, museum videos and simple replicas. Visual resources make ideas such as excavation, fossils and early human life easier to understand.

8. Encourage Cooperative Learning:

Divide students into groups representing geologists, palaeontologists, anthropologists, archaeologists and historians. Each group can explain its specialist's role and demonstrate how the experts cooperate to study the past.

9. Organise a Museum or Heritage Visit:

Plan a visit to a nearby museum, monument or archaeological site after giving students an observation checklist. Ask them to record the type, material, age and historical significance of selected exhibits.

10. Connect History with Science and Mathematics:

Link fossils and genetics with science, and timelines and date calculations with mathematics. Such interdisciplinary teaching helps students understand that historical reconstruction draws upon several fields.

11. Address Stereotypes Carefully:

Discuss the illustrations of men's and women's roles in early communities. Explain that these pictures are interpretations based on limited evidence and may not represent every possible situation.

12. Use Continuous Formative Assessment:

Conclude lessons with short timeline tasks, source-identification cards, one-minute summaries or exit questions. Use students' responses to identify misunderstandings and provide immediate support.

4.16 Innovations Opportunity List from the Chapter: (12 Ideas)**Innovations in Teaching–Learning Chapter 4: Timeline and Sources of History:****1. Interactive Digital Timeline:**

Students can use presentation or timeline software to place major events from the chapter in chronological order. They may add pictures, dates, voice recordings and short descriptions to make the timeline interactive.

2. Classroom Archaeological Dig:

Create a simulated excavation box using sand, soil and replicas of coins, pottery pieces, beads, bones and tools. Students can excavate, label and interpret the objects as young archaeologists.

3. Augmented-Reality Museum:

Attach QR codes to pictures or models of historical sources displayed in the classroom. Scanning each code can reveal a short video, audio explanation or 3D view of the related artefact.

4. “History Detective” Mystery Challenge:

Present students with evidence from an imaginary settlement, such as burnt grains, animal bones, pottery and metal tools. Teams must analyse the clues and prepare a reasoned account of how the community may have lived.

5. Living Timeline Activity:

Mark a large BCE–CE timeline on the classroom floor and give students event cards. Students stand at the appropriate positions and physically demonstrate chronological sequence, centuries and the absence of a year zero.

6. Digital Family-History Portfolio:

Students can collect family photographs, oral memories and scanned documents to create a digital family-history portfolio. They can add a family tree, timeline and source labels while protecting private information.

7. Expert Role-Play Conference:

Students take the roles of geologists, palaeontologists, anthropologists, archaeologists, epigraphists and historians. Each “expert” examines the same discovery from a different viewpoint before the class combines the evidence.

8. Rock-Art Storytelling Studio:

Students can create safe rock-art-style drawings using natural colours or digital drawing tools. They then exchange their artwork with classmates, who attempt to interpret the activities, beliefs or messages shown.

9. Virtual Museum Tour:

Use a virtual tour of a museum or archaeological site to examine coins, sculptures, tools and inscriptions. Students can complete a digital observation sheet and classify each exhibit by source type.

10. BCE–CE Gamified Learning:

Create a board game or digital quiz involving date calculations, century identification and chronological arrangement. Learners gain points for correct reasoning and bonus points for explaining why there is no year zero.

11. Then-and-Now Comparison Project:

Students compare early tools, shelters, food collection, storage and communication with their modern equivalents. They may present the comparison through posters, short videos, models or photo collages.

12. AI-Assisted Artefact Interpretation:

With teacher supervision, students can enter basic descriptions of imaginary artefacts into an age-appropriate AI tool and compare its interpretations with their own. The activity should emphasise that AI suggestions must be checked against textbook evidence and cannot replace historical reasoning.

4.17: Practicing Questions/Question Bank :**A. Fill in the Blanks:**

1. The study of the human past is called _____.
Answer: History
2. Scientists who study fossils are called _____.
Answer: Palaeontologists
3. _____ study human societies and cultures from ancient times to the present.
Answer: Anthropologists
4. The period before the Common Era is written as _____.
Answer: BCE
5. A period of one hundred years is called a _____.
Answer: Century
6. A period of one thousand years is called a _____.
Answer: Millennium
7. There is no _____ in the Gregorian calendar.
Answer: Year zero
8. A _____ shows the sequence of dates and historical events.
Answer: Timeline
9. Experts who study ancient inscriptions are called _____.
Answer: Epigraphists
10. Modern humans are scientifically known as _____.
Answer: Homo sapiens
11. Early humans mainly survived as hunters and _____.
Answer: Gatherers
12. The last Ice Age ended approximately _____ years ago.
Answer: 12,000

13. Early agricultural communities often settled near _____.

Answer: Rivers

14. The first metal used by early humans was _____.

Answer: Copper

15. A small settlement or small village is called a _____.

Answer: Hamlet

B. One-Mark Questions:

1. **What is history?**

Answer: History is the study of the human past.

2. **What is an era?**

Answer: An era is a distinct period of time.

3. **Who are archaeologists?**

Answer: Archaeologists study the past by excavating and examining the remains left behind by humans, plants and animals.

4. **What is a fossil?**

Answer: A fossil is the preserved impression or remains of a plant, animal or human found within layers of soil or rock.

5. **What does CE stand for?**

Answer: CE stands for Common Era.

6. **What does BCE stand for?**

Answer: BCE stands for Before Common Era.

7. **What is a decade?**

Answer: A decade is a period of ten years.

8. **Which century includes the year 1947 CE?**

Answer: The year 1947 CE belongs to the 20th century CE.

9. **What is a source of history?**

Answer: A source of history is a place, person, text or object from which information about the past is obtained.

10. **Name any two archaeological sources.**

Answer: Coins and pottery.

11. **Who is a historian?**

Answer: A historian is a person who studies and writes about the past.

12. **Who are epigraphists?**

Answer: Epigraphists are experts who study ancient inscriptions.

13. **What is meant by 'afterlife'?**

Answer: Afterlife means a life believed to begin after death.

14. **Why did early humans live in groups?**

Answer: Early humans lived in groups to protect and help one another while finding food and shelter.

15. Name the two main occupations of early humans.

Answer: Hunting animals and gathering edible plants and fruits.

C. Two-Mark Descriptive Questions:**1. Differentiate between CE and BCE.**

Answer:

- CE means Common Era, and its years are counted forward.
- BCE means Before Common Era, and its years are counted backward.

2. What are the two main uses of a timeline?

Answer:

- A timeline shows the sequence of dates and events.
- It helps us understand the order in which historical events occurred.

3. What do geologists and palaeontologists study?

Answer:

- Geologists study the physical features of the Earth, such as soil, rocks, hills, rivers and oceans.
- Palaeontologists study the fossil remains of plants, animals and humans.

4. Mention two kinds of information that historians can obtain from old coins.

Answer:

- Coins may reveal the names and images of rulers.
- Their metal, inscriptions and symbols provide information about trade, economy and beliefs.

5. Why do historians consult several sources?

Answer:

- A single source may provide incomplete or one-sided information.
- Several sources help historians compare evidence and reconstruct the past more accurately.

6. Why must historians examine contradictory sources carefully?

Answer:

- Contradictory sources provide different accounts of the same event.
- Historians must compare their reliability before reaching a conclusion.

7. Mention two ways in which fire helped early humans.

Answer:

- Fire provided warmth and protection from wild animals.
- It enabled early humans to cook food.

8. Why did early communities prefer to settle near rivers?

Answer:

- Rivers provided a regular supply of water.
- The fertile soil near rivers made cultivation easier.

9. How did the warming of the climate change human life after the Ice Age?

Answer:

- Warmer conditions made human life and food production easier.
- People began settling down, cultivating crops and domesticating animals.

10. How did pottery and metals help early communities?

Answer:

- Pottery was used to make vessels and other clay objects.
- Metals were used to make durable tools, ornaments and objects of daily use.

D. Three-Mark Descriptive Questions:

1. Explain how historians reconstruct the past.

Answer:

- Historians collect information from archaeological, literary, oral and artistic sources.
- They compare different sources to see whether the evidence agrees or contradicts.
- They assess the reliability of the evidence and prepare an interpretation of the past.

2. Describe any three categories of historical sources with examples.

Answer:

- Archaeological sources include coins, inscriptions, pottery, tools and monuments.
- Literary sources include the Vedas, Itihasas, poems, plays and travelogues.
- Oral sources include folklore, genealogies and stories passed from one generation to another.

3. Describe the life of early hunter-gatherers.

Answer:

- Early humans lived in groups and searched constantly for food and shelter.
- They hunted animals and collected edible plants and fruits.
- They lived in temporary camps, caves or rock shelters and used fire and stone tools.

4. How do rock paintings help us understand early human life?

Answer:

- Rock paintings contain figures of humans, animals and symbols.
- They depict activities such as hunting, gathering and group life.
- They provide evidence about the creativity, beliefs and daily lives of early humans.

5. Explain how villages gradually developed into towns.

Answer:

- Farming communities first formed hamlets and villages.
- Villages exchanged food, clothes, tools and other goods.
- Communication and exchange networks expanded, causing some villages to develop into small towns.

6. Describe the role of science in reconstructing history.

Answer:

- Studies of ancient climates reveal changes in environmental conditions.
- Chemical examination of excavated materials helps identify their age and composition.
- Genetic studies provide information about ancient people and their movements.

7. Explain the importance of domestication in early human life.

Answer:

- Humans began keeping animals such as cattle and goats.
- Domesticated animals provided food and other useful resources.
- Together with agriculture, domestication encouraged permanent settlements.

8. Explain the rule for calculating the interval between a BCE date and a CE date.

Answer:

- Add the BCE year and the CE year.
- Subtract one because the Gregorian calendar has no year zero.
- For example, the interval from 2 BCE to 2 CE is $2 + 2 - 1 = 3$ years.

E. Five-Mark Descriptive Questions:

1. Describe the work of geologists, palaeontologists, anthropologists, archaeologists and historians.

Answer:

- Geologists study the soil, rocks, mountains, rivers, seas and other physical features of the Earth.
- Palaeontologists study fossils of ancient plants, animals and humans.
- Anthropologists study human societies and cultures from ancient times to the present.
- Archaeologists excavate and examine tools, pottery, bones, buildings and other material remains.
- Historians compare information from different sources and write accounts of the past.

2. Classify the major sources of history and give suitable examples.

Answer:

- Archaeological sources include tools, weapons, pottery, coins, inscriptions, monuments and burials.

- Literary sources include the Vedas, Itihasas, poems, plays, chronicles and travelogues.
- Oral sources include folklore, genealogies and stories passed down through generations.
- Artistic sources include paintings, sculptures and carved panels.
- Newspapers, television, the internet, climate studies, chemical analysis and genetics are useful for studying recent or specialised aspects of history.

3. Describe the major features of early human life.

Answer:

- Early humans lived in bands or groups for cooperation and protection.
- They survived mainly by hunting animals and gathering edible plants and fruits.
- They lived in temporary camps, caves and rock shelters.
- They used fire and made tools such as stone axes, blades and arrowheads.
- They created rock paintings and made ornaments from stones, shells and animal teeth.

4. Explain how human life changed after the end of the last Ice Age.

Answer:

- The climate became warmer after the last Ice Age ended around 12,000 years ago.
- Improved conditions encouraged people to settle in particular places.
- Humans began cultivating cereals and grains.
- They domesticated animals such as cattle and goats.
- Settled farming communities grew near rivers because water and fertile soil were easily available.

5. Trace the development of early settlements from farming communities to towns.

Answer:

- Farming and animal domestication produced a more dependable food supply.
- People formed settled communities, and their population gradually increased.
- Small hamlets developed into sizeable villages under leaders or chieftains.
- Villages exchanged food, clothing, tools and other goods through growing networks.
- Improved technologies such as pottery and metalwork helped some villages develop into small towns.

6. “Historians are like detectives.” Explain this statement.

Answer:

- Detectives collect clues, while historians collect evidence from different historical sources.
- Historians examine coins, inscriptions, monuments, texts, fossils and oral traditions.

- They compare sources to check whether the information supports or contradicts other evidence.
- They judge which sources are more reliable when accounts differ.
- Using the available evidence, historians reconstruct the most reasonable account of the past.

7. Explain the importance of measuring time in the study of history.

Answer:

- Measuring time helps us place historical events in their correct sequence.
- CE and BCE help identify whether an event occurred before or after the beginning of the Common Era.
- Decades, centuries and millenniums help us understand different lengths of time.
- Timelines make it easier to compare events that occurred in different periods.
- Time measurement also helps historians calculate the interval between historical events.

8. Suppose you have to prepare the history of your family. Explain the sources and steps you would use.

Answer:

- I would interview my parents, grandparents and other relatives.
- I would collect photographs, letters, diaries, certificates and identity documents.
- I would examine old clothes, jewellery, utensils and other family objects.
- I would arrange important family events in chronological order on a timeline.
- I would compare the information from different sources before preparing the family history.

6th Standard Social Science Book Chapter 5

Chapter 5: India, That Is Bharat

5.1 Summary of the Chapter:

Chapter 5: India, That Is Bharat — Summary:

- (1) India is an ancient land whose geographical boundaries and names have changed over thousands of years.
- (2) The Indian Subcontinent is naturally bounded by the Himalayas in the north and seas and oceans on the other three sides.
- (3) Information about India's ancient names is found in sacred texts, literature, travellers' accounts, and inscriptions.
- (4) The Rīg Veda called the northwestern region of the Subcontinent **Sapta Sindhava**, meaning "the land of the seven rivers."
- (5) The word **Sindhava** comes from **Sindhu**, the ancient name of the Indus River and, sometimes, a general word for a river.
- (6) The Mahābhārata mentions numerous regions across the Subcontinent, including Kāshmīra, Kurukṣhetra, Vanga, Prāgyotiṣha, Kaccha, and Kerala.
- (7) The Mahābhārata uses **Bhāratavarṣha** and **Jambudvīpa** to refer to the Indian Subcontinent. Bhāratavarṣha means "the country of the Bharatas."
- (8) **Jambudvīpa** means "the island of the jamun tree." Emperor Aśhoka also used this name for a region that included present-day India, Pakistan, Bangladesh, and parts of Afghanistan.
- (9) The name **Bhārata** later became widely used. The Viṣṇu Purāṇa describes Bhārata as the country situated north of the ocean and south of the snowy mountains.
- (10) Ancient Tamil literature also describes India as extending from Cape Kumari in the south to the great northern mountains and between the eastern and western oceans.
- (11) Foreign names for India mostly developed from the word **Sindhu**. The Persians used Hind, Hidu, or Hindu; the Greeks used Indoi or Indike; and the Chinese used Yintu, Yindu, or Tianzhu.
- (12) The term **Hindustān** first appeared in a Persian inscription approximately 1,800 years ago. Today, the Constitution recognises both names through the phrase "**India, that is Bharat.**"

5.2 Important Formulas:

Important Formulae / Quantitative Relationships:

This Social Science chapter does not contain subject-specific mathematical formulas. However, the following basic calculations may help solve timeline-based quantitative questions:

1. Time elapsed within the BCE period:

$$\text{Elapsed time} = \text{Earlier BCE year} - \text{Later BCE year}$$

Example: From 600 BCE to 250 BCE:

$$600 - 250 = 350 \text{ years}$$

2. Time elapsed within the CE period:

$$\text{Elapsed time} = \text{Later CE year} - \text{Earlier CE year}$$

3. Time elapsed from BCE to CE:

$$\text{Elapsed time} = \text{BCE year} + \text{CE year} - 1$$

The subtraction of 1 is necessary because the historical calendar has no year zero.

4. Approximate age of an event mentioned in BCE:

$$\text{Approximate age} = \text{BCE year} + \text{present CE year} - 1$$

5. Approximate date of an event that occurred a given number of years ago:

Approximate year = present year – number of years ago

Example: If an inscription appeared approximately 1,800 years ago:

$$2026 - 1800 = 226 \text{ CE approximately}$$

6. Converting centuries into years:

$$1 \text{ century} = 100 \text{ years}$$

$$\text{Number of years} = \text{number of centuries} \times 100$$

7. Identifying a CE century from a year:

$$\text{Century} = \left\lceil \frac{\text{CE year}}{100} \right\rceil$$

Example:

$$\left\lceil \frac{650}{100} \right\rceil = 7^{\text{th}} \text{ century CE}$$

8. Identifying a BCE century:

BCE years from 600 BCE to 501 BCE belong to the **6th century BCE**, while 300 BCE to 201 BCE belong to the **3rd century BCE**.

Important Dates for Timeline Problems:

- Persian references to India: **6th century BCE**
- Emperor Aśhoka's period mentioned in the chapter: **about 250 BCE**
- Ancient Tamil poem: **about 2,000 years ago**
- Xuanzang's visit to India: **7th century CE**
- First known use of "Hindustān": **about 1,800 years ago**
- Constitution of India came into force: **1950 CE**

5.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)

Fill-in-the-Blank Questions with Answers — LOTS Type:

- The region that includes India and its neighbouring countries is commonly called the _____.
Answer: Indian Subcontinent
- India's most ancient text is the _____.
Answer: Ṛig Veda
- The Ṛig Veda called the northwestern region of the Subcontinent _____.
Answer: Sapta Sindhava
- The term "Sapta Sindhava" means the land of _____ rivers.
Answer: seven
- The word "Sindhava" is derived from the word _____.
Answer: Sindhu
- The name "Sindhu" refers primarily to the _____ River.
Answer: Indus
- The _____ lists many ancient regions of the Indian Subcontinent.
Answer: Mahābhārata
- Kāshmīra corresponds approximately to present-day _____.
Answer: Kashmir
- Kurukṣhetra was located in parts of present-day _____.
Answer: Haryana
- The ancient region of Vanga corresponds to parts of present-day _____.
Answer: Bengal
- Prāgjyotiṣha corresponds approximately to present-day _____.
Answer: Assam
- The ancient region called Kaccha is known today as _____.
Answer: Kutch

13. The Mahābhārata uses the names Bhāratavarṣha and _____ for the Indian Subcontinent.

Answer: Jambudvīpa

14. The term “Bhāratavarṣha” means the country of the _____.

Answer: Bharatas

15. The name “Bharata” first appears in the _____.

Answer: Ṛig Veda

16. Jambudvīpa means the island of the _____ tree.

Answer: jamun

17. Emperor _____ used the name “Jambudvīpa” in one of his inscriptions.

Answer: Aśhoka

18. Emperor Aśhoka lived around _____ BCE.

Answer: 250

19. The _____ Purāṇa describes Bhārata as the country north of the ocean and south of the snowy mountains.

Answer: Viṣṇu

20. The “snowy mountains” mentioned in the description of Bhārata refer to the _____.

Answer: Himalayas

21. The southern end mentioned in ancient Tamil literature is Cape _____.

Answer: Kumari

22. The Constitution begins with the phrase “India, that is _____.”

Answer: Bharat

23. The first foreigners to mention India were the ancient _____.

Answer: Persians

24. The Persians referred to India as Hind, Hidu, or _____.

Answer: Hindu

25. In ancient Persian, the word “Hindu” was a purely _____ term.

Answer: geographical

26. The ancient Greeks called India “Indoi” or _____.

Answer: Indike

27. The Greeks dropped the initial letter _____ from the Persian word “Hindu.”

Answer: h

28. The ancient Chinese referred to India as “Yintu” or _____.

Answer: Yindu

29. Another Chinese name for India was _____.

Answer: Tianzhu

30. The Chinese scholar _____ travelled to India in the 7th century CE.

Answer: Xuanzang

31. Xuanzang returned to China after spending _____ years travelling and studying.

Answer: 17

32. Xuanzang translated Buddhist manuscripts from Sanskrit into _____.

Answer: Chinese

33. The word “Tianzhu” could also be understood as “heavenly _____.”

Answer: master

34. The name “Hindustān” first appeared in a _____ inscription.

Answer: Persian

35. The term “Hindustān” was first used approximately _____ years ago.

Answer: 1,800

5.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)**Fill-in-the-Blank Questions with Answers — HOTS Type:**

1. The Himalayas and the surrounding seas helped give the Indian Subcontinent a distinct _____ identity.
Answer: geographical
2. The existence of many names for India shows that the country's identity developed over a long _____ period.
Answer: historical
3. If an ancient text mentions Sapta Sindhava, it is mainly describing the _____ region of the Indian Subcontinent.
Answer: northwestern
4. Since "Sapta Sindhava" means the "land of seven rivers," rivers must have played an important role in the development of ancient _____.
Answer: settlements
5. The names "Sindhu," "Hind," "Indoi," and "India" show how a word can change when it passes from one _____ to another.
Answer: language
6. If Sindhu became Hindu in ancient Persian, the change occurred because of differences in _____.
Answer: pronunciation
7. The Mahābhārata's description of regions from Kashmir to Kerala indicates knowledge of the Subcontinent's wide _____.
Answer: geography
8. The mention of Vanga, Kaccha, Kerala, and Prāgiyotiṣha in the Mahābhārata suggests interaction among people from _____ regions.
Answer: different
9. The term "Bhāratavarṣha" indicates that the land was associated with the ancient _____ people.
Answer: Bharata
10. If "Jambudvīpa" was used for the entire Subcontinent, the word "dvīpa" was not necessarily limited to a small _____.
Answer: island
11. Aśhoka's use of "Jambudvīpa" suggests that the name was widely understood in the _____ century BCE.
Answer: third
12. Aśhoka's Jambudvīpa included areas that today belong to several different _____.
Answer: countries
13. The Viṣṇu Purāṇa describes Bhārata using mountains and oceans, showing that ancient Indians used _____ features to define their land.
Answer: natural
14. The "snowy mountains" located to the north of Bhārata refer to the _____.
Answer: Himalayas
15. Similar geographical descriptions in Sanskrit and Tamil literature indicate a shared awareness of the Subcontinent's _____.
Answer: unity
16. The phrase "from Cape Kumari in the south to the great mountain in the north" describes India from _____ to north.
Answer: south

17. The presence of “India” and “Bharat” in the Constitution reflects the country’s modern and _____ identities.
Answer: ancient
18. If the Persian word “Hindu” originally referred to the region beyond the Sindhu, it was a _____ term rather than a religious one.
Answer: geographical
19. The Greeks used “Indoi” because their language did not contain the initial letter _____ found in “Hindu.”
Answer: h
20. The development of “Sindhu” into “Yindu” shows the influence of both Persian and _____ pronunciation.
Answer: Chinese
21. The Chinese name “Tianzhu,” meaning “heavenly master,” reflects their _____ for India.
Answer: respect
22. Xuanzang’s journey to India demonstrates that the country was an important centre of Buddhist _____.
Answer: learning
23. Xuanzang’s translation of Sanskrit manuscripts into Chinese helped spread Indian _____ to China.
Answer: knowledge
24. Travellers who carried manuscripts from India helped promote cultural _____ between different civilizations.
Answer: exchange
25. Since “Hindustān” was later used by many invaders, the term gradually became a name for the entire Indian _____.
Answer: Subcontinent
26. Ancient names of India can be studied through texts, travellers’ accounts, and stone _____.
Answer: inscriptions
27. The changing boundaries of India show that ancient geographical regions did not always match modern political _____.
Answer: borders
28. The continued use of “Bhārata” proves that some ancient names can survive through many _____.
Answer: centuries
29. The different names given to India by Indians and foreigners provide evidence of India’s interaction with other _____.
Answer: civilizations
30. Despite its many regional names and changing boundaries, the Subcontinent developed a sense of cultural and geographical _____.
Answer: unity

5.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions with Answers — LOTS Type:

1. **What is the Indian Subcontinent?**
Answer: The Indian Subcontinent is the geographical region comprising India and its neighbouring countries.
2. **What does the term “inhabitants” mean?**
Answer: Inhabitants are people who live in a particular place.

3. **Name India's most ancient text.**
Answer: The Ṛig Veda is India's most ancient text.
4. **What name does the Ṛig Veda give to the northwestern region of the Subcontinent?**
Answer: The Ṛig Veda calls the northwestern region "Sapta Sindhava."
5. **What does "Sapta Sindhava" mean?**
Answer: Sapta Sindhava means "the land of the seven rivers."
6. **From which word is "Sindhava" derived?**
Answer: The word "Sindhava" is derived from "Sindhu."
7. **Which river was known as the Sindhu?**
Answer: The Indus River was known as the Sindhu.
8. **Name any two regions mentioned in the Mahābhārata.**
Answer: Kāshmīra and Kurukṣhetra are two regions mentioned in the Mahābhārata.
9. **Which present-day region was known as Vanga?**
Answer: Vanga referred to parts of present-day Bengal.
10. **Which present-day state was approximately known as Prāgjyotiṣha?**
Answer: Prāgjyotiṣha approximately corresponded to present-day Assam.
11. **Which two names does the Mahābhārata use for the Indian Subcontinent?**
Answer: The Mahābhārata uses the names Bhāratavarṣha and Jambudvīpa.
12. **What does "Bhāratavarṣha" mean?**
Answer: Bhāratavarṣha means "the country of the Bharatas."
13. **Who were the Bharatas?**
Answer: The Bharatas were one of the main Vedic groups of people mentioned in the Ṛig Veda.
14. **What does "Jambudvīpa" mean?**
Answer: Jambudvīpa means "the island of the fruit of the jamun tree."
15. **Which emperor used the name "Jambudvīpa" in an inscription?**
Answer: Emperor Aśhoka used the name "Jambudvīpa" in an inscription.
16. **When did Emperor Aśhoka live?**
Answer: Emperor Aśhoka lived around 250 BCE.
17. **Which ancient text describes the location of Bhārata?**
Answer: The Viṣṇu Purāṇa describes the location of Bhārata.
18. **How does the Viṣṇu Purāṇa describe Bhārata?**
Answer: It describes Bhārata as the country north of the ocean and south of the snowy mountains.
19. **What do the "snowy mountains" in the Viṣṇu Purāṇa refer to?**
Answer: The "snowy mountains" refer to the Himalayas.
20. **How is "Bhārata" commonly written in northern India?**
Answer: Bhārata is commonly written as "Bharat" in northern India.
21. **How is "Bhārata" often written in southern India?**
Answer: Bhārata is often written as "Bharatam" in southern India.
22. **What phrase concerning the country's name appears in the Constitution of India?**
Answer: The Constitution uses the phrase "India, that is Bharat."
23. **Who were the first foreigners to mention India?**
Answer: The ancient Persians were the first foreigners to mention India.
24. **What names did the ancient Persians use for India?**
Answer: The ancient Persians used the names Hind, Hidu, and Hindu for India.

25. What did the word “Hindu” mean in ancient Persian?

Answer: In ancient Persian, “Hindu” was a geographical term associated with the region of the Sindhu.

26. What names did the ancient Greeks use for India?

Answer: The ancient Greeks called India “Indoi” or “Indike.”

27. Why did the Greeks drop the initial “h” from “Hindu”?

Answer: The Greeks dropped the initial “h” because that letter did not exist in their language.

28. What names did the ancient Chinese use for India?

Answer: The ancient Chinese referred to India as “Yintu,” “Yindu,” and “Tianzhu.”

29. Who was Xuanzang?

Answer: Xuanzang was a Chinese scholar who travelled to India in the seventh century CE.

30. What did Xuanzang take back to China?

Answer: Xuanzang took Buddhist manuscripts from India back to China.

31. For how many years did Xuanzang travel before returning to China?

Answer: Xuanzang returned to China after 17 years.

32. What does the Chinese word “Tianzhu” also mean?

Answer: The Chinese word “Tianzhu” can also mean “heavenly master.”

33. When was the term “Hindustān” first used?

Answer: The term “Hindustān” was first used approximately 1,800 years ago.

34. In what kind of source did the word “Hindustān” first appear?

Answer: The word “Hindustān” first appeared in a Persian inscription.

35. Name three sources that provide information about India’s ancient names.

Answer: Ancient texts, travellers’ accounts, and inscriptions provide information about India’s ancient names.

5.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — HOTS Type:

1. Why has India been known by different names throughout history?

Answer: India received different names because various inhabitants, travellers and foreign civilizations viewed and pronounced its identity differently.

2. Why is it difficult to identify the exact date when “Bhāratavarṣha” was first used?

Answer: It is difficult because many ancient Indian texts cannot be dated precisely.

3. What does the name “Sapta Sindhava” reveal about northwestern India?

Answer: The name reveals that rivers were an important geographical feature of northwestern India.

4. Why might rivers have been important to ancient settlements?

Answer: Rivers supplied water, fertile soil, food and convenient routes for travel and trade.

5. What does the Mahābhārata’s list of numerous regions reveal about ancient geographical knowledge?

Answer: It reveals that ancient Indians possessed broad knowledge of the Subcontinent’s regions.

6. How does the term “Bhāratavarṣha” connect India with the Bharatas?

Answer: The term means “the country of the Bharatas” and connects the land with an ancient Vedic group.

7. Why is the jamun tree associated with the name “Jambudvīpa”?

Answer: The jamun tree was common and native to India and therefore became a symbol in the region’s ancient name.

8. What does Aśhoka’s use of “Jambudvīpa” indicate?

Answer: It indicates that Jambudvīpa was an established name for the Indian Subcontinent by about 250 BCE.

9. How was Aśhoka’s Jambudvīpa different from present-day India?

Answer: It included present-day India, Bangladesh, Pakistan and parts of Afghanistan.

10. Why does the Viṣṇu Purāṇa use mountains and oceans to describe Bhārata?

Answer: Mountains and oceans served as clear natural boundaries for identifying the Subcontinent.

11. What similarity exists between the Viṣṇu Purāṇa and ancient Tamil literature?

Answer: Both describe India as extending between the northern mountains, southern tip and surrounding oceans.

12. What does the similarity between Sanskrit and Tamil descriptions of India suggest?

Answer: It suggests that people in different parts of ancient India shared a broad geographical awareness of the Subcontinent.

13. Why is the expression “India, that is Bharat” significant?

Answer: It officially recognises both the internationally familiar name “India” and the ancient indigenous name “Bharat.”

14. Why did the Persians call the land around the Sindhu “Hind” or “Hindu”?

Answer: They adapted the word “Sindhu” according to the sounds and pronunciation of their language.

15. Why should the ancient Persian use of “Hindu” not be understood as religious?

Answer: In ancient Persian records, “Hindu” referred geographically to the land associated with the Sindhu River.

16. How did “Sindhu” eventually contribute to the English name “India”?

Answer: Sindhu changed into Persian “Hindu,” Greek “Indoi” or “Indike,” and eventually the English “India.”

17. Why did the Greeks omit the initial “h” from the Persian word “Hindu”?

Answer: They omitted it because the initial “h” sound did not exist in the Greek language.

18. What do the names Yintu and Yindu reveal about ancient Chinese contact with India?

Answer: They show that the Chinese knew India and adapted its name to their own language.

19. Why did the Chinese name “Tianzhu” express respect for India?

Answer: Tianzhu could mean “heavenly master,” reflecting respect for India as the land of the Buddha.

20. Why was Xuanzang’s journey to India important for cultural exchange?

Answer: He carried Buddhist manuscripts to China and translated them from Sanskrit into Chinese.

21. What can we infer from Xuanzang spending 17 years on his journey?

Answer: We can infer that travel was difficult and that he was deeply committed to learning about Indian Buddhism.

22. Why did foreign scholars travel long distances to ancient India?

Answer: They travelled to study, visit religious centres, meet scholars and collect valuable manuscripts.

23. What does the translation of Sanskrit texts into Chinese demonstrate?

Answer: It demonstrates the transfer of knowledge and religious ideas between India and China.

24. How do inscriptions help historians study India's ancient names?

Answer: Inscriptions provide physical and often datable evidence of the names used during particular periods.

25. Why did the meaning of "Hindustān" expand over time?

Answer: Its meaning expanded because later invaders used it for the entire Indian Subcontinent.

26. What do India's changing names reveal about its contact with other civilizations?

Answer: They reveal continuous cultural, linguistic, religious and political interaction with other civilizations.

27. Why should ancient geographical boundaries not be compared directly with modern borders?

Answer: Ancient regions had shifting boundaries that did not correspond exactly to today's political countries and states.

28. How does the continued use of "Bharat" demonstrate historical continuity?

Answer: It shows that an ancient name and cultural identity have survived into modern times.

29. What common source connects the names Hindu, Indoi, Yindu and India?

Answer: All these names ultimately originated from the Sanskrit word "Sindhu."

30. How did India develop unity despite having many regions and names?

Answer: Shared geography, cultural traditions, literature, pilgrimage and interaction created a sense of unity across its diverse regions.

5.7 Two-mark questions with Answers of LOTS Type: (25 Questions)**Two-Mark Descriptive Questions with Answers — LOTS Type:****1. What is meant by the term "Indian Subcontinent"?**

Answer:

1. The Indian Subcontinent is a large geographical region that includes India and its neighbouring countries.
2. Its boundaries and political divisions have changed considerably over thousands of years.

2. What are the principal sources that tell us about the ancient names of India?

Answer:

1. Ancient texts, literary works and inscriptions provide information about India's earlier names.
2. The accounts of foreign travellers and pilgrims also help us understand these names.

3. Explain the meaning of "Sapta Sindhava."

Answer:

1. Sapta Sindhava means "the land of the seven rivers."
2. The R̥g Veda used this name for the northwestern region of the Indian Subcontinent.

4. What is the meaning of the word "Sindhu"?

Answer:

1. Sindhu was the ancient name of the Indus River.
2. In ancient texts, the word was sometimes also used to refer to a river in general.

5. Name four regions mentioned in the Mahābhārata.

Answer:

1. The Mahābhārata mentions Kāshmīra, Kurukṣhetra, Vanga and Prāgjyotiṣha.
2. It also mentions regions such as Kaccha and Kerala.

6. What do the names Kāshmīra and Kurukṣhetra represent today?

Answer:

1. Kāshmīra corresponds approximately to present-day Kashmir.
2. Kurukṣhetra refers to a region located in parts of present-day Haryana.

7. What do the ancient names Vanga and Prāgjyotiṣha represent today?

Answer:

1. Vanga corresponds approximately to parts of present-day Bengal.
2. Prāgjyotiṣha corresponds approximately to present-day Assam.

8. What are the two names used for the Subcontinent in the Mahābhārata?

Answer:

1. The Mahābhārata uses the name “Bhāratavarṣha” for the Indian Subcontinent.
2. It also uses the name “Jambudvīpa” for the region.

9. What is the meaning of “Bhāratavarṣha”?

Answer:

1. Bhāratavarṣha means “the country of the Bharatas.”
2. The Bharatas were one of the principal Vedic groups mentioned in the Ṛig Veda.

10. Explain the meaning of “Jambudvīpa.”

Answer:

1. Jambudvīpa means “the island of the fruit of the jamun tree.”
2. This name gradually came to represent the entire Indian Subcontinent.

11. How did Emperor Aśhoka use the name “Jambudvīpa”?

Answer:

1. Emperor Aśhoka used the name Jambudvīpa in one of his inscriptions around 250 BCE.
2. It included present-day India, Bangladesh, Pakistan and parts of Afghanistan.

12. How does the Viṣṇu Purāṇa describe Bhārata?

Answer:

1. The Viṣṇu Purāṇa describes Bhārata as the country lying north of the ocean.
2. It also states that Bhārata lies south of the snowy mountains or the Himalayas.

13. How is the name Bhārata used in different parts of India?

Answer:

1. In northern India, Bhārata is generally written as “Bharat.”
2. In southern India, it is often written as “Bharatam.”

14. How does ancient Tamil literature describe India’s geographical extent?

Answer:

1. It describes the land as extending from Cape Kumari in the south to the great mountain in the north.
2. It also refers to the oceans situated on its eastern and western sides.

15. What does the Constitution of India say about the country’s name?

Answer:

1. The English version begins with the phrase “India, that is Bharat.”
2. The Hindi version similarly uses the expression “Bhārat arthāth India.”

16. What names did the ancient Persians use for India?

Answer:

1. The ancient Persians referred to India as Hind, Hidu or Hindu.
2. These names were Persian adaptations of the word “Sindhu.”

17. What did the word “Hindu” mean in ancient Persian records?

Answer:

1. In ancient Persian, “Hindu” was used as a geographical term.

2. It referred to the region associated with the Sindhu and did not refer to the Hindu religion.

18. What names did the ancient Greeks give to India?

Answer:

1. The ancient Greeks called the region “Indoi” or “Indike.”
2. These names were derived from the Persian word “Hindu,” with the initial “h” omitted.

19. What names did the ancient Chinese use for India?

Answer:

1. Ancient Chinese texts refer to India as “Yintu” or “Yindu.”
2. They also used the name “Tianzhu,” which could mean “heavenly master.”

20. Write two points about Xuanzang’s journey to India.

Answer:

1. Xuanzang was a Chinese scholar who travelled across India during the seventh century CE.
2. He collected Buddhist manuscripts and translated them from Sanskrit into Chinese after returning home.

21. Why was India known as “Tianzhu” in ancient China?

Answer:

1. Tianzhu was another Chinese name derived from the word Sindhu.
2. Its meaning, “heavenly master,” reflected Chinese respect for India as the land of the Buddha.

22. Write two points about the origin and use of the name “Hindustān.”

Answer:

1. The term Hindustān first appeared in a Persian inscription approximately 1,800 years ago.
2. It was later used by many invaders to describe the Indian Subcontinent.

23. Mention two important natural boundaries of India.

Answer:

1. The Himalayas form a major natural boundary in the north.
2. Seas and the Indian Ocean surround the Subcontinent on its other sides.

24. How did the word “Sindhu” develop into the name “India”?

Answer:

1. The Persians adapted Sindhu into names such as Hind, Hidu and Hindu.
2. The Greeks changed Hindu into Indoi or Indike, from which the name India developed.

25. State two main ideas conveyed by the chapter.

Answer:

1. India is an ancient land that has been known by several names throughout its history.
2. Indigenous names such as Bhārata and foreign names derived from Sindhu continue to shape India’s identity.

5.8. Two-mark questions with Answers of HOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers — HOTS Type:

1. Why has India had several different names throughout its history?

Answer:

1. India’s inhabitants named the land according to its people, geography and cultural traditions.
2. Foreign visitors adapted these names according to their own languages and pronunciation.

2. Why is it difficult to determine exactly when the name “Bhāratavarṣha” was first used?

Answer:

1. Many ancient Indian texts developed over long periods and cannot be dated precisely.
2. Therefore, historians cannot identify the exact year in which the name first appeared.

3. What does the name “Sapta Sindhava” reveal about the geography of northwestern India?

Answer:

1. It shows that the region contained seven important rivers.
2. These rivers probably supported agriculture, settlements and the daily lives of the people.

4. How does the Mahābhārata demonstrate the geographical knowledge of ancient Indians?

Answer:

1. It names regions extending from Kāshmīra and Kaccha to Prāgjyotiṣha and Kerala.
2. This wide coverage indicates that ancient Indians knew about many distant parts of the Subcontinent.

5. Why is the term “Bhāratavarṣha” important for understanding India’s identity?

Answer:

1. It associates the country with the ancient Bharata people mentioned in the Rīg Veda.
2. Its continued use as “Bharat” connects modern India with its ancient cultural past.

6. What can we infer from Aśhoka’s use of “Jambudvīpa”?

Answer:

1. We can infer that Jambudvīpa was an established name for the Indian Subcontinent by about 250 BCE.
2. Its wide geographical meaning also extended beyond the boundaries of present-day India.

7. Why did ancient texts use mountains and oceans to define Bhārata?

Answer:

1. Mountains and oceans were clearly visible and relatively permanent natural features.
2. They helped people describe a large territory at a time when modern political borders did not exist.

8. What does the similar description of India in Sanskrit and Tamil literature suggest?

Answer:

1. It suggests that people in different parts of India understood the broad geography of the Subcontinent.
2. It also points to a shared idea of geographical and cultural unity.

9. How did natural boundaries contribute to India’s geographical identity?

Answer:

1. The Himalayas distinguished the Subcontinent from the regions lying to its north.
2. The surrounding seas defined its eastern, western and southern limits.

10. Why does the Constitution recognise both “India” and “Bharat”?

Answer:

1. “India” is the internationally recognised name that developed through foreign languages.
2. “Bharat” preserves the country’s ancient indigenous name and historical identity.

11. Why did the Persians change “Sindhu” into “Hind” or “Hindu”?

Answer:

1. The Persians adapted the word “Sindhu” according to the sounds of their language.
2. This linguistic change transformed the initial “s” sound into an “h” sound.

12. Why should the ancient Persian word “Hindu” not be interpreted as a religious term?

Answer:

1. The Persians used “Hindu” to describe the region associated with the Sindhu River.
2. Therefore, its original use was geographical rather than religious.

13. How did the Greek language influence the development of the name “India”?

Answer:

1. The Greeks adapted the Persian word “Hindu” as “Indoi” or “Indike.”
2. They omitted the initial “h” because that sound did not exist in their language.

14. What does the development from “Sindhu” to “India” demonstrate?

Answer:

1. It demonstrates that place names change when they pass through different languages.
2. It also reveals India’s historical contact with Persian, Greek and other civilizations.

15. What do the Chinese names “Yintu,” “Yindu” and “Tianzhu” reveal?

Answer:

1. Yintu and Yindu reveal the linguistic adaptation of a name originally derived from Sindhu.
2. Tianzhu reflects Chinese respect for India as an important land of Buddhist learning.

16. Why was Xuanzang’s journey significant for India and China?

Answer:

1. Xuanzang collected Buddhist manuscripts and knowledge during his travels across India.
2. His Chinese translations helped transmit Indian religious and scholarly traditions to China.

17. What can be inferred from Xuanzang spending 17 years travelling and studying?

Answer:

1. His long journey shows the importance he gave to acquiring authentic Buddhist knowledge.
2. It also indicates that ancient international travel was lengthy, difficult and demanding.

18. Why did scholars and pilgrims from other countries travel to ancient India?

Answer:

1. India had important centres of education, philosophy and religious learning.
2. Foreign visitors came to study, meet scholars, visit sacred places and collect manuscripts.

19. How do inscriptions help historians understand India’s past?

Answer:

1. Inscriptions provide physical evidence of the names, titles and ideas used in a particular period.
2. They can often be dated and connected with rulers such as Aśhoka.

20. Why should ancient Indian regions not be directly equated with modern states?

Answer:

1. Ancient regions had changing boundaries that did not exactly match present political divisions.
2. Their names may refer only approximately to portions of modern states or countries.

21. How does the chapter show unity within India’s geographical diversity?

Answer:

1. Ancient texts mention numerous regions, rivers, peoples and languages across the Subcontinent.
2. At the same time, names such as Bhāratavarṣha and Jambudvīpa identify them as parts of a larger whole.

22. Why did the name “Hindustān” become widely used over time?

Answer:

1. The term first appeared in a Persian inscription and was later adopted by invaders and travellers.
2. Its repeated use gradually made it a familiar name for the Indian Subcontinent.

23. What does the survival of the name “Bharat” indicate?

Answer:

1. It indicates continuity between India’s ancient traditions and its modern national identity.
2. It also shows that historical names can remain meaningful for thousands of years.

24. How do ancient names help us understand India’s relations with other civilizations?

Answer:

1. Names such as Hind, Indike and Yindu show India’s contact with Persia, Greece and China.
2. Their development reflects trade, travel, religious exchange and cultural interaction.

25. Why is the Indian Subcontinent considered both diverse and united?

Answer:

1. It contains numerous regions, languages, peoples and cultural traditions.
2. Shared geography, historical interaction and common names created a broader sense of unity.

5.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers — LOTS Type:

1. What information does the chapter provide about the Indian Subcontinent?

Answer:

1. The Indian Subcontinent is a large geographical region that includes India and some neighbouring countries.
2. Its boundaries, political divisions and names have changed over thousands of years.
3. Its history can be studied through ancient texts, travellers’ accounts and inscriptions.

2. Explain the meaning and importance of “Sapta Sindhava.”

Answer:

1. The Ṛig Veda names the northwestern part of the Indian Subcontinent “Sapta Sindhava.”
2. The term means “the land of the seven rivers.”
3. “Sindhava” comes from “Sindhu,” which refers to the Indus River or sometimes to a river in general.

3. Name six ancient regions mentioned in the Mahābhārata and identify their present-day locations.

Answer:

1. Kāshmīra and Kurukṣhetra correspond approximately to Kashmir and parts of Haryana.
2. Vanga and Prāgyotīṣha correspond approximately to parts of Bengal and present-day Assam.
3. Kaccha and Kerala correspond approximately to present-day Kutch and Kerala.

4. Write three points about the name “Bhāratavarṣha.”

Answer:

1. The Mahābhārata uses Bhāratavarṣha as a name for the entire Indian Subcontinent.
2. Bhāratavarṣha means “the country of the Bharatas.”
3. The Bharatas were one of the main Vedic groups mentioned in the Ṛig Veda.

5. Explain the meaning and historical use of “Jambudvīpa.”

Answer:

1. Jambudvīpa means “the island of the fruit of the jamun tree.”

2. The name came to represent the Indian Subcontinent in ancient literature.
3. Emperor Aśhoka used this name in one of his inscriptions around 250 BCE.

6. Describe the geographical extent of Aśhoka's Jambudvīpa.

Answer:

1. Aśhoka used Jambudvīpa as a name for the whole Indian Subcontinent.
2. It included the territories of present-day India, Pakistan and Bangladesh.
3. It also included parts of present-day Afghanistan.

7. How does the Viṣṇu Purāṇa describe Bhārata?

Answer:

1. The Viṣṇu Purāṇa states that Bhārata lies north of the ocean.
2. It also places Bhārata south of the snowy mountains or the Himalayas.
3. This description uses natural features to identify the country's geographical position.

8. Describe India's geographical extent according to ancient Tamil literature.

Answer:

1. An ancient Tamil poem describes the land as extending from Cape Kumari in the south.
2. It mentions the great mountain, or the Himalayas, in the north.
3. It also refers to the oceans on the eastern and western sides.

9. Explain how the name "Bhārata" continues to be used today.

Answer:

1. Bhārata became a commonly used name for the Indian Subcontinent in ancient times.
2. It is generally written as "Bharat" in northern India and "Bharatam" in southern India.
3. The Constitution officially recognises it through the phrase "India, that is Bharat."

10. Explain how the ancient Persians named India.

Answer:

1. The Persians encountered the region around the Indus River, which was known as Sindhu.
2. They adapted Sindhu into the names Hind, Hidu or Hindu.
3. In ancient Persian, Hindu was a geographical term and did not refer to the Hindu religion.

11. Explain how the ancient Greeks named India.

Answer:

1. The ancient Greeks learned about India through Persian sources.
2. They called the region "Indoi" or "Indike," based on the Persian word "Hindu."
3. They dropped the initial "h" because that letter did not exist in the Greek language.

12. Describe the ancient Chinese names for India.

Answer:

1. Ancient Chinese texts referred to India as "Yintu" or "Yindu."
2. These names ultimately developed from the word "Sindhu" through linguistic changes.
3. Another Chinese name was "Tianzhu," which could also mean "heavenly master."

13. Write three points about Xuanzang's visit to India.

Answer:

1. Xuanzang was a Chinese scholar who travelled to India in the seventh century CE.
2. He visited many regions, met scholars and collected Buddhist manuscripts.
3. After returning to China, he translated the manuscripts from Sanskrit into Chinese.

14. Write three points about the name "Hindustān."

Answer:

1. Hindustān is a name that developed from the Persian word "Hind."
2. It first appeared in a Persian inscription approximately 1,800 years ago.
3. It was later used by many invaders to describe the Indian Subcontinent.

15. Trace the transformation of the word "Sindhu" into "India."

Answer:

1. The original Sanskrit name “Sindhu” referred to the Indus River and its surrounding region.
2. The Persians changed Sindhu into Hind, Hidu or Hindu, while the Greeks used Indoi or Indike.
3. These linguistic changes eventually produced the English name “India.”

16. Mention three main ideas presented in the chapter.**Answer:**

1. India is an ancient land that has been known by several names throughout history.
2. Its inhabitants used names such as Bhāratavarṣha and Jambudvīpa.
3. Foreign names such as Hindu, Indoi and India were mostly derived from Sindhu.

17. How do historical sources help us learn about India’s ancient names?**Answer:**

1. Ancient texts such as the Ṛig Veda and Mahābhārata preserve early indigenous names.
2. Inscriptions, including those of Aśhoka and the Persians, provide historical evidence.
3. The accounts of foreign travellers and pilgrims record the names used outside India.

18. What does the chapter say about India’s natural boundaries?**Answer:**

1. The Himalayas form a prominent natural boundary in the north.
2. The Indian Ocean and its adjoining seas surround the Subcontinent on the other three sides.
3. These features helped ancient people recognise India as a distinct geographical region.

19. What information does the Mahābhārata provide about ancient India?**Answer:**

1. The Mahābhārata mentions numerous regions, rivers and groups of people.
2. It refers to the entire Subcontinent by the names Bhāratavarṣha and Jambudvīpa.
3. Its descriptions demonstrate awareness of the Subcontinent’s extensive geography.

20. Explain the phrase “India, that is Bharat.”**Answer:**

1. The phrase appears at the beginning of the English version of the Constitution of India.
2. The Hindi version expresses the same idea as “Bhārat arthāth India.”
3. It recognises both the internationally familiar name “India” and the ancient name “Bharat.”

5.10. Three-mark questions with Answers of HOTS Type: (20 Questions)**Three-Mark Descriptive Questions with Answers — HOTS Type:****1. Why has India been known by several names throughout its history?****Answer:**

1. India’s inhabitants named the land according to its people, natural features and cultural traditions.
2. Foreign visitors and neighbouring civilizations adapted these names according to their own languages.
3. Political contact, travel and cultural exchange produced names such as Bharat, Hind, Indike and India.

2. What can be inferred from the name “Sapta Sindhava” about ancient northwestern India?**Answer:**

1. The name suggests that the region was closely connected with seven important rivers.
2. These rivers likely provided water and fertile soil for agriculture and settlements.

3. Their importance was great enough for the entire region to be identified through them.

3. How does the Mahābhārata demonstrate the geographical knowledge of ancient Indians?

Answer:

1. It names numerous regions extending from Kashmir and Kutch to Assam and Kerala.
2. It also mentions many rivers and groups of people across the Subcontinent.
3. This wide coverage shows that ancient Indians had considerable knowledge of distant regions.

4. Why is it difficult to determine exactly when “Bhāratavarṣha” became the name of the entire Subcontinent?

Answer:

1. Ancient texts such as the Mahābhārata were composed and expanded over long periods.
2. Scholars cannot assign a single exact date to every part of these texts.
3. Therefore, the precise time when Bhāratavarṣha gained its wider meaning remains uncertain.

5. How does the name “Bhāratavarṣha” connect modern India with its ancient past?

Answer:

1. Bhāratavarṣha means “the country of the Bharatas,” an ancient Vedic group.
2. The name later became widely used for the whole Indian Subcontinent.
3. Its modern form, Bharat, continues as an official name of the country.

6. What can historians infer from Aśhoka’s use of the name “Jambudvīpa”?

Answer:

1. Jambudvīpa was already a recognised name for the Indian Subcontinent by about 250 BCE.
2. Its geographical meaning included areas belonging to several present-day countries.
3. Aśhoka’s inscription provides datable historical evidence for the use of this name.

7. Why did ancient texts use the Himalayas and oceans to describe Bhārata?

Answer:

1. The Himalayas and oceans are prominent natural features that can define a large region.
2. Such features were more permanent than the changing boundaries of kingdoms.
3. They helped people form a clear geographical idea of the Indian Subcontinent.

8. What does the similarity between the Viṣṇu Purāṇa and ancient Tamil literature reveal?

Answer:

1. Both sources describe the land through the northern mountains and surrounding oceans.
2. They come from different linguistic and cultural traditions within India.
3. Their similarity suggests a shared awareness of the Subcontinent’s geographical unity.

9. Why is the constitutional phrase “India, that is Bharat” historically significant?

Answer:

1. “India” reflects the name that developed through Persian, Greek and later European usage.
2. “Bharat” preserves an ancient indigenous name found in Indian traditions.
3. The phrase unites the country’s international identity with its historical heritage.

10. How did differences in pronunciation transform “Sindhu” into “India”?

Answer:

1. The Persians adapted Sindhu into Hind, Hidu or Hindu according to their language.
2. The Greeks omitted the initial “h” and used names such as Indoi and Indike.
3. These forms later contributed to the development of the English name India.

11. Why is it incorrect to give the ancient Persian word “Hindu” only a religious meaning?

Answer:

1. The Persians originally used Hindu for the land and people associated with the Sindhu River.
2. In their earliest records, the term identified a geographical region.
3. Its later religious meaning should therefore not be applied to its earliest historical use.

12. What do the Persian, Greek and Chinese names for India reveal about ancient international relations?

Answer:

1. The different names show that India had contact with Persia, Greece and China.
2. Such contact occurred through trade, travel, conquest, pilgrimage and scholarship.
3. The adaptation of India's name demonstrates linguistic and cultural exchange among these civilizations.

13. Why was Xuanzang's journey important for the exchange of knowledge?

Answer:

1. Xuanzang visited Indian centres of learning and interacted with scholars.
2. He collected Buddhist manuscripts and carried them back to China.
3. His translations into Chinese helped spread Indian religious and philosophical knowledge.

14. What can be inferred from the Chinese use of the name "Tianzhu" for India?

Answer:

1. Tianzhu was understood as a name derived ultimately from Sindhu.
2. It could also mean "heavenly master" in the Chinese language.
3. This meaning indicates the respect many Chinese people had for India as the land of the Buddha.

15. Why should ancient geographical regions not be equated exactly with modern states?

Answer:

1. Ancient regions had boundaries that changed according to political and cultural conditions.
2. Modern states and countries were formed much later with clearly defined borders.
3. Therefore, names such as Vanga or Kāshmirā correspond only approximately to modern regions.

16. How did natural geography contribute to the idea of India as one region?

Answer:

1. The Himalayas created a distinct northern boundary for the Subcontinent.
2. The seas and ocean marked its eastern, western and southern limits.
3. These natural boundaries encouraged people to view the diverse land as a geographical whole.

17. How do ancient texts and inscriptions complement each other as historical sources?

Answer:

1. Ancient texts preserve cultural memories, geographical descriptions and traditional names.
2. Inscriptions provide physical evidence connected with particular rulers and periods.
3. Comparing both sources allows historians to develop a more reliable understanding of the past.

18. Why might people have undertaken difficult journeys to ancient India?

Answer:

1. Some travellers came to visit sacred places and learn about religions such as Buddhism.
2. Others wished to meet scholars, study at learning centres or collect manuscripts.
3. Traders, diplomats and explorers may also have travelled for economic, political or geographical knowledge.

19. How does the chapter demonstrate unity in India's diversity?

Answer:

1. Ancient India consisted of many regions, peoples, rivers and cultural traditions.
2. Texts nevertheless used common names such as Bhāratavarṣha and Jambudvīpa for the entire Subcontinent.
3. Shared geography and cultural interaction created unity without eliminating regional diversity.

20. How can changing place names help historians understand the past?**Answer:**

1. Place names show how different peoples understood and described a region.
2. Their linguistic changes reveal contact among languages and civilizations.
3. Their use in datable texts and inscriptions helps historians trace cultural and political developments.

5.11 Five-mark questions with Answers of LOTS Type: (10 Questions)**Five-Mark Descriptive Questions with Answers — LOTS Type:****1. Explain the different names used by ancient Indians for India.****Answer:**

1. The Ṛig Veda called the northwestern region of the Subcontinent “Sapta Sindhava,” meaning “the land of the seven rivers.”
2. The word “Sindhava” comes from “Sindhu,” the ancient name of the Indus River.
3. The Mahābhārata used “Bhāratavarṣha,” meaning “the country of the Bharatas,” for the entire Subcontinent.
4. It also used “Jambudvīpa,” meaning “the island of the fruit of the jamun tree.”
5. The name “Bhārata” later became widely used and continues today as “Bharat” or “Bharatam.”

2. Describe the regions mentioned in the Mahābhārata and their present-day locations.**Answer:**

1. Kāshmīra corresponds approximately to present-day Kashmir.
2. Kurukṣhetra was situated in parts of present-day Haryana.
3. Vanga and Prāgjyotiṣha correspond approximately to parts of Bengal and present-day Assam.
4. Kaccha corresponds to present-day Kutch in western India.
5. Kerala corresponds approximately to the present-day state of Kerala in southern India.

3. Explain the origin and significance of the names “Bhāratavarṣha” and “Jambudvīpa.”**Answer:**

1. Both Bhāratavarṣha and Jambudvīpa were used in the Mahābhārata for the Indian Subcontinent.
2. Bhāratavarṣha means “the country of the Bharatas,” an important Vedic group mentioned in the Ṛig Veda.
3. Jambudvīpa means “the island of the fruit of the jamun tree,” a tree native to India.
4. Emperor Aśhoka used Jambudvīpa in an inscription around 250 BCE.
5. In Aśhoka’s time, Jambudvīpa included present-day India, Pakistan, Bangladesh and parts of Afghanistan.

4. Describe the geographical extent of Bhārata according to ancient Indian literature.**Answer:**

1. The Viṣṇu Purāṇa describes Bhārata as the country situated north of the ocean.
2. It states that Bhārata lies south of the snowy mountains, meaning the Himalayas.
3. Ancient Tamil literature describes the land as extending from Cape Kumari in the south.
4. It identifies the great northern mountain and the oceans on the eastern and western sides.

5. These descriptions show that ancient Indians understood the major natural boundaries of the Subcontinent.

5. Explain how the ancient Persians and Greeks named India.

Answer:

1. The Persians were the first foreigners known to have mentioned India.
2. They adapted the word “Sindhu” into “Hind,” “Hidu” or “Hindu.”
3. In ancient Persian, “Hindu” was a geographical term and did not refer to the Hindu religion.
4. The Greeks learned about India through Persian sources and called it “Indoi” or “Indike.”
5. They dropped the initial “h” because that letter did not exist in their language.

6. Explain the names used by the ancient Chinese for India.

Answer:

1. Ancient Chinese texts referred to India as “Yintu” or “Yindu.”
2. These names ultimately developed from “Sindhu” through the forms Hindhu and Indu.
3. Another Chinese name for India was “Tianzhu.”
4. Tianzhu could also be understood as “heavenly master.”
5. This meaning reflected Chinese respect for India as the land of the Buddha.

7. Write an account of Xuanzang’s visit to India.

Answer:

1. Xuanzang was a Chinese scholar who travelled to India during the seventh century CE.
2. He visited many regions and important centres of learning in India.
3. He met Indian scholars and studied Buddhist teachings.
4. He collected Buddhist manuscripts and returned to China after 17 years.
5. In China, he translated the manuscripts from Sanskrit into Chinese.

8. Trace the development of the name “India” from the word “Sindhu.”

Answer:

1. Sindhu was the ancient Indian name for the Indus River and sometimes for a river in general.
2. The Persians changed Sindhu into Hind, Hidu or Hindu according to their pronunciation.
3. The Greeks adapted the Persian form and called the region Indoi or Indike.
4. Latin and other European languages developed similar names from the Greek forms.
5. These linguistic changes eventually produced the modern English name “India.”

9. Describe the origin and development of the name “Hindustān.”

Answer:

1. The term “Hindustān” was derived from the Persian name “Hind.”
2. It first appeared in a Persian inscription approximately 1,800 years ago.
3. The term was initially associated with the region of India.
4. It was later adopted by many invaders who entered the Subcontinent.
5. Over time, Hindustān became a commonly used name for the Indian Subcontinent.

10. Summarise the main ideas of the chapter “India, That Is Bharat.”

Answer:

1. India is an ancient land whose boundaries and names have changed throughout history.
2. Ancient Indians used names such as Sapta Sindhava, Bhāratavarṣha and Jambudvīpa.
3. Ancient literature reveals knowledge of many regions and the natural boundaries of the Subcontinent.
4. Foreign names such as Hindu, Indoi, Yindu and India mostly originated from the word Sindhu.

5. The Constitution preserves the country's historical identity through the phrase "India, that is Bharat."

5.12 Five-mark questions with Answers of HOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — HOTS Type:

1. Analyse how India's different names reflect its long historical and cultural development.

Answer:

1. "Sapta Sindhava" reflects the importance of rivers in the geography and life of early northwestern India.
2. "Bhāratavarṣha" connects the land with the Bharatas, an ancient Vedic group of people.
3. "Jambudvīpa" represents an indigenous geographical and cultural idea of the Indian Subcontinent.
4. Foreign names such as Hind, Indoi, Yindu and India reveal India's interaction with Persia, Greece and China.
5. The continued use of "Bharat" and "India" shows how ancient and international identities coexist in the modern nation.

2. Explain how natural features helped ancient Indians understand the geographical unity of Bhārata.

Answer:

1. The Himalayas provided a prominent and recognisable natural boundary in the north.
2. The oceans and seas marked the eastern, western and southern limits of the Subcontinent.
3. Rivers connected settlements and supported agriculture, travel and cultural exchange.
4. Both the Viṣṇu Purāṇa and ancient Tamil literature described India through these natural features.
5. These shared geographical descriptions helped people view diverse regions as parts of a larger land.

3. Examine how the word "Sindhu" changed into the modern name "India."

Answer:

1. Sindhu originally referred to the Indus River and sometimes to a river in general.
2. The ancient Persians adapted Sindhu into Hind, Hidu or Hindu because of their pronunciation.
3. The Greeks borrowed the Persian form but omitted the initial "h," producing Indoi or Indike.
4. Later languages developed related forms, including the Latin and English name India.
5. This transformation demonstrates how language and international contact influence geographical names.

4. How do the Mahābhārata and Aśhoka's inscriptions help us understand ancient India?

Answer:

1. The Mahābhārata mentions many regions, rivers and peoples spread throughout the Subcontinent.
2. It uses the names Bhāratavarṣha and Jambudvīpa for the larger geographical region.
3. Aśhoka's inscription provides datable evidence that Jambudvīpa was used around 250 BCE.
4. His Jambudvīpa included present-day India, Pakistan, Bangladesh and parts of Afghanistan.
5. Together, literary and inscriptional evidence gives a broader and more reliable picture of ancient India.

5. Assess the importance of the constitutional phrase “India, that is Bharat.”**Answer:**

1. “Bharat” preserves an ancient indigenous name rooted in Indian literary traditions.
2. “India” reflects the name that evolved through Persian, Greek and European languages.
3. Recognising both names respects the country’s historical heritage and international identity.
4. The phrase connects the modern political nation with the civilization’s long past.
5. It also represents unity by bringing two widely used names together in the Constitution.

6. Explain how ancient Sanskrit and Tamil literature together demonstrate India’s geographical unity.**Answer:**

1. The Viṣṇu Purāṇa describes Bhārata as lying north of the ocean and south of the snowy mountains.
2. Ancient Tamil literature describes the land from Cape Kumari to the great northern mountain.
3. It also identifies the oceans on the eastern and western sides of the country.
4. These sources arose from different linguistic and cultural regions but expressed similar geographical ideas.
5. Their agreement suggests a shared awareness of the Subcontinent as one extensive geographical unit.

7. Analyse the importance of Xuanzang’s journey in strengthening cultural relations between India and China.**Answer:**

1. Xuanzang travelled to India to gain knowledge about Buddhism from important centres and scholars.
2. He visited many parts of the country and collected valuable Buddhist manuscripts.
3. His journey shows that ancient India was an internationally respected centre of education and religion.
4. After returning to China, he translated Sanskrit manuscripts into Chinese.
5. His work transferred Indian knowledge to China and strengthened cultural connections between the two civilizations.

8. Why must historians study both Indian and foreign sources to understand India’s past?**Answer:**

1. Indian texts preserve indigenous names such as Sapta Sindhava, Bhāratavarṣha and Jambudvīpa.
2. Inscriptions provide physical and sometimes datable evidence for the use of these names.
3. Foreign records explain how Persians, Greeks and Chinese understood and named India.
4. Travellers’ accounts provide information about learning, religion and interaction among civilizations.
5. Comparing different sources helps historians verify information and develop a more complete understanding.

9. Evaluate the statement: “Ancient regional diversity did not prevent the development of Indian unity.”**Answer:**

1. The Mahābhārata mentions numerous regions with distinct names, peoples and geographical features.
2. These regions stretched across the Subcontinent from Kāshmīra to Kerala and from Kaccha to Prāgjyotiṣha.

3. Despite this diversity, common names such as Bhāratavarṣha and Jambudvīpa were used for the entire land.
4. Shared rivers, mountains, literature, traditions and movement of people connected the different regions.
5. Thus, India's unity developed through shared geography and culture while preserving regional diversity.

10. Explain why ancient geographical names should not be interpreted only through modern political boundaries.

Answer:

1. Ancient kingdoms and regions did not have the fixed national and state borders used today.
2. Their territories changed according to political power, migration and cultural influence.
3. A name such as Vanga, Kāshmīra or Prāgjyotiṣha may cover only part of a present-day region.
4. Aśhoka's Jambudvīpa extended across territories now belonging to several separate countries.
5. Therefore, ancient places should be understood within their historical context rather than through modern maps alone.

5.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — Applied Type:

1. Imagine that you are preparing a timeline showing the development of India's names. What information would you include?

Answer:

1. I would begin with "Sapta Sindhava," used in the Ṛig Veda for the northwestern land of seven rivers.
2. I would then include "Bhāratavarṣha" and "Jambudvīpa," which appear in the Mahābhārata.
3. I would mark Aśhoka's use of "Jambudvīpa" in an inscription around 250 BCE.
4. I would add the foreign names Hind, Hindu, Indoi, Indike, Yindu and Hindustān in their approximate historical sequence.
5. I would end with the constitutional phrase "India, that is Bharat," which connects the country's ancient and modern names.

2. Suppose a classmate says that the ancient Persian word "Hindu" referred only to a religion. How would you correct the statement?

Answer:

1. I would explain that the Persians derived the word "Hindu" from "Sindhu," the name of the Indus River.
2. Their earliest records used Hind, Hidu or Hindu for the land associated with that river.
3. In those records, the term was geographical and not religious.
4. Its religious meaning developed in a different historical context at a later time.
5. Therefore, the meaning of a word must be understood according to the period and source in which it appears.

3. If you were asked to mark ancient Bhārata on a physical map, which features would you identify and why?

Answer:

1. I would mark the Himalayas in the north because ancient texts describe them as the snowy mountains.

2. I would mark Cape Kumari in the south because ancient Tamil literature identifies it as the southern end.
3. I would show the seas and ocean on the eastern, western and southern sides.
4. I would mark major rivers such as the Indus, Ganga, Yamuna, Godavari, Krishna and Kaveri.
5. These natural features would show how ancient people understood the geographical extent of Bhārata.

4. Imagine that you are a museum guide explaining how “Sindhu” became “India.” What would you tell visitors?

Answer:

1. I would explain that Sindhu was the ancient Indian name of the Indus River.
2. The Persians adapted Sindhu into Hind, Hidu or Hindu according to their pronunciation.
3. The Greeks learned the name through Persian sources and changed it to Indoi or Indike.
4. Similar forms later entered Latin and other European languages.
5. The English name “India” ultimately developed through this long process of linguistic adaptation.

5. A student claims that ancient Indians knew only about their immediate local regions. Use evidence from the chapter to examine this claim.

Answer:

1. The Mahābhārata mentions regions extending from Kāshmīra and Kaccha to Prāgjyotiṣha and Kerala.
2. It also refers to numerous rivers and groups of people across the Subcontinent.
3. The Viṣṇu Purāṇa describes Bhārata as lying between the ocean and the snowy mountains.
4. Ancient Tamil literature similarly describes the land from Cape Kumari to the great northern mountain.
5. This evidence shows that ancient Indians possessed knowledge extending far beyond their immediate local regions.

6. If you were designing a poster titled “India’s Unity in Diversity,” how would you use ideas from this chapter?

Answer:

1. I would display the names of ancient regions such as Kāshmīra, Vanga, Kaccha, Kerala and Prāgjyotiṣha.
2. I would include a map showing the Himalayas, oceans and major rivers that form the Subcontinent’s shared geography.
3. I would add the common ancient names Bhāratavarṣha and Jambudvīpa at the centre.
4. I would show how Persians, Greeks and Chinese gave India different names through cultural contact.
5. I would conclude with “India, that is Bharat” to represent unity among diverse regions and traditions.

7. Suppose you discover an inscription containing the word “Jambudvīpa.” How would you investigate its historical importance?

Answer:

1. I would first identify the language, script, location and approximate date of the inscription.
2. I would examine whether it belonged to Aśhoka’s period or to another ruler.
3. I would study the geographical meaning of Jambudvīpa in that particular historical context.
4. I would compare the inscription with references in the Mahābhārata and other ancient texts.

5. This comparison would help determine how widely and for how long the name was used.

8. How would you explain the significance of “India, that is Bharat” to a foreign visitor?

Answer:

1. I would explain that “Bharat” is an ancient indigenous name connected with Indian literary traditions.
2. “India” is a name that evolved from Sindhu through Persian, Greek and later European usage.
3. Both names have therefore emerged from different parts of the country’s long history.
4. The Constitution officially accepts them as names of the same nation.
5. The phrase represents the connection between India’s ancient heritage and modern international identity.

9. Imagine that you are Xuanzang writing a brief account of your educational journey to India. What would you record?

Answer:

1. I would record that I travelled from China to India in search of authentic Buddhist knowledge.
2. I would describe the different regions, religious centres and scholars I encountered.
3. I would note the Sanskrit manuscripts and Buddhist teachings I collected.
4. I would describe the difficulties of travelling for 17 years across distant lands.
5. I would explain how I translated the collected manuscripts into Chinese after returning home.

10. How would you use textual and inscriptional evidence to prepare a school project on India’s ancient names?

Answer:

1. I would collect references to Sapta Sindhava from the Ṛig Veda.
2. I would use the Mahābhārata’s references to Bhāratavarṣha, Jambudvīpa and various ancient regions.
3. I would include the Viṣṇu Purāṇa’s description of Bhārata’s natural boundaries.
4. I would examine Aśhoka’s and Persian inscriptions for the names Jambudvīpa, Hind and Hindustān.
5. I would arrange the evidence chronologically to show how India’s names developed over time.

5.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. Which ancient text refers to northwestern India as “Sapta Sindhava”?

- A. Viṣṇu Purāṇa
- B. Ṛig Veda
- C. Mahābhārata
- D. Rāmāyaṇa

Answer: B. Ṛig Veda

2. The term “Sapta Sindhava” means:

- A. Land of seven mountains
- B. Country of seven kingdoms
- C. Land of seven rivers
- D. Island of seven trees

Answer: C. Land of seven rivers

3. The word “Sindhava” is derived from:

- A. Sindhu
- B. Hindu
- C. Indike
- D. Hindustān

Answer: A. Sindhu

4. Which pair is incorrectly matched?

- A. Kāshmīra — Kashmir
- B. Prāgjyotiṣha — Assam
- C. Vanga — Bengal
- D. Kaccha — Kerala

Answer: D. Kaccha — Kerala

5. Which ancient text uses both “Bhāratavarṣha” and “Jambudvīpa”?

- A. Ṛig Veda
- B. Mahābhārata
- C. Arthashastra
- D. Tamil poem alone

Answer: B. Mahābhārata

6. “Bhāratavarṣha” literally means:

- A. Island of the Bharatas
- B. River of the Bharatas
- C. Country of the Bharatas
- D. Mountain of the Bharatas

Answer: C. Country of the Bharatas

7. The name “Bharata” first appears in the Ṛig Veda as the name of:

- A. A mountain range
- B. A Vedic group of people
- C. A river
- D. A foreign traveller

Answer: B. A Vedic group of people

8. The word “Jambudvīpa” is associated with which tree?

- A. Banyan
- B. Neem
- C. Mango
- D. Jamun

Answer: D. Jamun

9. Which ruler used the name “Jambudvīpa” in an inscription?

- A. Aśhoka
- B. Akbar
- C. Harsha
- D. Chandragupta II

Answer: A. Aśhoka

10. Aśhoka used the name “Jambudvīpa” around:

- A. 250 BCE
- B. 250 CE
- C. 500 BCE
- D. 700 CE

Answer: A. 250 BCE

11. Which present-day region was included in Aśhoka’s idea of Jambudvīpa?

- A. Only present-day India
- B. India and Sri Lanka only
- C. India, Pakistan, Bangladesh and parts of Afghanistan
- D. The whole of Asia

Answer: C. India, Pakistan, Bangladesh and parts of Afghanistan

12. According to the Viṣṇu Purāṇa, Bhārata lies:

- A. North of the Himalayas and south of the desert
- B. North of the ocean and south of the snowy mountains
- C. East of the ocean and west of the Himalayas
- D. Between two deserts

Answer: B. North of the ocean and south of the snowy mountains

13. The “snowy mountains” mentioned in the description of Bhārata refer to the:

- A. Aravallis
- B. Vindhya
- C. Western Ghats
- D. Himalayas

Answer: D. Himalayas

14. Ancient Tamil literature describes the southern end of India as:

- A. Kaccha
- B. Cape Kumari
- C. Vanga
- D. Kāshmīra

Answer: B. Cape Kumari

15. Which statement best expresses the similarity between the Viṣṇu Purāṇa and ancient Tamil literature?

- A. Both describe India using natural geographical boundaries.
- B. Both were written by foreign travellers.
- C. Both call India only Hindustān.
- D. Both describe only northern India.

Answer: A. Both describe India using natural geographical boundaries.

16. Which phrase appears at the beginning of the Constitution of India?

- A. Bharat, formerly India
- B. Hindustān, that is Bharat
- C. India, that is Bharat
- D. Jambudvīpa, that is India

Answer: C. India, that is Bharat

17. Who were the first foreigners mentioned in the chapter to refer to India?

- A. Chinese
- B. Romans
- C. Persians
- D. Arabs

Answer: C. Persians

18. The Persian names Hind, Hidu and Hindu were derived from:

- A. Bhārata
- B. Sindhu
- C. Jambudvīpa
- D. Tianzhu

Answer: B. Sindhu

19. In its earliest Persian usage, “Hindu” was primarily a:

- A. Religious term
- B. Political title
- C. Geographical term
- D. Name of a king

Answer: C. Geographical term

20. Why did the Greeks use “Indoi” or “Indike” instead of “Hindu”?

- A. They did not know about the Indus River.
- B. They deliberately renamed the region after a king.
- C. The initial “h” did not exist in their language.
- D. They translated the word as “seven rivers.”

Answer: C. The initial “h” did not exist in their language.

21. Select the correct sequence showing the linguistic development of one group of names for India.

- A. India → Indike → Hindu → Sindhu
- B. Sindhu → Hindu → Indoi/Indike → India
- C. Hindu → Sindhu → India → Indike
- D. Indoi → Jambudvīpa → Sindhu → India

Answer: B. Sindhu → Hindu → Indoi/Indike → India

22. Which of the following were Chinese names for India?

- A. Hind and Hindu
- B. Indoi and Indike
- C. Yintu, Yindu and Tianzhu
- D. Bharat and Bharatam

Answer: C. Yintu, Yindu and Tianzhu

23. The name “Tianzhu” reflected Chinese respect for India mainly because India was regarded as:

- A. The source of the Indus River
- B. The land of the Buddha
- C. The land of seven mountains
- D. The largest empire in the world

Answer: B. The land of the Buddha

24. Xuanzang travelled from:

- A. Persia to India
- B. Greece to India
- C. China to India
- D. India to China

Answer: C. China to India

25. Which activity was NOT associated with Xuanzang?

- A. Meeting Indian scholars
- B. Collecting Buddhist manuscripts
- C. Translating Sanskrit texts into Chinese
- D. Leading a Persian military campaign

Answer: D. Leading a Persian military campaign

26. Which combination correctly identifies Xuanzang's period and length of journey?

- A. 6th century BCE — 7 years
- B. 3rd century BCE — 10 years
- C. 7th century CE — 17 years
- D. 18th century CE — 25 years

Answer: C. 7th century CE — 17 years

27. The name "Hindustān" first appeared approximately:

- A. 500 years ago in a Greek text
- B. 1,800 years ago in a Persian inscription
- C. 2,500 years ago in a Chinese manuscript
- D. 3,000 years ago in the Ṛig Veda

Answer: B. 1,800 years ago in a Persian inscription

28. Consider the following statements:

1. Ancient regions always had the same boundaries as modern states.
2. The boundaries of the Indian Subcontinent changed over time.
3. Ancient texts mention numerous regions across the Subcontinent.

Which statements are correct?

- A. 1 and 2 only
- B. 2 and 3 only
- C. 1 and 3 only
- D. 1, 2 and 3

Answer: B. 2 and 3 only

29. Which source provides datable inscriptional evidence for the name Jambudvīpa?

- A. Aśhoka's inscription
- B. Xuanzang's translation
- C. Ancient Tamil poetry
- D. The English Constitution

Answer: A. Aśhoka's inscription

30. Which conclusion is best supported by the Mahābhārata's mention of regions such as Kāshmīra, Kaccha, Vanga and Kerala?

- A. Ancient Indians knew only northern India.
 - B. All ancient regions had identical cultures.
 - C. Ancient Indians possessed knowledge of the Subcontinent's extensive geography.
 - D. Modern state borders existed in ancient times.
- Answer: C. Ancient Indians possessed knowledge of the Subcontinent's extensive geography.**

Assertion–Reason Questions

For Questions 31–35, select:

- A. Both Assertion and Reason are true, and Reason correctly explains Assertion.
- B. Both Assertion and Reason are true, but Reason does not correctly explain Assertion.
- C. Assertion is true, but Reason is false.
- D. Assertion is false, but Reason is true.

31. Assertion: “Hindu” was originally a geographical term in ancient Persian.

Reason: It referred to the region associated with the Sindhu River.

Answer: A. Both are true, and the Reason correctly explains the Assertion.

32. Assertion: The Greeks called India “Indoi” or “Indike.”

Reason: The initial “h” sound did not exist in the Greek language.

Answer: A. Both are true, and the Reason correctly explains the Assertion.

33. Assertion: Ancient Indians possessed knowledge of the Subcontinent's geography.

Reason: Ancient Sanskrit and Tamil texts describe its mountains, oceans and distant regions.

Answer: A. Both are true, and the Reason correctly explains the Assertion.

34. Assertion: Xuanzang contributed to cultural exchange between India and China.

Reason: He translated Sanskrit Buddhist manuscripts into Chinese.

Answer: A. Both are true, and the Reason correctly explains the Assertion.

35. Assertion: Jambudvīpa referred only to the territory of present-day India.

Reason: In Aśhoka's time, it included Pakistan, Bangladesh and parts of Afghanistan.

Answer: D. The Assertion is false, but the Reason is true.

5.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

Best Practices for Teaching:

(1) Begin with Map-Based Learning:

Display a physical map of the Indian Subcontinent and ask students to identify the Himalayas, surrounding seas, major rivers and ancient regions mentioned in the chapter.

(2) Use a Historical Timeline:

Prepare a timeline showing the use of names such as Sapta Sindhava, Bhāratavarṣha, Jambudvīpa, Hind, Indike, Hindustān and India.

(3) Create a Name-Evolution Flowchart:

Explain the linguistic development of the country's name using the sequence:

Sindhu → Hindu → Indoi/Indike → India

(4) Compare Ancient and Modern Maps:

Help students compare ancient regions such as Kāshmīra, Vanga, Kaccha, Kerala and Prāgjyotiṣha with their approximate present-day locations.

- (5) **Use Primary Historical Sources:**
Show short extracts or images from the R̥g Veda, Mahābhārata, Aśhoka's inscriptions, Viṣṇu Purāṇa and the Constitution to demonstrate how historians use evidence.
- (6) **Encourage Think–Pair–Share Activities:**
Ask questions such as “Why has India had many names?” and allow students to think individually, discuss with a partner and share their conclusions with the class.
- (7) **Clarify Geographical and Religious Meanings:**
Clearly explain that the ancient Persian word “Hindu” was originally a geographical term connected with the Sindhu River, preventing historical misconceptions.
- (8) **Promote Comparative Reading:**
Ask students to compare the description of India in the Viṣṇu Purāṇa with that in ancient Tamil literature and identify their common geographical features.
- (9) **Conduct Collaborative Group Work:**
Assign groups different themes—Indian names, foreign names, natural boundaries, ancient regions and foreign travellers—and ask them to present their findings.
- (10) **Use Storytelling and Role Play:**
Narrate Xuanzang's 17-year journey or ask students to role-play as travellers, historians and ancient scholars to make the lesson memorable.
- (11) **Maintain a Word Wall:**
Display key terms such as *inhabitants*, *Subcontinent*, *Sapta Sindhava*, *Bhāratavarṣha*, *Jambudvīpa*, *inscription*, and *Constitution* with simple meanings.
- (12) **Assess Learning Continuously:**
Use map labelling, oral quizzes, exit slips, matching exercises and short reflective questions to check students' understanding throughout the lesson.

6.16 Innovations Opportunity List from the Chapter: (12 Ideas)

Innovations in Teaching–Learning:

- (1) **Interactive Digital Name-Journey:**
Create an animated presentation showing the transformation of the name through the sequence **Sindhu** → **Hindu** → **Indoi/Indike** → **India**, with audio pronunciations and brief explanations.
- (2) **Augmented Historical Map:**
Use a digital map on which students can click ancient regions such as Kāshmīra, Vanga, Kaccha, Kerala and Prāgjyotiṣha to view their approximate modern locations.
- (3) **“Museum of India's Names” Exhibition:**
Students can create exhibits representing Sapta Sindhava, Bhāratavarṣha, Jambudvīpa, Hind, Yindu, Tianzhu, Hindustān and India, supported by maps, drawings and source cards.
- (4) **Virtual Journey with Xuanzang:**
Let students digitally trace Xuanzang's journey from China to India and create a travel diary describing the places, scholars and Buddhist manuscripts he encountered.
- (5) **Student-Produced History Podcast:**
Groups can record short podcast episodes in which they act as historians, travellers or ancient inhabitants and explain how India received its different names.
- (6) **QR-Code Learning Stations:**
Place QR codes around the classroom linking to short maps, pronunciation clips, quizzes and information about Aśhoka's inscriptions, ancient texts and India's natural boundaries.

(7) Name Detective Challenge:

Give students clue cards containing words such as Sindhu, Hindu, Indoi, Yindu and India and ask them to reconstruct their linguistic relationships.

(8) Interactive Timeline Wall:

Construct a classroom timeline using movable cards so students can arrange key references, including the R̥ig Veda, Mahābhārata, Aśhoka, Xuanzang and the Constitution.

(9) Ancient Geographer Simulation:

Ask students to imagine that modern borders do not exist and draw Bhārata using only natural features such as the Himalayas, rivers, seas and Cape Kumari.

(10) Multilingual India Activity:

Students can collect the names used for India in different Indian and foreign languages and investigate how pronunciation changes across languages.

(11) Digital Comic Creation:

Learners can create a comic strip in which characters representing Sindhu, Bhārata, Jambudvīpa and India narrate the historical development of their names.

(12) Student-Created Digital Quiz:

Groups can design Olympiad-style questions using a quiz platform and challenge classmates on ancient names, geographical regions, travellers and historical sources.

5.17: Practicing Questions/Question Bank :**A. Fill in the Blanks:**

- The R̥ig Veda called the northwestern region of the Subcontinent _____.
Answer: Sapta Sindhava
- Sapta Sindhava means “the land of the _____ rivers.”
Answer: seven
- The word “Sindhava” is derived from _____.
Answer: Sindhu
- Bhāratavar̥sha means “the country of the _____.”
Answer: Bharatas
- Jambudvīpa means “the island of the fruit of the _____ tree.”
Answer: jamun
- Emperor _____ used the name Jambudvīpa in one of his inscriptions.
Answer: Aśhoka
- The ancient Persians referred to India as Hind, Hidu or _____.
Answer: Hindu
- The Greeks called India “Indoi” or _____.
Answer: Indike
- The Chinese scholar _____ travelled to India in the seventh century CE.
Answer: Xuanzang
- The Constitution uses the phrase “India, that is _____.”
Answer: Bharat

B. One-Mark Descriptive Questions:

1. What is the Indian Subcontinent?

Answer: The Indian Subcontinent is the geographical region comprising India and its neighbouring countries.

2. What does “Sapta Sindhava” mean?

Answer: Sapta Sindhava means “the land of the seven rivers.”

3. What does “Bhāratavarṣha” mean?

Answer: Bhāratavarṣha means “the country of the Bharatas.”

4. What does “Jambudvīpa” mean?

Answer: Jambudvīpa means “the island of the fruit of the jamun tree.”

5. Which emperor used the name Jambudvīpa in an inscription?

Answer: Emperor Aśhoka used the name Jambudvīpa in an inscription.

6. Which present-day region was known as Prāgjyotiṣha?

Answer: Prāgjyotiṣha corresponded approximately to present-day Assam.

7. What did “Hindu” mean in ancient Persian?

Answer: In ancient Persian, Hindu was a geographical term associated with the region of the Sindhu River.

8. What names did the ancient Greeks use for India?

Answer: The ancient Greeks called India “Indoi” or “Indike.”

9. Who was Xuanzang?

Answer: Xuanzang was a Chinese scholar who travelled to India during the seventh century CE.

10. When did the term “Hindustān” first appear?

Answer: The term Hindustān first appeared in a Persian inscription approximately 1,800 years ago.

C. Two-Mark Descriptive Questions:**1. Mention two sources that tell us about the ancient names of India.**

Answer:

1. Ancient texts such as the Ṛig Veda and Mahābhārata preserve India’s early names.
2. Inscriptions and travellers’ accounts also provide evidence about these names.

2. Explain the meaning and origin of Sapta Sindhava.

Answer:

1. Sapta Sindhava means “the land of the seven rivers.”
2. Sindhava comes from Sindhu, the ancient name of the Indus River.

3. What are the two names used for the Subcontinent in the Mahābhārata?

Answer:

1. The Mahābhārata uses “Bhāratavarṣha,” meaning “the country of the Bharatas.”
2. It also uses “Jambudvīpa,” meaning “the island of the fruit of the jamun tree.”

4. How does the Viṣṇu Purāṇa describe Bhārata?

Answer:

1. It describes Bhārata as the country lying north of the ocean.
2. It also places Bhārata south of the snowy mountains or the Himalayas.

5. What names did the Persians use for India?

Answer:

1. The Persians referred to India as Hind, Hidu or Hindu.
2. These names were adaptations of the word Sindhu.

6. Why did the Greeks call India “Indoi” or “Indike”?

Answer:

1. The Greeks adapted these names from the Persian word Hindu.
2. They omitted the initial “h” because that sound did not exist in their language.

7. Write two points about Xuanzang’s visit to India.

Answer:

1. Xuanzang visited many parts of India and collected Buddhist manuscripts.
2. After returning to China, he translated the manuscripts from Sanskrit into Chinese.

8. Why is the phrase “India, that is Bharat” important?

Answer:

1. “India” represents the internationally familiar name of the country.
2. “Bharat” preserves its ancient indigenous and cultural identity.

D. Three-Mark Descriptive Questions:

1. Write three points about the regions mentioned in the Mahābhārata.

Answer:

1. Kāshmīra and Kurukṣetra correspond approximately to Kashmir and parts of Haryana.
2. Vanga and Prāgjyotiṣha correspond approximately to Bengal and Assam.
3. Kaccha and Kerala correspond approximately to present-day Kutch and Kerala.

2. Explain the origin and importance of Bhāratavarṣha.

Answer:

1. Bhāratavarṣha means “the country of the Bharatas.”
2. The Bharatas were one of the principal Vedic groups mentioned in the Ṛig Veda.

3. The name later came to represent the entire Indian Subcontinent.

3. Describe the historical use of Jambudvīpa.

Answer:

1. Jambudvīpa means “the island of the fruit of the jamun tree.”
2. It became an ancient name for the whole Indian Subcontinent.
3. Emperor Aśhoka used it in an inscription around 250 BCE.

4. Trace the development of the word Sindhu into India.

Answer:

1. The Persians changed Sindhu into Hind, Hidu or Hindu.
2. The Greeks adapted Hindu into Indoi or Indike.
3. These linguistic forms eventually gave rise to the English name India.

5. Describe the ancient Chinese names for India.

Answer:

1. Ancient Chinese texts called India Yintu or Yindu.
2. These names were ultimately derived from the word Sindhu.
3. The Chinese also used Tianzhu, which could mean “heavenly master.”

6. How do historical sources help us understand India’s ancient identity?

Answer:

1. Ancient Indian texts preserve names such as Sapta Sindhava, Bhāratavarṣha and Jambudvīpa.
2. Inscriptions provide physical and sometimes datable evidence of these names.
3. Foreign travellers’ accounts show how other civilizations understood India.

E. Five-Mark Descriptive Questions:

1. Explain the different names used by ancient Indians for India.

Answer:

1. The Ṛig Veda called northwestern India Sapta Sindhava, or “the land of the seven rivers.”
2. The Mahābhārata used Bhāratavarṣha for the entire Indian Subcontinent.
3. Bhāratavarṣha means “the country of the Bharatas.”
4. The Mahābhārata also used Jambudvīpa, meaning “the island of the fruit of the jamun tree.”
5. Bhārata later became widely used and survives today as Bharat or Bharatam.

2. Describe the geographical extent of Bhārata according to ancient literature.

Answer:

1. The Viṣṇu Purāṇa places Bhārata north of the ocean.

2. It locates the country south of the snowy mountains or Himalayas.
3. Ancient Tamil literature describes the land as extending from Cape Kumari in the south.
4. It mentions the great mountain in the north and the oceans on the east and west.
5. These descriptions reveal ancient Indians' knowledge of the Subcontinent's natural boundaries.

3. Explain how foreigners named India.

Answer:

1. The Persians adapted Sindhu into Hind, Hidu or Hindu.
2. Hindu was originally a geographical term in ancient Persian.
3. The Greeks changed Hindu into Indoi or Indike by dropping the initial "h."
4. The Chinese used names such as Yintu, Yindu and Tianzhu.
5. These names demonstrate India's historical contact with different civilizations.

4. Describe Xuanzang's journey and its importance.

Answer:

1. Xuanzang was a Chinese scholar who travelled to India in the seventh century CE.
2. He visited many parts of the country and met Indian scholars.
3. He studied Buddhist teachings and collected valuable manuscripts.
4. He returned to China after 17 years and translated the manuscripts into Chinese.
5. His work helped transmit Indian religious and scholarly knowledge to China.

5. Explain why the phrase "India, that is Bharat" is historically significant.

Answer:

1. Bharat is an ancient indigenous name connected with Indian literary traditions.
2. India is a name that developed from Sindhu through Persian and Greek forms.
3. Both names represent different parts of the country's long history.
4. The Constitution officially recognises both names for the same nation.
5. The phrase connects modern India's international identity with its ancient cultural heritage.

6th Standard Social Science Book Chapter 6

Chapter 6: The Beginnings of Indian Civilisation

6.1 Summary of the Chapter:

Chapter 6: The Beginnings of Indian Civilisation — Summary:

- (1) A civilisation is an advanced stage of human society marked by government, planned cities, crafts, trade, writing, cultural traditions and productive agriculture.
- (2) The earliest civilisation of the Indian Subcontinent is known as the Harappan, Indus or Indus–Sarasvatī Civilisation. It flourished mainly between approximately 2600 BCE and 1900 BCE.
- (3) It is called the Harappan Civilisation because Harappa was the first city of this civilisation to be excavated. Its people are therefore known as the Harappans.
- (4) Beginning around 3500 BCE, villages in the fertile plains of the Indus and Sarasvatī river systems gradually developed into towns and cities. This development is called India's "First Urbanisation."
- (5) Important Harappan cities included Harappa, Mohenjo-daro, Dholavira, Rakhigarhi, Kalibangan and Lothal. The civilisation extended far beyond the Indus Valley.
- (6) Harappan cities were carefully planned, with broad streets, fortifications, residential areas and buildings made mainly of bricks. Many cities had separate upper and lower sections.
- (7) The Harappans developed excellent systems of water management and sanitation. Their cities had wells, bathing areas, covered drains and reservoirs; Dholavira was especially famous for its large water-storage system.
- (8) Agriculture formed the foundation of the civilisation. The Harappans cultivated wheat, barley, millets, rice, pulses, vegetables and cotton, and they also domesticated animals and consumed fish and dairy products.
- (9) Skilled craftspeople produced pottery, tools, ornaments, bronze objects, shell bangles and carnelian beads. The Harappans also used standardised weights and seals in their economic activities.
- (10) Trade took place within the civilisation and with distant regions such as Mesopotamia and Oman. Lothal's large dockyard shows that the Harappans conducted maritime trade using sea routes.
- (11) Harappan seals contain animal figures and signs belonging to a writing system that has not yet been deciphered. Figurines, toys, games, jewellery and decorated pottery provide information about their daily and cultural life.
- (12) Around 1900 BCE, the cities began to decline because of reduced rainfall, a drier climate and the drying up of parts of the Sarasvatī River. Although the cities disappeared, many Harappan cultural practices and technologies continued into later Indian civilisation.

6.2 Important Formulas:

Chapter 6, "The Beginnings of Indian Civilisation," is a Social Science chapter. Therefore, it does not contain specific mathematical formulas. However, the following basic formulas may be useful for solving map-, timeline-, measurement-, and data-based questions related to the chapter:

1. Time interval between two BCE dates:

$$\text{Time interval} = \text{Earlier BCE year} - \text{Later BCE year}$$

Example:

$$2600 \text{ BCE} - 1900 \text{ BCE} = 700 \text{ years}$$

2. Approximate age of an event from a BCE date:

$$\text{Approximate age} = \text{BCE year} + \text{Current CE year} - 1$$

Example, using 2026 CE:

$$2600 + 2026 - 1 = 4625 \text{ years}$$

3. Distance using a map scale:

$$\text{Actual distance} = \text{Map distance} \times \text{Scale value}$$

4. Average speed:

$$\text{Average speed} = \frac{\text{Distance travelled}}{\text{Time taken}}$$

5. Time required for a journey:

$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$

6. Area of a rectangular structure:

$$\text{Area} = \text{Length} \times \text{Width}$$

This may be applied to structures such as the Great Bath or Lothal dockyard.

7. Perimeter of a rectangular structure:

$$\text{Perimeter} = 2(\text{Length} + \text{Width})$$

8. Volume or storage capacity of a rectangular reservoir:

$$\text{Volume} = \text{Length} \times \text{Width} \times \text{Depth}$$

9. Unit conversion:

$$1 \text{ kilometre} = 1000 \text{ metres}$$

$$1 \text{ metre} = 100 \text{ centimetres}$$

$$1 \text{ cubic metre} = 1000 \text{ litres}$$

10. Percentage:

$$\text{Percentage} = \frac{\text{Required quantity}}{\text{Total quantity}} \times 100$$

11. Ratio:

$$\text{Ratio} = a : b = \frac{a}{b}$$

It may be used to compare the dimensions of Harappan buildings, reservoirs or settlement areas.

12. Average:

$$\text{Average} = \frac{\text{Sum of all observations}}{\text{Number of observations}}$$

Note: These are supporting mathematical formulas. The chapter mainly focuses on historical concepts such as Harappan town planning, agriculture, crafts, water management, trade, cultural life and the decline of the civilisation.

6.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)

Fill in the Blanks — LOTS Type:

1. The earliest civilisation of the Indian Subcontinent is known as the _____ Civilisation.

Answer: Harappan

2. The Harappan Civilisation is also called the _____ Civilisation.

Answer: Indus–Sarasvatī

3. The inhabitants of the Harappan Civilisation are called _____.

Answer: Harappans

4. The Harappan Civilisation flourished approximately between _____ BCE and _____ BCE.

Answer: 2600 BCE and 1900 BCE

5. The city of _____ was the first site of this civilisation to be excavated.
Answer: Harappa
6. The development of Harappan towns and cities is called India's "First _____."
Answer: Urbanisation
7. The Indus River is also known as the _____ River.
Answer: Sindhu
8. The present-day seasonal river associated with the Sarasvatī is called the _____ in India.
Answer: Ghaggar
9. Harappa and Mohenjo-daro are located in present-day _____.
Answer: Pakistan
10. Dholavira is located in the modern Indian state of _____.
Answer: Gujarat
11. Rakhigarhi is located in the state of _____.
Answer: Haryana
12. Kalibangan is located in the state of _____.
Answer: Rajasthan
13. Most Harappan cities had an upper town and a _____ town.
Answer: lower
14. The massive walls surrounding Harappan settlements are called _____.
Answer: fortifications
15. The famous Great Bath was discovered at _____.
Answer: Mohenjo-daro
16. The Harappans used _____ to make their buildings.
Answer: bricks
17. Dholavira is especially famous for its system of water _____.
Answer: reservoirs
18. The Harappans cultivated cereals such as wheat and _____.
Answer: barley
19. The Harappans were the first people in Eurasia to grow _____.
Answer: cotton
20. A small clay model of a _____ was discovered at Banawali.
Answer: plough
21. The reddish semi-precious stone used for making Harappan beads was called _____.
Answer: carnelian
22. The Harappans made bronze by combining copper with _____.
Answer: tin
23. Harappan seals were generally made from a soft stone called _____.
Answer: steatite
24. The Harappan writing system has not yet been _____.
Answer: deciphered
25. The large basin discovered at Lothal is believed to have been a _____.
Answer: dockyard
26. Lothal is situated in the modern state of _____.
Answer: Gujarat
27. The bronze figurine discovered at Mohenjo-daro is popularly called the "_____ Girl."
Answer: Dancing

28. The figurine commonly known as the “Priest King” was found at _____.
Answer: Mohenjo-daro
29. The Harappans used land routes, rivers and the _____ for trade.
Answer: sea
30. The decline of the Harappan cities began around _____ BCE.
Answer: 1900
31. Reduced rainfall made _____ more difficult for the Harappans.
Answer: agriculture
32. After the decline of the cities, many Harappans returned to a _____ lifestyle.
Answer: rural
33. Archaeological evidence suggests that the Harappan Civilisation was relatively _____.
Answer: peaceful
34. The Harappans traded with distant regions such as Mesopotamia and _____.
Answer: Oman
35. The drying up of the _____ River contributed to the decline of several Harappan settlements.
Answer: Sarasvatī

6.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill in the Blanks with Answers — HOTS Type:

1. The presence of wide streets arranged according to cardinal directions indicates that Harappan cities were carefully _____.
Answer: planned
2. The construction of numerous reservoirs at Dholavira reflects the Harappans’ advanced knowledge of _____ management.
Answer: water
3. The uniform quality of construction in both large and small houses suggests that economic differences in Harappan society were not very _____.
Answer: glaring
4. The division of a city into upper and lower sections indicates some form of social and administrative _____.
Answer: organisation
5. The presence of covered drains connected to houses shows that the Harappans possessed a strong sense of public _____.
Answer: hygiene
6. The discovery of hundreds of wells at Mohenjo-daro suggests that the city required a dependable supply of _____.
Answer: water
7. The waterproofing of the Great Bath with bitumen shows the Harappans’ advanced knowledge of _____ techniques.
Answer: construction
8. Since cities depended on surrounding villages for food, productive _____ was essential for Harappan urban life.
Answer: agriculture
9. The cultivation of wheat, barley, millets, rice, pulses and vegetables indicates that the Harappans had a _____ diet.
Answer: diverse

10. The discovery of turmeric, ginger and banana remains in cooking pots provides evidence about Harappan _____ habits.
Answer: dietary
11. The production of cotton cloth shows that the Harappans possessed skills in agriculture as well as _____.
Answer: weaving
12. The discovery of animal and fish bones suggests that the Harappans practised animal rearing and _____.
Answer: fishing
13. The specialised drilling of carnelian beads demonstrates the high level of Harappan _____.
Answer: craftsmanship
14. The discovery of Harappan objects in distant regions such as Oman and Iran proves the existence of long-distance _____.
Answer: trade
15. The large basin at Lothal is believed to have been a dockyard, suggesting that the Harappans participated in _____ trade.
Answer: maritime
16. Standardised stone weights helped Harappan traders maintain fairness and accuracy in commercial _____.
Answer: transactions
17. The use of seals containing animal figures and written signs probably helped traders identify goods and establish their _____.
Answer: ownership
18. Since the signs on Harappan seals remain undeciphered, many aspects of their society continue to be a _____.
Answer: mystery
19. The discovery of toys, whistles and gameboards indicates that the Harappans valued recreation and _____.
Answer: entertainment
20. The “Dancing Girl” figurine provides evidence of the Harappans’ skill in bronze casting and their interest in _____.
Answer: art
21. The similarity between Harappan bangles and those worn today in parts of Gujarat and Rajasthan suggests cultural _____.
Answer: continuity
22. The absence of weapons, armies and signs of invasion suggests that the Harappan Civilisation was relatively _____.
Answer: peaceful
23. Reduced rainfall would have lowered agricultural production and weakened the food supply to Harappan _____.
Answer: cities
24. The drying up of the Sarasvatī River forced people living along its banks to _____ their settlements.
Answer: abandon
25. When the cities declined, the Harappans moved to smaller settlements because rural areas offered easier access to food and _____.
Answer: water

26. The decline of Harappan cities demonstrates that human societies depend greatly on climate and the _____.
Answer: environment
27. The continuation of Harappan crafts and cultural practices after the cities disappeared shows that urban decline did not mean complete cultural _____.
Answer: disappearance
28. Since the Harappan cities contained public buildings, drains and reservoirs, they must have had an organised system of _____.
Answer: administration
29. The growth of villages into cities became possible because increased agricultural production supported people engaged in non-farming _____.
Answer: occupations
30. The Harappans' ability to import copper and export finished goods shows that their economy depended on regional _____.
Answer: exchange

6.5 One-mark questions with Answers of LOTS Type: (32 Questions)

One-Mark Descriptive Questions with Answers — LOTS Type:

1. **What is a civilisation?**
A civilisation is an advanced stage of human society with administration, cities, crafts, trade, writing, cultural traditions and productive agriculture.
2. **Name the earliest civilisation of the Indian Subcontinent.**
The Harappan or Indus–Sarasvatī Civilisation was the earliest civilisation of the Indian Subcontinent.
3. **Who were the Harappans?**
The inhabitants of the Harappan Civilisation were called the Harappans.
4. **Why is this civilisation called the Harappan Civilisation?**
It is called the Harappan Civilisation because Harappa was the first of its cities to be excavated.
5. **During which period did the Indus–Sarasvatī Civilisation flourish?**
The Indus–Sarasvatī Civilisation flourished approximately from 2600 BCE to 1900 BCE.
6. **What is meant by India's "First Urbanisation"?**
India's "First Urbanisation" refers to the development of Harappan villages into towns and cities.
7. **Name any two major Harappan cities.**
Harappa and Mohenjo-daro were two major Harappan cities.
8. **Where is Dholavira located?**
Dholavira is located in the present-day state of Gujarat.
9. **Where is Rakhigarhi located?**
Rakhigarhi is located in the present-day state of Haryana.
10. **Where is Kalibangan located?**
Kalibangan is located in the present-day state of Rajasthan.
11. **What is a fortification?**
A fortification is a massive protective wall built around a settlement or city.
12. **What were the two main sections of most Harappan cities?**
Most Harappan cities were divided into an upper town and a lower town.
13. **What material was generally used to construct Harappan buildings?**
Harappan buildings were generally constructed with bricks.

14. **Where was the Great Bath discovered?**
The Great Bath was discovered at Mohenjo-daro.
15. **What was used to waterproof the Great Bath?**
Natural bitumen, a form of tar, was used to waterproof the Great Bath.
16. **For what feature is Dholavira especially famous?**
Dholavira is especially famous for its advanced system of reservoirs and water management.
17. **Name any two cereals cultivated by the Harappans.**
The Harappans cultivated cereals such as wheat and barley.
18. **Which fibre crop was cultivated by the Harappans?**
Cotton was the important fibre crop cultivated by the Harappans.
19. **What agricultural object was found at Banawali?**
A small clay model of a plough was found at Banawali.
20. **What was carnelian used for by the Harappans?**
Carnelian was mainly used by the Harappans to make beads and ornaments.
21. **How is bronze produced?**
Bronze is produced by adding tin to copper.
22. **What is steatite?**
Steatite is a soft stone that the Harappans commonly used to make seals.
23. **What did Harappan seals generally contain?**
Harappan seals generally contained animal figures and a few signs from their writing system.
24. **Has the Harappan writing system been deciphered?**
No, the Harappan writing system has not yet been deciphered.
25. **What was the probable purpose of the large basin at Lothal?**
The large basin at Lothal was probably a dockyard used to receive and send boats.
26. **Name two regions outside India with which the Harappans traded.**
The Harappans traded with regions such as Mesopotamia and Oman.
27. **What does the “Dancing Girl” represent?**
The “Dancing Girl” is a small bronze figurine discovered at Mohenjo-daro.
28. **What do Harappan toys and gameboards reveal?**
Harappan toys and gameboards reveal that children and adults enjoyed games and recreation.
29. **When did the Harappan cities begin to decline?**
The Harappan cities began to decline around 1900 BCE.
30. **Mention one major cause of the decline of the Harappan Civilisation.**
Reduced rainfall and the resulting dry climate were major causes of the civilisation’s decline.
31. **What happened to the Harappans after their cities declined?**
The Harappans scattered into numerous smaller settlements and adopted a rural lifestyle.
32. **What evidence suggests that the Harappan Civilisation was peaceful?**
The absence of armies, weapons and signs of invasion suggests that the Harappan Civilisation was relatively peaceful.

6.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — HOTS Type:

1. **Why was productive agriculture essential for the growth of Harappan cities?**
Productive agriculture supplied sufficient food to support both rural and urban populations.
2. **What does the planned arrangement of Harappan streets indicate?**
It indicates that the Harappans possessed advanced knowledge of town planning and administration.
3. **Why were many Harappan streets oriented towards the cardinal directions?**
They were probably oriented towards the cardinal directions as part of an organised city plan.
4. **What does the division of Harappan cities into upper and lower towns suggest?**
It suggests that Harappan society had organised residential and administrative divisions.
5. **What does the similar construction quality of small and large houses indicate?**
It indicates that differences between the rich and poor may not have been very great.
6. **How do covered drains reflect the civic sense of the Harappans?**
Covered drains show that the Harappans valued cleanliness, sanitation and public health.
7. **Why were numerous wells necessary in Mohenjo-daro?**
Numerous wells were necessary to provide a dependable water supply to the city's residents.
8. **What does the waterproofing of the Great Bath reveal about Harappan builders?**
It reveals that Harappan builders possessed advanced engineering and construction skills.
9. **Why were large reservoirs constructed at Dholavira?**
Large reservoirs were constructed to collect and store water in a region with limited rainfall.
10. **What can be inferred from the discovery of a plough model at Banawali?**
It can be inferred that plough-based agriculture was practised by the Harappans.
11. **What does the variety of crops grown by the Harappans reveal?**
It reveals that Harappan agriculture was productive, diverse and adapted to local conditions.
12. **Why were villages important to Harappan cities?**
Villages supplied the food and other agricultural products needed by urban populations.
13. **What do animal and fish bones found at Harappan sites indicate?**
They indicate that the Harappans reared animals and obtained food by fishing.
14. **What does the discovery of cotton reveal about Harappan society?**
It reveals that the Harappans knew how to cultivate cotton and weave it into cloth.
15. **Why did the Harappans import copper?**
They imported copper because it was not commonly available in their own region.
16. **What does the fine drilling of carnelian beads demonstrate?**
It demonstrates the specialised knowledge and craftsmanship of Harappan artisans.
17. **Why were standardised weights useful to Harappan traders?**
Standardised weights helped traders measure goods accurately and conduct fair exchanges.
18. **What does the discovery of Harappan beads in present-day Iran indicate?**
It indicates that the Harappans maintained long-distance trade relations.
19. **How does Lothal's dockyard provide evidence of maritime trade?**
Its large basin could receive and send boats carrying goods through sea routes.

20. Why might traders have used seals?

Traders might have used seals to identify their goods, ownership or commercial identity.

21. Why is it difficult to understand some aspects of Harappan life?

It is difficult because the Harappan writing system has not yet been deciphered.

22. What do toys, whistles and gameboards reveal about Harappan society?

They reveal that recreation and entertainment were important parts of Harappan life.

23. What does the “Dancing Girl” figurine reveal about Harappan technology?

It reveals that the Harappans had developed sophisticated bronze-casting skills.

24. What does the continued use of similar bangles in Gujarat and Rajasthan suggest?

It suggests cultural continuity between Harappan traditions and later Indian society.

25. Why is the invasion theory of Harappan decline considered weak?

It is considered weak because archaeologists have found no clear evidence of warfare or invasion.

26. How would reduced rainfall have affected Harappan cities?

Reduced rainfall would have lowered agricultural production and decreased the food supplied to cities.

27. Why did the drying of the Sarasvatī River lead to the abandonment of settlements?

Its drying deprived settlements of the water required for agriculture and everyday life.

28. Why did many Harappans return to a rural lifestyle after urban decline?

Rural settlements offered easier access to food and water in the changed environment.

29. What does the decline of the Harappan Civilisation teach us about the environment?

It teaches us that the survival of human settlements depends heavily on climate and natural resources.

30. Why does the disappearance of Harappan cities not mean that their civilisation vanished completely?

Many Harappan technologies and cultural practices survived and were passed on to later Indian civilisation.

6.7 Two-mark questions with Answers of LOTS Type: (25 Questions)**Two-Mark Descriptive Questions with Answers — LOTS Type:****1. What are the main characteristics of a civilisation?**

Answer:

1. A civilisation has an organised government, planned cities, productive agriculture and a system of writing.
2. It also has specialised crafts, internal and external trade, and cultural traditions.

2. Why is the civilisation described in this chapter called the Harappan Civilisation?

Answer:

1. Harappa was the first city belonging to this civilisation to be excavated.
2. Therefore, the civilisation was named Harappan and its inhabitants were called Harappans.

3. Mention any two other names of the Harappan Civilisation.

Answer:

1. It is also known as the Indus Civilisation because many settlements were found near the Indus River.

2. It is called the Indus–Sarasvatī Civilisation because numerous sites existed in both river basins.

4. When and where did the Harappan Civilisation flourish?

Answer:

1. The mature phase of the Harappan Civilisation flourished from approximately 2600 BCE to 1900 BCE.
2. It developed mainly across the Indus and Sarasvatī river regions of northwestern India and present-day Pakistan.

5. Name any four important cities of the Harappan Civilisation.

Answer:

1. Harappa and Mohenjo-daro were two important cities located in present-day Pakistan.
2. Dholavira and Rakhigarhi were important cities located in present-day India.

6. Describe the layout of a typical Harappan city.

Answer:

1. Harappan cities had broad streets, often arranged according to the cardinal directions.
2. Most cities were divided into an upper town and a lower town and were surrounded by fortifications.

7. What were fortifications and why were they built?

Answer:

1. Fortifications were massive walls constructed around a settlement or city.
2. They were generally built to protect the city and define its boundaries.

8. Write two features of Harappan houses.

Answer:

1. Harappan houses of different sizes were generally built with bricks along streets and smaller lanes.
2. Many houses had bathing areas and drains connected to the city's drainage system.

9. What was the Great Bath?

Answer:

1. The Great Bath was a carefully constructed rectangular tank discovered at Mohenjo-daro.
2. It was waterproofed with bitumen and had a drain for emptying and refilling it.

10. Mention two features of water management at Dholavira.

Answer:

1. Dholavira had several large reservoirs designed to collect and store water.
2. Drains and channels carried rainwater into these reservoirs for later use.

11. Describe the Harappan drainage system.

Answer:

1. Wastewater from houses flowed through small drains into larger drains along the streets.
2. Most street drains were covered and could be cleaned and maintained when necessary.

12. Name the major crops cultivated by the Harappans.

Answer:

1. The Harappans cultivated wheat, barley, millets, rice and pulses.
2. They also grew vegetables and cotton, which was used to make cloth.

13. What evidence tells us about the Harappans' food habits?

Answer:

1. Animal and fish bones found during excavations show that they consumed meat and fish.
2. Scientific examination of cooking pots has revealed remains of dairy products, turmeric, ginger and banana.

14. Mention two important Harappan crafts.**Answer:**

1. Harappan craftspeople made carnelian beads and shell bangles using specialised techniques.
2. They also produced pottery, metal tools, ornaments and bronze figurines.

15. What is bronze and how did the Harappans use it?**Answer:**

1. Bronze is a harder metal produced by adding tin to copper.
2. The Harappans used bronze to manufacture tools, vessels and figurines.

16. Describe the importance of carnelian in Harappan craft.**Answer:**

1. Carnelian is a reddish semi-precious stone found mainly in Gujarat.
2. Harappan craftspeople drilled and decorated it to make beads for ornaments and trade.

17. What goods did the Harappans probably export and import?**Answer:**

1. They exported ornaments, timber, everyday objects, cotton, gold and possibly food products.
2. They probably imported copper because it was not commonly available in their region.

18. How did the Harappans transport their goods?**Answer:**

1. The Harappans used land routes and rivers to transport goods within and between regions.
2. They also used sea routes for trade with distant lands.

19. What was the importance of Lothal?**Answer:**

1. Lothal was a coastal Harappan settlement in present-day Gujarat.
2. Its enormous basin is believed to have been a dockyard used for receiving and sending boats.

20. Describe Harappan seals.**Answer:**

1. Harappan seals were generally made of steatite and displayed animals such as bulls, unicorns and tigers.
2. They also carried signs belonging to a writing system that has not yet been deciphered.

21. What do Harappan toys and games tell us?**Answer:**

1. Archaeologists have discovered gameboards, terracotta whistles and several kinds of toys at Harappan sites.
2. These objects show that both adults and children enjoyed recreation and entertainment.

22. Name two famous Harappan figurines and state their materials.**Answer:**

1. The “Dancing Girl” from Mohenjo-daro is a small bronze figurine.
2. The figure popularly called the “Priest King” is a stone statuette.

23. What happened to the Harappan cities around 1900 BCE?**Answer:**

1. The cities gradually declined and were abandoned one after another.
2. Many Harappans moved to smaller rural settlements and adopted a village-based lifestyle.

24. Mention two environmental causes of the Harappan decline.**Answer:**

1. Reduced rainfall created a drier climate and made agriculture more difficult.

2. The Sarasvatī River dried up in its central basin, forcing nearby settlements to be abandoned.

25. Why is the Harappan Civilisation considered relatively peaceful?

Answer:

1. Archaeologists have found no clear evidence of warfare or invasion destroying its cities.
2. The Harappans also do not appear to have maintained large armies or many weapons of war.

6.8. Two-mark questions with Answers of HOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers — HOTS Type:

1. Why was productive agriculture necessary for the development of Harappan cities?

Answer:

1. Productive agriculture provided enough food for villagers as well as the large urban population.
2. It allowed craftspeople, traders and administrators to follow occupations other than farming.

2. How does the planned layout of Harappan cities indicate an organised administration?

Answer:

1. Wide streets, fortifications and separate city zones could be constructed only through careful planning.
2. Their maintenance would have required officials, workers and an organised administrative system.

3. What can be inferred from the similar construction quality of large and small Harappan houses?

Answer:

1. It suggests that basic construction standards were maintained throughout the city.
2. It may also indicate that differences between richer and poorer residents were not extremely glaring.

4. Why can the Harappans be described as people with a strong civic sense?

Answer:

1. They constructed covered drains, wells, bathing areas and systems for wastewater disposal.
2. These public facilities show their concern for cleanliness, public health and community welfare.

5. How does the Great Bath demonstrate Harappan engineering ability?

Answer:

1. Its carefully laid bricks and bitumen coating prevented water from leaking out.
2. Its well and drainage outlet allowed the tank to be regularly filled, emptied and maintained.

6. What does Dholavira's reservoir system reveal about its inhabitants?

Answer:

1. It shows that the inhabitants understood the need to collect and conserve scarce rainwater.
2. It also reflects their foresight, engineering skills and ability to work collectively.

7. Why would Harappan cities have struggled without nearby villages?

Answer:

1. Cities depended on villages for a regular supply of grains, vegetables and animal products.

2. Without rural production, urban residents engaged in crafts, trade and administration could not survive.

8. What does the variety of crops grown by the Harappans tell us about their agriculture?

Answer:

1. It shows that they understood different crops and cultivated them according to local conditions.
2. Growing cereals, pulses, vegetables and cotton supported both their food requirements and craft activities.

9. How do food remains found in Harappan pots help archaeologists?

Answer:

1. Scientific examination of pots reveals ingredients such as dairy products, turmeric, ginger and banana.
2. This evidence helps archaeologists reconstruct the cooking practices and varied diet of the Harappans.

10. Why does the discovery of a clay plough model at Banawali matter?

Answer:

1. The model provides evidence that the Harappans knew and possibly used plough-based cultivation.
2. It also helps historians understand the farming technology used during that period.

11. What does specialised carnelian-bead production reveal about Harappan society?

Answer:

1. It reveals that trained craftspeople had mastered difficult techniques of drilling and decorating hard stones.
2. It also suggests an organised economy in which specialised craft production supported trade.

12. How did standardised weights support Harappan trade?

Answer:

1. Standardised weights enabled traders to measure goods accurately and consistently.
2. They promoted fairness and trust in commercial transactions across different settlements.

13. What does the discovery of Harappan objects in Oman and Iran prove?

Answer:

1. It proves that Harappan products travelled far beyond the Indian Subcontinent.
2. It demonstrates the existence of organised long-distance trade with foreign regions.

14. Why is Lothal regarded as evidence of advanced maritime activity?

Answer:

1. Its enormous basin is believed to have served as a dockyard for receiving and sending boats.
2. Its coastal location connected inland production centres with distant sea-trading regions.

15. Why were seals important to Harappan traders?

Answer:

1. Seals may have helped traders identify the ownership or origin of goods.
2. Their animal figures and written signs probably communicated commercial or personal information.

16. Why does the undeciphered Harappan script limit our knowledge of the civilisation?

Answer:

1. Historians cannot directly read Harappan records, names, beliefs or administrative information.

2. They must reconstruct Harappan life mainly through buildings, tools, seals and other archaeological remains.

17. What can be inferred from Harappan toys, whistles and gameboards?

Answer:

1. These objects show that leisure and recreation formed part of everyday Harappan life.
2. Their variety suggests that craftspeople produced entertainment objects for both children and adults.

18. How does the “Dancing Girl” figurine reflect Harappan cultural and technological development?

Answer:

1. Its confident posture and ornaments reveal an interest in dance, art and personal decoration.
2. Its fine bronze casting demonstrates the advanced metalworking skills of Harappan craftspeople.

19. What does the similarity between Harappan bangles and modern bangles suggest?

Answer:

1. It suggests that some styles of ornamentation have continued in parts of India for thousands of years.
2. Such similarities provide evidence of cultural continuity between ancient and later communities.

20. Why is warfare no longer accepted as the main cause of Harappan decline?

Answer:

1. Excavations have not produced convincing evidence of invasions or the violent destruction of cities.
2. The limited presence of weapons and military structures suggests that the civilisation was relatively peaceful.

21. How would reduced rainfall have affected Harappan urban life?

Answer:

1. Reduced rainfall would have decreased crop production and created shortages of food and water.
2. As cities depended upon villages, weakening agriculture would have made urban life unsustainable.

22. Why did the drying up of the Sarasvatī River lead to migration?

Answer:

1. Settlements along the river lost an essential source of water for farming and daily life.
2. Their inhabitants had to move to regions where food and water were more easily available.

23. Why did the Harappans adopt a rural lifestyle after their cities declined?

Answer:

1. Rural settlements provided more direct access to farmland, food and local water sources.
2. They were easier to sustain after urban administration and long-distance exchange weakened.

24. How does the Harappan decline demonstrate the relationship between civilisation and the environment?

Answer:

1. Climate change and river-system changes weakened agriculture and the supply of water.
2. This shows that even advanced cities depend heavily on a stable natural environment.

25. Why should the decline of Harappan cities not be viewed as the complete end of their culture?**Answer:**

1. The people survived by moving to smaller settlements and adapting to new conditions.
2. Many Harappan crafts, technologies and cultural practices continued into later phases of Indian civilisation.

6.9. Three-mark questions with Answers of LOTS Type: (20 Questions)**Three-Mark Descriptive Questions with Answers — LOTS Type:****1. What are the main characteristics of a civilisation?****Answer:**

1. A civilisation has an organised government and administration to manage society and its activities.
2. It contains planned towns or cities, productive agriculture, specialised crafts and internal and external trade.
3. It also develops writing and expresses cultural ideas through art, architecture, literature, traditions and customs.

2. Explain the different names given to the Harappan Civilisation.**Answer:**

1. It is called the **Harappan Civilisation** because Harappa was its first city to be excavated.
2. It was initially called the **Indus Civilisation** because many settlements were discovered in the Indus River region.
3. It is also called the **Indus–Sarasvatī Civilisation** because numerous settlements existed in the basins of both rivers.

3. Describe the growth of the Harappan Civilisation from villages to cities.**Answer:**

1. From approximately 3500 BCE, agricultural villages grew in the fertile plains of the Indus and Sarasvatī rivers.
2. Increasing agriculture, crafts, trade and exchange gradually transformed these villages into towns.
3. By approximately 2600 BCE, many towns had developed into planned cities, marking India's "First Urbanisation."

4. Describe three important features of Harappan town planning.**Answer:**

1. Harappan cities had wide streets that were often aligned with the cardinal directions.
2. Most cities had fortifications and were divided into an upper town and a lower town.
3. Houses, public buildings, wells and covered drains were constructed according to organised plans.

5. Write a short note on the Great Bath of Mohenjo-daro.**Answer:**

1. The Great Bath was an elaborate rectangular tank measuring approximately 12 metres by 7 metres.
2. Its carefully laid bricks were covered with natural bitumen to make the structure waterproof.
3. It had surrounding rooms, a nearby well and a drain for emptying and refilling the tank.

6. Explain the drainage system of Harappan cities.**Answer:**

1. Many Harappan houses had bathing areas connected to small drains.

2. These household drains carried wastewater into larger drains running along the streets.
3. Street drains were generally covered and included arrangements for cleaning and maintenance.

7. Describe the water-management system at Dholavira.**Answer:**

1. Dholavira's inhabitants constructed several large reservoirs to store water.
2. An organised network of drains and channels collected rainwater and directed it into the reservoirs.
3. This system provided water to the city during dry periods and demonstrated advanced engineering knowledge.

8. Describe the agricultural practices of the Harappans.**Answer:**

1. The Harappans cultivated wheat, barley, millets, rice, pulses and various vegetables.
2. They grew cotton and used farming implements such as the plough.
3. Agricultural villages supplied enough produce to support both rural communities and city populations.

9. What do archaeological discoveries reveal about Harappan food habits?**Answer:**

1. Animal and fish bones indicate that the Harappans consumed meat and fish.
2. The examination of cooking vessels has revealed traces of dairy products, turmeric, ginger and banana.
3. These findings show that the Harappans consumed a varied diet consisting of grains, vegetables and animal products.

10. Describe three important crafts practised by the Harappans.**Answer:**

1. Harappan craftspeople made beautifully drilled and decorated beads from carnelian.
2. They worked conch shells into bangles and produced pottery for everyday use.
3. They also used copper and bronze to make tools, vessels, mirrors and figurines.

11. Explain Harappan internal and external trade.**Answer:**

1. The Harappans traded goods among nearby and distant settlements within their civilisation.
2. They also maintained external trade relations with regions such as Mesopotamia, Iran and Oman.
3. They transported goods through land routes, rivers and sea routes.

12. What goods were exported and imported by the Harappans?**Answer:**

1. The Harappans exported ornaments, carnelian beads, timber and objects of everyday use.
2. They probably also exported cotton, gold and certain food products.
3. They likely imported copper and other raw materials that were not easily available locally.

13. Describe the significance of Lothal.**Answer:**

1. Lothal was an important Harappan settlement situated in the coastal region of present-day Gujarat.
2. It had an enormous rectangular basin believed to have functioned as a dockyard.
3. The dockyard connected sea routes with inland trade and reflects the Harappans' maritime activity.

14. Write three features of Harappan seals.

Answer:

1. Harappan seals were generally small and made from steatite, which was hardened by heating.
2. They usually depicted animals such as unicorns, bulls and horned tigers.
3. They carried signs belonging to an undeciphered writing system and were probably connected with trade.

15. Describe any three objects that provide information about Harappan life.**Answer:**

1. Bronze mirrors, chisels and pottery provide information about household life and technological skills.
2. Gameboards, toys and whistles show that recreation was important to adults and children.
3. Seals, figurines and decorated vessels offer clues about Harappan beliefs, art and cultural traditions.

16. Write a short note on the “Dancing Girl” figurine.**Answer:**

1. The “Dancing Girl” is a bronze figurine discovered at Mohenjo-daro.
2. It is approximately 10.8 centimetres tall and shows a young woman standing confidently.
3. Her posture and numerous bangles reveal the Harappans’ artistic ability, metalworking skill and ornamentation practices.

17. State three changes that occurred around 1900 BCE.**Answer:**

1. The Harappan cities began to decline and were gradually abandoned.
2. The earlier system of government and urban administration appears to have disappeared.
3. The population scattered into hundreds of smaller settlements and adopted a rural lifestyle.

18. Explain the major causes of the decline of Harappan cities.**Answer:**

1. A climatic change caused reduced rainfall and created drier conditions across the region.
2. Lower rainfall made agriculture difficult and reduced the food supplied to the cities.
3. The drying up of the Sarasvatī River forced settlements such as Kalibangan and Banawali to be abandoned.

19. Why is the Harappan Civilisation considered relatively peaceful?**Answer:**

1. Archaeologists have found no clear evidence that warfare or invasion destroyed Harappan cities.
2. The Harappans do not appear to have maintained a large army.
3. Very few weapons of war or signs of violent destruction have been discovered.

20. What happened to Harappan culture after the decline of its cities?**Answer:**

1. The decline of cities did not lead to the complete disappearance of the Harappan people.
2. They moved into smaller rural settlements and adapted to changed environmental conditions.
3. Many Harappan technologies and cultural traditions were passed on to later phases of Indian civilisation.

6.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers — HOTS Type:**1. How did productive agriculture contribute to the growth of Harappan cities?****Answer:**

1. Productive agriculture created a surplus of food beyond the immediate needs of farming families.
2. This surplus supported craftspeople, traders, administrators and other residents who did not produce food.
3. Thus, a dependable food supply enabled villages to grow into large and organised cities.

2. What evidence shows that the Harappans had an organised system of administration?**Answer:**

1. Cities were constructed according to precise plans, with broad streets, separate zones and fortifications.
2. Public facilities such as drains, wells, reservoirs and warehouses required coordinated construction and maintenance.
3. Standardised bricks and weights further suggest the existence of common rules and organised administration.

3. Why can the Harappans be regarded as people with a high civic sense?**Answer:**

1. They built covered drains and bathing areas to manage wastewater and maintain cleanliness.
2. Wells and reservoirs were regularly maintained to provide dependable water supplies.
3. These shared facilities show that the Harappans valued public hygiene, cooperation and community welfare.

4. How did Harappan town planning respond to the needs of urban life?**Answer:**

1. Wide, properly aligned streets enabled organised movement through the cities.
2. Separate residential zones, warehouses and public buildings supported different urban activities.
3. Wells, bathing areas and drainage systems met the essential needs of water supply and sanitation.

5. What does the construction of the Great Bath reveal about Harappan society?**Answer:**

1. Waterproof bricks, bitumen and a drainage outlet demonstrate advanced engineering knowledge.
2. The surrounding rooms and nearby well suggest that the structure was carefully planned for repeated use.
3. Its probable collective or ritual purpose indicates that community activities were important to Harappan society.

6. What does Dholavira's water-management system reveal about its inhabitants?**Answer:**

1. Its reservoirs and channels show that the inhabitants understood the scarcity and seasonal availability of water.
2. They possessed the engineering knowledge needed to collect, store and distribute rainwater.
3. Their investment in large public reservoirs reflects foresight, cooperation and responsible resource management.

7. How did rural and urban settlements depend on each other in Harappan civilisation?**Answer:**

1. Rural settlements produced grains, vegetables, cotton and animal products needed by city residents.

2. Urban craftspeople and traders supplied villages with tools, ornaments and other manufactured goods.
3. Their exchange of food, raw materials and finished products made both rural and urban life sustainable.

8. How do archaeological remains help reconstruct the Harappan diet?

Answer:

1. Grains and crop remains reveal that the Harappans cultivated cereals, pulses and vegetables.
2. Animal and fish bones show that they consumed meat and obtained food from rivers and seas.
3. Residues of dairy products, turmeric, ginger and banana found in cooking vessels reveal a varied diet.

9. Why does carnelian-bead production demonstrate Harappan technological advancement?

Answer:

1. Carnelian is a hard semi-precious stone that requires specialised tools and skill for shaping and drilling.
2. Harappan craftspeople developed techniques to make holes and decorate the beads accurately.
3. Their beads were traded over long distances, showing that the craft had both technological and economic importance.

10. How did Harappan seals assist trade even though their exact meaning is unknown?

Answer:

1. The seals probably marked the identity, ownership or place of origin of particular goods.
2. Their repeated animal figures and written signs may have communicated information among traders.
3. Therefore, they likely helped organise, authenticate or record commercial transactions.

11. What evidence shows that Harappan trade was well organised?

Answer:

1. Standardised weights ensured consistent and accurate measurement of traded goods.
2. Seals probably helped identify merchants, commodities or ownership.
3. The use of land, river and sea routes shows that the Harappans maintained an extensive transport network.

12. How does Lothal prove that the Harappans possessed maritime knowledge?

Answer:

1. Lothal was strategically located near the coast of present-day Gujarat.
2. Its enormous basin is believed to have been a dockyard for receiving and sending boats.
3. This structure indicates that the Harappans understood navigation, water movement and overseas transportation.

13. What conclusions can be drawn from Harappan objects found in Iran and Oman?

Answer:

1. The discoveries prove that Harappan goods reached regions far beyond the Indian Subcontinent.
2. They show that Harappan traders participated in extensive international exchange networks.
3. Such trade required skilled craftspeople, transport systems and relations with distant communities.

14. How do toys, figurines and gameboards broaden our understanding of Harappan life?

Answer:

1. Toys and whistles show that Harappan children had objects designed for play and amusement.
2. Gameboards indicate that adults also participated in recreational activities.
3. Figurines reveal information about art, clothing, ornaments, gestures and possible religious beliefs.

15. Why is deciphering the Harappan script important for historians?

Answer:

1. Decipherment could reveal the names, language and ideas of the Harappan people.
2. It might provide direct information about their government, trade, religion and social organisation.
3. Until then, historians must depend mainly on archaeological objects and may not fully understand their meanings.

16. Why is the theory of a violent invasion not accepted as the main cause of Harappan decline?

Answer:

1. Archaeologists have not found clear evidence of widespread warfare or the violent destruction of cities.
2. The Harappans do not appear to have maintained large armies or produced many weapons of war.
3. Environmental explanations such as declining rainfall and river changes are better supported by current evidence.

17. How could reduced rainfall have caused the decline of Harappan urban centres?

Answer:

1. Reduced rainfall would have lowered river levels and decreased the availability of water.
2. Poor water availability would have reduced agricultural production and created food shortages.
3. As cities depended on rural food supplies, people were forced to abandon urban centres.

18. Why did the drying up of the Sarasvatī River affect several Harappan settlements?

Answer:

1. The river supplied water for farming, animals and the daily needs of nearby communities.
2. Its disappearance made agriculture and permanent settlement difficult in the central basin.
3. Consequently, cities such as Kalibangan and Banawali were abandoned and their inhabitants migrated.

19. Why was moving to rural settlements a practical response to urban decline?

Answer:

1. Rural settlements provided more direct access to farmland and locally available water.
2. Small communities required fewer resources and less complex administration than large cities.
3. A rural lifestyle therefore helped the Harappans survive under changed environmental conditions.

20. Why should the decline of Harappan cities be viewed as a transformation rather than a complete end?

Answer:

1. The Harappan population did not disappear but dispersed into numerous smaller rural settlements.
2. People adapted their lifestyle to the changed climate and availability of natural resources.

3. Many Harappan technologies, crafts and cultural traditions continued into later Indian civilisation.

6.11 Five-mark questions with Answers of LOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — LOTS Type:

1. Explain the main characteristics of a civilisation.

Answer:

1. A civilisation has an organised system of government and administration to manage society.
2. It contains planned towns and cities with facilities such as roads, water supply and drainage.
3. It has productive agriculture capable of feeding both rural and urban populations.
4. Its people practise specialised crafts and conduct internal and external trade.
5. It also develops writing and expresses cultural ideas through art, architecture, traditions and customs.

2. Describe the important features of Harappan town planning.

Answer:

1. Harappan cities were constructed according to precise plans and had broad streets.
2. Many streets were straight and oriented towards the cardinal directions.
3. Most cities were surrounded by fortifications and divided into an upper town and a lower town.
4. Houses and public buildings were generally built with well-laid bricks.
5. The cities had wells, bathing areas and covered drains for water supply and sanitation.

3. Describe the water-management and drainage systems of the Harappans.

Answer:

1. Many Harappan houses had bathing areas connected to drains.
2. Household wastewater flowed into larger covered drains constructed along the streets.
3. Mohenjo-daro had numerous brick-lined wells that supplied water to its residents.
4. Dholavira had large reservoirs and channels for collecting and storing rainwater.
5. These systems were regularly maintained and demonstrate the Harappans' advanced engineering and civic sense.

4. Write a detailed note on Harappan agriculture and food habits.

Answer:

1. The Harappans cultivated wheat, barley, millets, rice, pulses and various vegetables.
2. They were among the earliest people in Eurasia to grow cotton and weave it into cloth.
3. They used agricultural implements such as the plough, as shown by the clay model found at Banawali.
4. They domesticated animals and obtained fish from rivers and the sea.
5. Remains of dairy products, turmeric, ginger and banana in cooking pots indicate that they had a diverse diet.

5. Explain the crafts and technologies developed by the Harappans.

Answer:

1. Harappan craftspeople produced decorated pottery, ornaments, tools and objects for daily use.
2. They specialised in drilling and decorating carnelian to make fine beads.
3. They transformed hard conch shells into beautiful bangles using sophisticated techniques.
4. They worked with copper and bronze to manufacture mirrors, chisels, vessels and figurines.

5. Their standardised bricks, weights and well-engineered structures demonstrate advanced technological knowledge.

6. Describe the internal and external trade of the Harappans.

Answer:

1. The Harappans traded goods among villages, towns and cities within their civilisation.
2. They also maintained long-distance trade relations with regions such as Mesopotamia, Iran and Oman.
3. Their exports included ornaments, carnelian beads, timber, cotton, gold and objects of daily use.
4. They probably imported copper and other raw materials that were not easily available locally.
5. Goods were transported through land routes, rivers and sea routes.

7. Explain the importance of Lothal in Harappan trade.

Answer:

1. Lothal was an important Harappan settlement located in coastal Gujarat.
2. It had an enormous rectangular basin measuring approximately 217 metres long and 36 metres wide.
3. Archaeologists believe that this basin functioned as a dockyard for receiving and sending boats.
4. It connected inland settlements and production centres with maritime trade routes.
5. Lothal therefore provides important evidence of the Harappans' organised sea trade.

8. Describe Harappan seals and explain their importance.

Answer:

1. Harappan seals were small objects generally made from a soft stone called steatite.
2. The seals were hardened through heating to make them strong and durable.
3. They commonly displayed animals such as unicorns, bulls and horned tigers.
4. A few signs from the still-undeciphered Harappan writing system appeared above the animal figures.
5. The seals were probably used to identify traders, goods, ownership or commercial transactions.

9. What do archaeological objects reveal about the everyday and cultural life of the Harappans?

Answer:

1. Pottery, mirrors, combs, tools and weights provide information about their everyday activities.
2. Toys, whistles and gameboards show that both adults and children enjoyed recreation.
3. The bronze "Dancing Girl" demonstrates their artistic and metal-casting abilities.
4. The "Priest King," Pashupati Seal and other figurines provide clues about their symbolic and cultural ideas.
5. Jewellery, bangles and decorated pottery reveal their interest in personal adornment and storytelling.

10. Explain the decline of the Harappan Civilisation.

Answer:

1. The decline of the Harappan cities began around 1900 BCE, and the cities were gradually abandoned.
2. A major climatic change caused reduced rainfall and created drier conditions.
3. The decrease in rainfall made agriculture difficult and reduced the food supplied to the cities.
4. The Sarasvatī River dried up in its central basin, forcing several settlements to be abandoned.

5. The Harappans moved to smaller rural settlements, although many of their technologies and cultural traditions survived.

6.12 Five-mark questions with Answers of HOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — HOTS Type:

1. Analyse how agriculture made the growth of Harappan cities possible.

Answer:

1. Fertile river plains enabled the Harappans to grow wheat, barley, millets, rice, pulses and vegetables.
2. Agricultural surplus provided sufficient food for both village communities and growing urban populations.
3. A dependable food supply allowed some people to become craftspeople, traders, builders and administrators.
4. Cotton cultivation also supplied raw material for cloth production and trade.
5. Therefore, productive agriculture formed the economic foundation of Harappan urbanisation.

2. Explain how Harappan town planning reflects an organised administration and strong civic sense.

Answer:

1. Wide streets arranged according to cardinal directions show that cities were planned before construction.
2. Fortifications and separate upper and lower towns indicate organised allocation of urban space.
3. Standardised bricks and similar construction methods suggest common building rules.
4. Covered drains, wells and bathing areas demonstrate concern for sanitation and public health.
5. Such large public works required cooperation among planners, officials, builders and residents.

3. Evaluate the importance of water management in the success of Harappan cities.

Answer:

1. Wells provided residents with a dependable source of water for their daily requirements.
2. Household and street drains safely carried wastewater away from residential areas.
3. Dholavira's channels collected rainwater and directed it into large reservoirs.
4. Stored water helped the inhabitants survive during dry seasons or periods of low rainfall.
5. These systems demonstrate that careful water management was essential for sustaining large urban populations.

4. How does archaeological evidence reveal that the Harappans possessed advanced craft and technological skills?

Answer:

1. Precisely drilled carnelian beads show their mastery of difficult stone-working techniques.
2. Shell bangles demonstrate their ability to shape and polish hard materials.
3. Bronze tools, mirrors and figurines reveal their knowledge of metalworking and alloy production.
4. Waterproof structures, reservoirs and covered drains reflect advanced construction and engineering skills.
5. Standardised weights and bricks show their ability to maintain accuracy and uniformity across settlements.

5. Examine the evidence that proves the Harappans had an organised long-distance trading system.

Answer:

1. Harappan carnelian beads and other objects have been discovered in distant regions such as Iran and Oman.
2. Standardised weights enabled merchants to measure goods consistently and conduct fair exchanges.
3. Seals probably identified traders, ownership, goods or their places of origin.
4. Land routes, rivers and the sea were used to transport commodities over different distances.
5. Lothal's dockyard provides strong evidence of organised maritime trade with distant regions.

6. Explain why Lothal can be considered an important example of Harappan maritime technology.

Answer:

1. Lothal was strategically situated in the coastal region of present-day Gujarat.
2. Its enormous basin was probably designed to receive and send boats carrying goods.
3. Constructing such a dockyard required knowledge of water flow, tides and engineering.
4. The facility connected inland production centres with distant maritime markets.
5. It therefore demonstrates that the Harappans possessed advanced commercial and navigational knowledge.

7. Assess the claim that the Harappan Civilisation was relatively peaceful.

Answer:

1. Archaeological sites do not show clear evidence of large-scale warfare or violent destruction.
2. Very few weapons of war have been found compared with tools and objects of daily use.
3. There is no strong evidence that the Harappans maintained a large standing army.
4. Their cities emphasised trade, water management, crafts and civic facilities rather than military structures.
5. Therefore, the available evidence supports the view that Harappan society was comparatively peaceful.

8. Analyse how climate and environmental changes contributed to the decline of Harappan cities.

Answer:

1. Reduced rainfall created drier conditions and lowered the availability of water.
2. Water scarcity made farming difficult and decreased agricultural production.
3. Reduced food supplies weakened cities because their populations depended on surrounding villages.
4. The drying up of the Sarasvatī River forced settlements such as Kalibangan and Banawali to be abandoned.
5. These environmental pressures encouraged people to move from cities to smaller rural settlements.

9. Why should the decline of Harappan cities be understood as a transformation rather than a complete disappearance?

Answer:

1. The Harappan people did not suddenly disappear when their cities were abandoned.
2. They dispersed into hundreds or thousands of smaller rural settlements.
3. Rural life enabled them to obtain food and water more directly in the changed environment.

4. They continued using many of their agricultural, craft and technological skills.
5. Several Harappan cultural practices were passed on to later phases of Indian civilisation.

10. Explain how archaeological objects help us understand Harappan society despite its undeciphered script.

Answer:

1. Houses, streets and drains reveal their town planning, sanitation and construction methods.
2. Farming tools, grains and food remains provide information about agriculture and diet.
3. Seals, weights, dockyards and foreign discoveries help reconstruct their commercial activities.
4. Figurines, ornaments, toys and pottery reveal their art, dress, recreation and possible beliefs.
5. Thus, material remains allow historians to reconstruct Harappan life even though their written signs cannot yet be read.

6.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — Applied Type:

1. Imagine that your town faces severe water scarcity. How could the water-management system of Dholavira help your community?

Answer:

1. Rooftops, roads and open spaces could be designed to collect rainwater during the monsoon.
2. Channels could carry the collected water into large community reservoirs.
3. Covered storage structures would reduce evaporation and prevent contamination.
4. Stored rainwater could be used during dry periods for household and agricultural needs.
5. Residents should regularly clean and maintain the channels and reservoirs through community participation.

2. Your locality has frequent problems with stagnant wastewater and dirty streets. Apply Harappan civic practices to improve the situation.

Answer:

1. Every house should be connected to a properly constructed drainage network.
2. Household drains should empty into larger covered drains along the streets.
3. Inspection openings should be provided so that blockages can be removed easily.
4. Residents must avoid throwing solid waste into drains and public spaces.
5. Local authorities and citizens should work together to clean and maintain the drainage system regularly.

3. Suppose you are asked to design a new eco-friendly town inspired by Harappan cities. What features would you include?

Answer:

1. I would construct broad, well-planned streets connected to organised residential areas.
2. Houses and public buildings would follow safe and uniform construction standards.
3. Rainwater-harvesting systems, wells and reservoirs would provide a dependable water supply.
4. Covered drains and waste-treatment facilities would maintain sanitation and public health.
5. Markets, storage areas and green spaces would be placed conveniently for the community.

4. Imagine that you are a Harappan trader travelling from Lothal to a distant land. How would you organise your trade?

Answer:

1. I would select goods such as carnelian beads, cotton cloth, ornaments and shell bangles for export.
2. I would use standardised weights to measure the goods accurately.
3. I would attach seals to the packages to indicate their identity or ownership.
4. I would transport the goods to Lothal's dockyard and load them onto suitable boats.
5. I would exchange them for copper and other raw materials unavailable in the Harappan region.

5. If archaeologists discovered a new ancient settlement, how could they determine whether it belonged to the Harappan Civilisation?

Answer:

1. They would examine whether its streets and buildings followed an organised urban plan.
2. They would look for standardised bricks, covered drains, wells and water-storage structures.
3. The discovery of seals with Harappan signs and animal figures would provide strong evidence.
4. Carnelian beads, standardised weights, pottery and bronze objects would support the identification.
5. Scientific dating and comparison with objects from known Harappan sites would help confirm the conclusion.

6. Your school wants to improve students' civic sense. What lessons can it adopt from Harappan cities?

Answer:

1. Students should keep classrooms, corridors and common spaces clean.
2. Waste should be separated and placed only in designated bins.
3. Water should be conserved, and leaking taps should be reported immediately.
4. Shared facilities should be used responsibly and maintained through collective effort.
5. Cleanliness drives and water-conservation projects should be organised regularly.

7. A farming community is experiencing reduced rainfall. Apply lessons from the Harappan decline to suggest solutions.

Answer:

1. The community should construct rainwater-harvesting structures and small reservoirs.
2. Farmers should grow drought-resistant crops that require less water.
3. Drip irrigation and other efficient methods should be used to reduce water wastage.
4. Crop varieties and livelihoods should be diversified to reduce dependence on a single resource.
5. Rainfall, groundwater and river levels should be monitored to plan for future shortages.

8. Imagine that you are an archaeologist studying Harappan food habits. What evidence would you collect and examine?

Answer:

1. I would collect grains, seeds and other plant remains from storage and cooking areas.
2. I would study animal and fish bones to identify the sources of meat.
3. I would scientifically test pottery for traces of dairy products, spices and fruits.
4. I would examine farming implements such as plough models to understand food production.
5. I would combine all the evidence to reconstruct the Harappans' varied diet.

9. Your class is organising a Harappan-themed exhibition. What five displays would you prepare?

Answer:

1. I would prepare a model of a planned Harappan city with straight streets and distinct sections.
2. A working model would demonstrate the covered drainage and household wastewater systems.
3. A model of Dholavira's reservoirs would explain rainwater collection and storage.
4. Replicas of seals, weights, beads, pottery and the "Dancing Girl" would represent crafts and culture.
5. A trade-route map featuring Lothal, Mesopotamia and Oman would explain long-distance commerce.

10. If a Harappan person visited a modern Indian city, what similarities might the person recognise?

Answer:

1. The person might recognise brick houses, streets, wells and systems for carrying wastewater.
2. Cotton clothing, bangles, combs, mirrors and pottery would appear familiar.
3. Crops such as wheat, barley, rice, millets and pulses would resemble Harappan foods.
4. Board games, toys and storytelling designs would recall Harappan recreation and art.
5. Markets, weights and water-storage structures would remind the visitor of Harappan urban life.

6.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. Which combination best describes the essential features of a civilisation?

- A. Hunting, migration and cave dwelling
- B. Agriculture, administration, cities, crafts, trade and writing
- C. Farming, forests and temporary shelters
- D. Animal rearing, hunting and stone tools

Answer: B. Agriculture, administration, cities, crafts, trade and writing

2. Why are the inhabitants of the Indus–Sarasvatī Civilisation called Harappans?

- A. Harappa was its largest city.
- B. Harappa was its capital.
- C. Harappa was the first city of this civilisation to be excavated.
- D. Harappa was its only trading centre.

Answer: C. Harappa was the first city of this civilisation to be excavated.

3. The mature phase of the Harappan Civilisation flourished approximately between:

- A. 4000 BCE and 3500 BCE
- B. 3100 BCE and 2600 BCE
- C. 2600 BCE and 1900 BCE
- D. 1900 BCE and 1200 BCE

Answer: C. 2600 BCE and 1900 BCE

4. The term "First Urbanisation of India" refers to:

- A. the introduction of agriculture
- B. the transformation of villages into planned towns and cities

- C. the construction of the first temples
- D. the beginning of iron technology

Answer: B. the transformation of villages into planned towns and cities

5. Which Harappan city had three distinct urban zones instead of the usual two?

- A. Harappa
- B. Mohenjo-daro
- C. Dholavira
- D. Kalibangan

Answer: C. Dholavira

6. Match the Harappan city with its present-day state or region.

- 1. Dholavira
 - 2. Rakhigarhi
 - 3. Kalibangan
 - 4. Mohenjo-daro
- a. Rajasthan
 - b. Sindh
 - c. Gujarat
 - d. Haryana
- A. 1-c, 2-d, 3-a, 4-b
 - B. 1-d, 2-c, 3-b, 4-a
 - C. 1-a, 2-b, 3-c, 4-d
 - D. 1-b, 2-a, 3-d, 4-c

Answer: A. 1-c, 2-d, 3-a, 4-b

7. What does the orientation of Harappan streets towards the cardinal directions mainly indicate?

- A. Lack of permanent settlement
- B. Dependence only on natural pathways
- C. Systematic town planning
- D. Absence of administration

Answer: C. Systematic town planning

8. In most Harappan cities, the local elite probably lived in the:

- A. lower town
- B. upper town
- C. dockyard
- D. rural settlement

Answer: B. upper town

9. Which statement about Harappan houses is correct?

- A. Only wealthy people lived in brick houses.
- B. All houses were identical in size.
- C. Small and large houses generally had a similar quality of construction.
- D. Houses were constructed only from wood.

Answer: C. Small and large houses generally had a similar quality of construction.

10. Which material was used to waterproof the Great Bath at Mohenjo-daro?

- A. Limestone
- B. Gypsum
- C. Natural bitumen
- D. Copper sheets

Answer: C. Natural bitumen

11. The Great Bath probably served a collective purpose because it:

- A. was surrounded by rooms and had arrangements for filling and draining water
- B. was constructed outside the settlement
- C. contained agricultural tools
- D. was used as a dockyard

Answer: A. was surrounded by rooms and had arrangements for filling and draining water

12. Dholavira's reservoirs are the strongest evidence of Harappan:

- A. military organisation
- B. water-management skill
- C. forest conservation
- D. writing ability

Answer: B. water-management skill

13. What was the correct path followed by wastewater in many Harappan settlements?

- A. Wells → houses → reservoirs
- B. Houses → small drains → larger street drains
- C. Reservoirs → streets → houses
- D. Streets → wells → agricultural fields

Answer: B. Houses → small drains → larger street drains

14. Which crop was first cultivated in Eurasia by the Harappans?

- A. Tea
- B. Coffee
- C. Cotton
- D. Sugarcane

Answer: C. Cotton

15. A clay model found at Banawali provides evidence of the use of the:

- A. wheel
- B. plough
- C. loom
- D. furnace

Answer: B. plough

16. Which finding would provide the most direct evidence of the Harappans' diet?

- A. City fortifications
- B. Signs on seals
- C. Food residues in cooking pots
- D. Standardised weights

Answer: C. Food residues in cooking pots

17. Scientific examination of Harappan cooking pots has revealed traces of:

- A. tea, coffee and sugar
- B. turmeric, ginger and banana
- C. maize, potato and tomato
- D. cocoa, vanilla and chilli

Answer: B. turmeric, ginger and banana

18. Carnelian was mainly used by Harappan craftspeople to make:

- A. bricks
- B. weapons
- C. beads
- D. reservoirs

Answer: C. beads

19. Why was drilling carnelian considered a specialised craft?

- A. Carnelian dissolved easily in water.
- B. Carnelian was a hard stone requiring skill and special techniques.
- C. Carnelian could only be used without shaping.
- D. Carnelian was found only outside Asia.

Answer: B. Carnelian was a hard stone requiring skill and special techniques.

20. Bronze is produced by combining:

- A. copper and tin
- B. copper and iron
- C. gold and silver
- D. iron and tin

Answer: A. copper and tin

21. Harappan craftspeople used bronze mainly to manufacture:

- A. paper and writing boards
- B. tools, vessels and figurines
- C. bricks and drains
- D. cotton and timber

Answer: B. tools, vessels and figurines

22. Which of the following was most likely imported by the Harappans?

- A. Cotton
- B. Carnelian
- C. Copper
- D. Barley

Answer: C. Copper

23. The discovery of Harappan carnelian beads at Susa in present-day Iran proves that:

- A. the Harappans migrated permanently to Iran
- B. the Harappans participated in long-distance trade
- C. carnelian was unavailable in the Harappan region
- D. Susa was a Harappan capital

Answer: B. the Harappans participated in long-distance trade

24. Which structure provides the clearest evidence of maritime trade at Lothal?

- A. Great Bath
- B. Fortification
- C. Dockyard
- D. Palace

Answer: C. Dockyard

25. Harappan seals were generally made from:

- A. granite
- B. marble
- C. steatite
- D. iron

Answer: C. steatite

26. What was the most probable commercial use of Harappan seals?

- A. Measuring rainfall
- B. Identifying traders or goods
- C. Constructing houses
- D. Producing metal tools

Answer: B. Identifying traders or goods

27. Why is our knowledge of Harappan administration and beliefs incomplete?

- A. No Harappan objects have been discovered.
- B. Their cities remain completely buried.
- C. Their writing system has not yet been deciphered.
- D. They did not practise crafts or trade.

Answer: C. Their writing system has not yet been deciphered.

28. The “Dancing Girl” of Mohenjo-daro is made of:

- A. terracotta
- B. bronze
- C. ivory
- D. stone

Answer: B. bronze

29. The discovery of gameboards, toys and whistles indicates that the Harappans:

- A. avoided recreational activities
- B. valued recreation and entertainment
- C. used all objects only for trade
- D. did not distinguish between work and play

Answer: B. valued recreation and entertainment

30. Which evidence best supports the view that the Harappan Civilisation was relatively peaceful?

- A. Numerous weapons and military camps have been found.
- B. Every city had a large royal army.
- C. There is little evidence of warfare, invasion or weapons of war.
- D. All cities were destroyed by fire.

Answer: C. There is little evidence of warfare, invasion or weapons of war.

31. Consider the following statements:

1. Reduced rainfall made agriculture more difficult.
2. The Sarasvatī River dried up in its central basin.
3. A large invading army destroyed every Harappan city.

Which statements are supported by the chapter?

- A. 1 only
- B. 1 and 2 only
- C. 2 and 3 only
- D. 1, 2 and 3

Answer: B. 1 and 2 only

32. Why would reduced agricultural production lead to urban decline?

- A. Cities produced all their food independently.
- B. Cities depended on rural settlements for food supplies.
- C. Agriculture was unrelated to city life.
- D. Only traders needed agricultural products.

Answer: B. Cities depended on rural settlements for food supplies.

33. After the decline of their cities, most Harappans:

- A. disappeared completely
- B. moved only to Mesopotamia
- C. scattered into smaller rural settlements
- D. constructed larger coastal cities

Answer: C. scattered into smaller rural settlements

34. Which sequence correctly explains one possible process of Harappan urban decline?

- A. Increased rainfall → crop surplus → city abandonment
- B. Reduced rainfall → lower agricultural production → food shortage → migration
- C. Better trade → fewer crafts → rural migration
- D. More reservoirs → less water → city decline

Answer: B. Reduced rainfall → lower agricultural production → food shortage → migration

35. Which conclusion best explains why the decline of Harappan cities was not the complete end of Harappan culture?

- A. Every abandoned city was immediately rebuilt.
- B. The writing system continued unchanged everywhere.
- C. Harappan technologies and cultural practices continued in later Indian civilisation.
- D. All Harappans remained in the upper towns.

Answer: C. Harappan technologies and cultural practices continued in later Indian civilisation.

6.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

Best Practices for Teaching the Chapter

1. Begin with a Timeline Activity:

Display a simple timeline showing the development of villages from approximately 3500 BCE, the mature Harappan phase from 2600 BCE to 1900 BCE, and its decline after 1900 BCE. Ask students to arrange important events chronologically.

2. Use Map-Based Learning:

Ask students to locate Harappa, Mohenjo-daro, Dholavira, Rakhigarhi, Kalibangan and Lothal on a map. Connect each site with its distinctive feature, such as Dholavira's reservoirs or Lothal's dockyard.

3. Employ Visual and Artefact-Based Teaching:

Use pictures or replicas of seals, pottery, beads, weights, toys, the "Dancing Girl" and the Great Bath. Encourage students to observe each object and infer what it reveals about Harappan life.

4. Construct a Harappan City Model:

Organise students into groups to create models showing the upper town, lower town, broad streets, houses, wells and covered drains. This develops spatial understanding, creativity and teamwork.

5. Demonstrate the Drainage System:

Create a simple working model using cardboard channels and water to demonstrate how household wastewater entered larger street drains. Relate it to sanitation and civic responsibility today.

6. Conduct a Rainwater-Harvesting Activity:

Use Dholavira's reservoirs as a starting point to discuss water conservation. Students can examine their school's rainwater use and suggest improvements inspired by Harappan practices.

7. Encourage Inquiry-Based Learning:

Present questions such as, "Why did cities grow near rivers?" and "Why were the cities abandoned?" Allow students to study evidence and form conclusions before explaining the accepted historical interpretation.

8. Organise Role-Play Activities:

Assign students roles such as farmer, craftsperson, trader, city planner or archaeologist. Ask them to describe their occupation and contribution to Harappan society.

9. Compare Ancient and Modern Cities:

Guide students in comparing Harappan streets, drains, water systems, houses and markets with those in a modern Indian city. Emphasise cleanliness, public infrastructure and civic sense.

10. Integrate Different Subjects:

Connect History with Geography through maps, Mathematics through timelines and dockyard measurements, Science through metallurgy and water management, and Art through seal and pottery designs.

11. Use Vocabulary Reinforcement:

Prepare word cards for terms such as *civilisation*, *urbanisation*, *tributary*, *fortification*, *elite*, *metallurgy*, and *dockyard*. Encourage students to define and use each word in a meaningful sentence.

12. Apply Continuous Assessment:

Use short quizzes, map labelling, exit slips, oral questioning and observation worksheets throughout the lesson. These methods help identify misconceptions and provide timely support to students.

6.16 Innovations Opportunity List from the Chapter: (10 Ideas)

Innovations in Teaching–Learning the Chapter:

1. Virtual Tour of a Harappan City:

Use a digital presentation or virtual-reality environment to take students through Mohenjo-daro, Dholavira or Lothal. Students can explore streets, houses, wells, reservoirs, drains and the Great Bath as virtual archaeologists.

2. Working Smart-City Model

Ask students to create a functional model of a Harappan city using recyclable materials. Small pipes or straws can demonstrate drainage, while containers can represent Dholavira's rainwater reservoirs.

3. Harappan Archaeological Dig Simulation:

Create a classroom excavation tray containing replicas or pictures of seals, pottery, beads, weights, bones and farming tools. Students can uncover, classify and interpret the objects, and prepare short archaeological reports.

4. “Decode the Harappan Script” Challenge:

Provide students with selected Harappan signs and ask them to create imaginative meanings or messages. Explain that the actual script remains undeciphered and use the activity to develop observation and logical reasoning.

5. Augmented-Reality Artefact Gallery:

Attach QR codes to images or models of Harappan artefacts displayed in the classroom. Scanning each code can reveal information, audio explanations, videos or student-created presentations about the object.

6. Harappan Trade Simulation:

Transform the classroom into an ancient marketplace where students act as farmers, craftspeople, traders and foreign merchants. They can exchange model goods such as grain, cotton, copper and carnelian beads using standardised replica weights and seals.

7. Interactive Digital Map:

Students can create a digital map marking Harappa, Mohenjo-daro, Dholavira, Rakhigarhi, Kalibangan and Lothal. Each location can contain an image and a short description of its distinctive feature.

8. Water-Conservation Design Challenge:

Present a fictional town facing water scarcity and ask student teams to design a solution inspired by Dholavira. They may propose channels, reservoirs, rooftop collection systems and methods to prevent water wastage.

9. Harappan Newsroom:

Students can prepare a news bulletin titled “Live from the Indus–Sarasvatī Civilisation.” Reports may cover the opening of Lothal's dockyard, construction of a reservoir, production of beads or the decline of a settlement.

10. AI-Assisted Historical Storytelling:

Under teacher supervision, students can use a suitable digital tool to create a day-in-the-life story about a Harappan child, farmer, craftsperson or trader. They should verify every historical detail using the textbook before presenting the story.

11. Climate-Change Cause-and-Effect Game:

Prepare cards containing causes and consequences, such as reduced rainfall, drying rivers, crop failure, food shortage and migration. Students must arrange them into a logical chain explaining the decline of Harappan cities.

12. Harappan Heritage Museum:

Groups can create exhibit stations on town planning, agriculture, trade, crafts, water management and cultural life. Students serve as museum guides and explain their displays to classmates or parents.

6.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. The earliest civilisation of the Indian Subcontinent is known as the _____ Civilisation.

Answer: Harappan

2. The Harappan Civilisation flourished approximately between _____ BCE and _____ BCE.

Answer: 2600 BCE and 1900 BCE

3. The inhabitants of the Harappan Civilisation are called _____.

Answer: Harappans

4. The development of Harappan villages into towns and cities is called India's First _____.

Answer: Urbanisation

5. The Great Bath was discovered at _____.

Answer: Mohenjo-daro

6. Dholavira is famous for its advanced system of water _____.

Answer: reservoirs

7. The Harappans were among the earliest people in Eurasia to grow _____.

Answer: cotton

8. The large basin at Lothal is believed to have been a _____.

Answer: dockyard

9. Harappan seals were generally made of a soft stone called _____.

Answer: steatite

10. The Harappan writing system has not yet been _____.

Answer: deciphered

11. Bronze is produced by combining copper with _____.

Answer: tin

12. The decline of Harappan cities began around _____ BCE.

Answer: 1900

B. One-Mark Descriptive Questions:

1. What is a civilisation?

Answer: A civilisation is an advanced human society with government, cities, agriculture, crafts, trade, writing and cultural traditions.

2. Why are the people of this civilisation called Harappans?

Answer: They are called Harappans because Harappa was the first city of this civilisation to be excavated.

3. Name any two important Harappan cities.

Answer: Harappa and Mohenjo-daro were two important Harappan cities.

4. What is a fortification?

Answer: A fortification is a massive protective wall constructed around a settlement or city.

5. Where is Dholavira located?

Answer: Dholavira is located in the present-day state of Gujarat.

6. What was the Great Bath?

Answer: The Great Bath was a waterproof brick tank discovered at Mohenjo-daro.

7. Name any two crops cultivated by the Harappans.

Answer: The Harappans cultivated wheat and barley.

8. What is carnelian?

Answer: Carnelian is a reddish semi-precious stone used by the Harappans to make beads.

9. What was the probable function of Harappan seals?

Answer: Harappan seals were probably used to identify traders, goods or ownership.

10. State one cause of the decline of Harappan cities.

Answer: Reduced rainfall was one major cause of the decline of Harappan cities.

C. Two-Mark Descriptive Questions:**1. Why does the civilisation have several names?**

Answer:

1. It is called the Harappan Civilisation because Harappa was its first city to be excavated.
2. It is also called the Indus or Indus–Sarasvatī Civilisation because its settlements extended across these river regions.

2. Mention two features of Harappan town planning.

Answer:

1. Harappan cities had broad streets that were often aligned with the cardinal directions.
2. Most cities were fortified and divided into an upper town and a lower town.

3. Describe the Harappan drainage system.

Answer:

1. Small household drains carried wastewater into larger drains along the streets.
2. The street drains were generally covered and could be cleaned regularly.

4. What do Dholavira's reservoirs tell us about the Harappans?

Answer:

1. The reservoirs show that the Harappans possessed advanced water-management knowledge.
2. They also demonstrate the people's ability to plan collectively for periods of water scarcity.

5. What evidence shows that the Harappans practised long-distance trade?

Answer:

1. Harappan carnelian beads and other objects have been found in regions such as Iran and Oman.

2. Lothal's dockyard provides evidence that the Harappans transported goods by sea.

6. What happened to the Harappans after their cities declined?

Answer:

1. The people moved away from the cities and scattered into numerous smaller settlements.
2. They adopted a rural lifestyle while continuing many of their cultural and technological traditions.

D. Three-Mark Descriptive Questions:

1. Describe the principal characteristics of a civilisation.

Answer:

1. A civilisation has an organised government, administration and planned urban settlements.
2. It is supported by productive agriculture, specialised crafts and internal and external trade.
3. It also develops writing and expresses its ideas through art, architecture, traditions and customs.

2. Explain the important features of the Great Bath.

Answer:

1. The Great Bath was an elaborate rectangular tank discovered at Mohenjo-daro.
2. Its carefully laid bricks were coated with natural bitumen to prevent water leakage.
3. It had surrounding rooms, a nearby well and a drain for emptying and refilling the tank.

3. Describe Harappan agriculture and food habits.

Answer:

1. The Harappans cultivated wheat, barley, millets, rice, pulses, vegetables and cotton.
2. They domesticated animals and obtained fish from rivers and the sea.
3. Pottery remains show that they consumed dairy products, turmeric, ginger and banana.

4. Explain the importance of Lothal.

Answer:

1. Lothal was an important coastal Harappan settlement in present-day Gujarat.
2. Its enormous basin is believed to have functioned as a dockyard for boats.
3. It connected inland production centres with distant regions through maritime trade.

5. Explain three major reasons for the decline of Harappan cities.

Answer:

1. Reduced rainfall created a drier climate and made agriculture more difficult.
2. The drying up of the Sarasvatī River caused several settlements to lose their water supply.

3. Lower agricultural production reduced food supplies and forced people to migrate to rural areas.

6. Why is the Harappan Civilisation considered relatively peaceful?

Answer:

1. Archaeologists have found no clear signs of invasion or large-scale violent destruction.
2. The Harappans do not appear to have maintained a large army.
3. Very few weapons of war have been discovered at their settlements.

E. Five-Mark Descriptive Questions:

1. Describe the main features of Harappan town planning.

Answer:

1. Harappan cities were built according to precise plans and had broad, straight streets.
2. Most cities were protected by fortifications and divided into upper and lower towns.
3. Houses and public buildings were generally constructed using bricks of standard sizes.
4. Many houses had bathing areas connected to covered street drains.
5. Wells, reservoirs, warehouses and other public structures reveal organised urban administration.

2. Explain the agricultural, craft and trading activities of the Harappans.

Answer:

1. The Harappans cultivated cereals, pulses, vegetables and cotton using tools such as the plough.
2. Their craftspeople produced pottery, carnelian beads, shell bangles and metal objects.
3. They used copper and bronze to manufacture tools, vessels, mirrors and figurines.
4. They traded goods among their settlements and with distant regions such as Mesopotamia and Oman.
5. Land routes, rivers and sea routes were used to transport raw materials and finished goods.

3. Explain how archaeological objects help us understand Harappan life.

Answer:

1. Pottery, tools, mirrors and combs provide information about everyday household activities.
2. Grains, animal bones and food residues reveal their farming practices and diet.
3. Seals, standardised weights and the Lothal dockyard provide evidence of organised trade.
4. Toys, whistles and gameboards show that adults and children enjoyed recreation.
5. Figurines and ornaments reveal their artistic skills, clothing, jewellery and possible cultural beliefs.

4. Analyse the importance of water management in the Harappan Civilisation.**Answer:**

1. Numerous wells provided a dependable water supply to residents of cities such as Mohenjodaro.
2. Household drains carried wastewater into larger covered drains along the streets.
3. Dholavira's channels directed rainwater into large reservoirs for storage.
4. These systems helped people meet their needs during dry seasons and periods of limited rainfall.
5. Harappan water management demonstrates advanced engineering, civic responsibility and environmental awareness.

5. Explain the decline and legacy of the Harappan Civilisation.**Answer:**

1. Harappan cities began to decline and were gradually abandoned around 1900 BCE.
2. Reduced rainfall created dry conditions and weakened agricultural production.
3. The drying up of the Sarasvatī River forced several settlements to be abandoned.
4. People moved to smaller rural communities where food and water were more accessible.
5. Harappan crafts, technologies and cultural practices nevertheless continued in later Indian civilisation.

6. Your town faces water scarcity and poor drainage. Suggest solutions inspired by the Harappans.**Answer:**

1. Rainwater from rooftops and roads should be collected through channels.
2. Community reservoirs should be constructed to store water for dry periods.
3. Houses should be connected to a properly planned network of covered drains.
4. Inspection points should be provided for the regular cleaning and repair of drains.
5. Citizens and local authorities should cooperate in conserving water and maintaining public facilities.

6th Standard Social Science Book Chapter 7

Chapter 7: India's Cultural Roots

7.1 Summary of the Chapter:

Chapter 7: India's Cultural Roots — Summary:

- (1) Indian culture is several thousand years old and can be compared to an ancient tree with many roots and branches representing its diverse traditions, knowledge systems and schools of thought.
- (2) The four Vedas—Rig Veda, Yajur Veda, Sāma Veda and Atharva Veda—are among India's and the world's oldest texts. They contain thousands of hymns composed by rishis and rishikas.
- (3) The Vedas were preserved through a highly disciplined oral tradition for many generations. In 2008, UNESCO recognised Vedic chanting as a masterpiece of the oral and intangible heritage of humanity.
- (4) Vedic teachings emphasised truth, cosmic order or ṛitam, unity and harmony. They taught that the supreme reality is one, although people may call it by different names.
- (5) Vedic society consisted of different janas or clans and included rulers, assemblies and occupations such as agriculture, weaving, pottery, carpentry, healing, dancing and priesthood.
- (6) The Upaniṣhads developed important concepts such as karma, rebirth, brahman and ātman. They explained that all beings are interconnected because the ātman within them is ultimately one with brahman.
- (7) Vedānta and Yoga grew from Vedic thought. Yoga developed methods of discipline and meditation to realise the divine truth within one's consciousness.
- (8) Siddhārtha Gautama attained enlightenment and became known as the Buddha. He taught that ignorance and attachment cause suffering and emphasised truth, self-discipline, compassion and ahimsa.
- (9) The Buddha established the Sangha, a community of monks and nuns who practised and spread his teachings. Buddhism later had a profound influence throughout India and other parts of Asia.
- (10) Vardhamāna Mahāvīra taught the principles of Jainism, particularly ahimsa, anekāntavāda and aparigraha. These mean non-violence, acceptance of multiple perspectives and non-possession or freedom from excessive attachment.
- (11) Vedic, Buddhist and Jain schools differed in some principles but shared ideas such as dharma, karma, rebirth, interconnectedness and the search for freedom from suffering and ignorance.
- (12) Folk and tribal traditions are also essential roots of Indian culture. Through centuries of interaction, tribal and mainstream traditions exchanged deities, stories and rituals while sharing respect for nature and belief in a higher divine reality.

7.2 Important Formulas:

The chapter “**India's Cultural Roots**” is a Social Science chapter. It contains no numerical calculations or quantitative problems; therefore, **no mathematical formulas are required**.

However, students should remember these important conceptual relationships:

1. **Veda = Knowledge**
2. **Four Vedas = Rig Veda + Yajur Veda + Sāma Veda + Atharva Veda**
3. **Ṛitam = Truth + Order in human life and the cosmos**
4. **Karma = Actions + Consequences of actions**

5. **Vedantic teaching: Ātman = Brahman**
The individual Self is ultimately one with the divine universal essence.
6. **Causes of suffering = Ignorance (Avidyā) + Attachment**
7. **Freedom from suffering = Knowledge + Detachment + Self-discipline**
8. **Jainism's major teachings = Ahimsa + Anekāntavāda + Aparigraha**
9. **Anekāntavāda = Truth viewed from multiple perspectives**
10. **Aparigraha = Non-possession + Detachment from unnecessary material possessions**
11. **Common concepts = Dharma + Karma + Rebirth + Removal of ignorance and suffering**
12. **Indian cultural roots = Vedic traditions + Buddhist traditions + Jain traditions + Folk and tribal traditions**

7.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)

Fill-in-the-Blank Questions — LOTS Type:

1. The word “Veda” comes from the Sanskrit word _____.
Answer: vid
2. The Sanskrit word *vid* means _____.
Answer: knowledge
3. There are _____ Vedas.
Answer: four
4. The oldest of the four Vedas is the _____.
Answer: R̥ig Veda
5. The Vedic hymns were composed by male sages called _____.
Answer: rishis
6. Female Vedic sages were known as _____.
Answer: rishikas
7. The Vedas were preserved and passed down through the _____ tradition.
Answer: oral
8. In 2008, _____ recognised Vedic chanting as a masterpiece of the oral and intangible heritage of humanity.
Answer: UNESCO
9. The Vedic term for truth and cosmic order is _____.
Answer: ṛitam
10. Early Vedic society was organised into different clans called _____.
Answer: janas
11. The Vedic word for a king or ruler is _____.
Answer: rājā
12. Vedic rituals performed for individual or collective well-being were called _____.
Answer: yajñas
13. The Upanishads introduced the concepts of rebirth and _____.
Answer: karma
14. According to Vedanta, the divine essence of the universe is called _____.
Answer: brahman
15. The divine Self residing in every being is known as the _____.
Answer: ātman
16. The school of thought that developed methods for realising brahman in one's consciousness is called _____.
Answer: Yoga

17. Siddhārtha Gautama was born at _____.
Answer: Lumbini
18. Siddhārtha Gautama attained enlightenment under a _____ tree at Bodh Gaya.
Answer: pipal
19. After attaining enlightenment, Siddhārtha Gautama became known as the _____.
Answer: Buddha
20. According to the Buddha, ignorance and _____ are the sources of human suffering.
Answer: attachment
21. The Buddhist principle of non-hurting or non-injuring is called _____.
Answer: ahimsa
22. The community of Buddhist monks and nuns founded by the Buddha was called the _____.
Answer: Sangha
23. Prince Vardhamāna later became known as _____.
Answer: Mahāvīra
24. Mahāvīra was born near the ancient city of _____.
Answer: Vaiśālī
25. The word *Jain* comes from *jina*, meaning _____.
Answer: conqueror
26. The Jain principle meaning that truth has many aspects is called _____.
Answer: anekāntavāda
27. The Jain principle of non-possession is known as _____.
Answer: aparigraha
28. The materialistic school that rejected belief in life after death was known as _____.
Answer: Chārvāka
29. According to official figures, India had _____ tribes in 2011.
Answer: 705
30. The Constitution of India uses the Hindi term _____ for tribal communities.
Answer: janjāti
31. Jagannath, worshipped at Puri, is traditionally believed to have originally been a _____ deity.
Answer: tribal
32. The Toda tribal community lives in the _____ hills of Tamil Nadu.
Answer: Nilgiri
33. Several tribes of Arunachal Pradesh worship the Sun-and-Moon deity called _____.
Answer: Donyipolo
34. The Munda and Santhal tribal communities worship the supreme deity called _____.
Answer: Singbonga
35. The _____ tree is used in the chapter as a symbol of Indian civilisation.
Answer: banyan

7.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill-in-the-Blank Questions with Answers — HOTS Type:

1. The statement “*Ekam sat viprā bahudhā vadanti*” suggests that the supreme reality is _____, although it is known by many names.
Answer: one

2. The Vedic prayer asking people to unite their minds and purposes promotes social _____.
Answer: harmony
3. The survival of the Vedas with hardly any changes demonstrates the accuracy of India's _____ tradition.
Answer: oral
4. Since both male and female sages composed Vedic hymns, women also participated in the pursuit of _____.
Answer: knowledge
5. The existence of the *sabhā* and *samiti* indicates that Vedic society practised some form of collective _____.
Answer: decision-making
6. The story of Śhvetaṅketa and the banyan seed explains that an invisible essence may be present in every form of _____.
Answer: existence
7. According to the Upaniṣhads, all living beings are interconnected because their ātman is ultimately one with _____.
Answer: brahman
8. Nachiketa's persistent questioning shows that determination and curiosity are essential for acquiring true _____.
Answer: knowledge
9. The philosophical debate between Gārgī and Yājñavalkya illustrates the importance of intellectual _____ in Indian tradition.
Answer: inquiry
10. The Buddha left his palace because the sights of old age, sickness and death made him search for the cause of human _____.
Answer: suffering
11. According to the Buddha, suffering arises mainly from ignorance and _____.
Answer: attachment
12. The Buddha's teaching that conquering oneself is greater than defeating others emphasises _____ over physical victory.
Answer: self-control
13. A person cannot become truly pure merely by bathing in a sacred river; true purity comes from truth and _____.
Answer: dharma
14. The sacrifice of the monkey-king in the Jātaka tale demonstrates the value of selfless _____.
Answer: leadership
15. The word *jina* refers to a person who has conquered ignorance and personal _____, rather than external enemies.
Answer: attachments
16. Anekāntavāda encourages people to respect different viewpoints because truth can have many _____.
Answer: aspects
17. A person who limits possessions to what is truly necessary is practising _____.
Answer: aparigraha
18. Mahāvīra's teaching against harming any living creature reflects the principle of _____.
Answer: ahimsa

19. Rohineya's transformation from a burglar into a monk shows that right knowledge can lead to moral _____.
Answer: reform
20. The Buddhist and Jain understanding of ahimsa includes avoiding violence not only in action but also in _____.
Answer: thought
21. The coexistence of Vedic, Buddhist, Jain and Chārvāka ideas indicates that ancient India possessed intellectual _____.
Answer: diversity
22. Although Buddhism and Jainism did not accept the authority of the Vedas, they shared concepts such as karma, rebirth and _____.
Answer: dharma
23. The worship of mountains, rivers, plants and animals by tribal communities reflects their deep respect for _____.
Answer: nature
24. The adoption of tribal deities into Hindu traditions demonstrates a process of cultural _____.
Answer: exchange
25. The presence of tribal versions of the *Mahābhārata* and the *Rāmāyaṇa* shows that great epics were adapted to _____ cultures.
Answer: local
26. Belief in Donyipolo and Singbonga shows that many tribal traditions recognise a _____ divinity in addition to nature-related deities.
Answer: supreme
27. The interaction between tribal traditions and Hinduism resulted in their mutual cultural _____.
Answer: enrichment
28. The banyan tree symbolises Indian civilisation because its many branches remain connected to a common _____.
Answer: trunk
29. The common cultural "trunk" of different Indian schools includes the search for freedom from suffering and _____.
Answer: ignorance
30. Indian culture remains united despite its diverse schools and traditions because they share several fundamental _____.
Answer: values

7.5 One-mark questions with Answers of LOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — LOTS Type:

1. **What does the word "Veda" mean?**
The word "Veda" means knowledge.
2. **Name the four Vedas.**
The four Vedas are the R̥ig Veda, Yajur Veda, Sāma Veda and Atharva Veda.
3. **Which is the oldest of the four Vedas?**
The R̥ig Veda is the oldest of the four Vedas.
4. **Who composed the Vedic hymns?**
The Vedic hymns were composed by male sages called rishis and female sages called rishikas.

5. **How were the Vedas preserved for generations?**
The Vedas were memorised and passed from one generation to another through the oral tradition.
6. **What did UNESCO recognise in 2008?**
UNESCO recognised Vedic chanting as a masterpiece of the oral and intangible heritage of humanity in 2008.
7. **What is *ṛitam*?**
Ṛitam is the principle of truth and order in human life and the cosmos.
8. **What were *janas* in early Vedic society?**
Janas were clans or large groups of people in early Vedic society.
9. **What do the terms *sabhā* and *samiti* refer to?**
Sabhā and *samiti* refer to collective gatherings or assemblies in Vedic society.
10. **What is a *yajña*?**
A *yajña* is a Vedic ritual involving prayers and offerings to deities.
11. **What is *karma*?**
Karma refers to a person's actions and the results produced by those actions.
12. **What is *brahman* according to Vedanta?**
Brahman is the one divine essence present in human beings, nature and the universe.
13. **What is *ātman*?**
Ātman is the divine Self that resides within every being.
14. **What did the school of Yoga seek to achieve?**
Yoga developed methods to realise *brahman* within one's consciousness.
15. **Who was Siddhārtha Gautama?**
Siddhārtha Gautama was a prince who attained enlightenment and became known as the Buddha.
16. **Where was Siddhārtha Gautama born?**
Siddhārtha Gautama was born at Lumbini, located in present-day Nepal.
17. **Where did Siddhārtha Gautama attain enlightenment?**
Siddhārtha Gautama attained enlightenment under a pipal tree at Bodhi Gaya.
18. **What are the two main causes of suffering according to the Buddha?**
According to the Buddha, ignorance and attachment are the two main causes of suffering.
19. **What does *ahimsa* mean?**
Ahimsa means non-violence, non-hurting or non-injuring.
20. **What was the Sangha?**
The Sangha was the community of Buddhist monks and nuns founded by the Buddha.
21. **Who was Mahāvīra?**
Mahāvīra was Prince Vardhamāna, a great teacher who spread the principles of Jainism.
22. **What does the word *jina* mean?**
The word *jina* means a conqueror of ignorance and attachment.
23. **What is *anekāntavāda*?**
Anekāntavāda is the Jain teaching that truth has many aspects or perspectives.
24. **What is *aparigraha*?**
Aparigraha means non-possession and detachment from unnecessary material possessions.
25. **What are the Jātaka tales?**
The Jātaka tales are stories about the Buddha's former births that teach Buddhist values.

26. What did the Chārvāka school believe?

The Chārvāka school believed that the material world alone exists and that there is no life after death.

27. What is a tribe?

A tribe is a close-knit group of families or clans sharing a common ancestry, culture and language.

28. Which tribal deity is worshipped by several tribes of Arunachal Pradesh?

Several tribes of Arunachal Pradesh worship Donyipolo, the combined form of the Sun and the Moon.

29. Who is Singbonga?

Singbonga is the supreme creator deity worshipped by the Munda and Santhal tribal communities.

30. Why is the banyan tree considered a symbol of Indian civilisation?

The banyan tree symbolises Indian civilisation because its many branches and roots represent unity, diversity and continuity.

7.6 One-mark questions with Answers of HOTS Type: (30 Questions)
One-Mark Descriptive Questions with Answers — HOTS Type:
1. Why can Indian culture be compared to an ancient tree?

Indian culture resembles an ancient tree because its diverse traditions arise from common cultural roots.

2. What does the statement “The supreme reality is one, but sages give it many names” teach us?

It teaches that different names and forms may represent the same supreme reality.

3. How did oral transmission help preserve the Vedas?

Rigorous memorisation and recitation preserved the Vedas accurately across many generations.

4. What does UNESCO’s recognition of Vedic chanting indicate?

It indicates that Vedic chanting is an important part of humanity’s intangible cultural heritage.

5. What does the presence of rishikas reveal about Vedic society?

It reveals that women also participated in intellectual and spiritual pursuits.

6. How does the Vedic prayer for united thoughts promote social harmony?

It encourages people to cooperate, share common purposes and resolve differences peacefully.

7. What can be inferred from the existence of the *sabhā* and *samiti*?

Their existence suggests that collective consultation formed part of early Vedic governance.

8. How does the banyan-seed example explain brahman?

It explains that the invisible divine essence exists within everything, just as a large tree exists potentially within a tiny seed.

9. What lesson does Nachiketa’s story teach students?

Nachiketa’s story teaches that courage, curiosity and persistence lead to deeper knowledge.

10. Why is Gārgī’s debate with Yājñavalkya historically significant?

It demonstrates that women participated actively in philosophical inquiry in ancient India.

11. **Why did Siddhārtha Gautama leave his palace?**
He left his palace to discover the causes of suffering and find a way to overcome them.
12. **Why did the Buddha consider self-conquest greater than victory in battle?**
He considered self-conquest greater because controlling one's desires and weaknesses requires true inner strength.
13. **How can attachment lead to suffering?**
Attachment causes suffering when people become unable to accept loss, change or separation.
14. **Why did the Buddha emphasise inner purity over ritual bathing?**
He believed that truth and righteous conduct purify a person more meaningfully than external rituals.
15. **What leadership quality is demonstrated by the monkey-king in the Jātaka tale?**
The monkey-king demonstrates selfless leadership by sacrificing himself to save his subjects.
16. **Why is ahimsa more than merely avoiding physical violence?**
Ahimsa also requires a person to avoid harmful words, hostile thoughts and negative feelings.
17. **How does anekāntavāda encourage tolerance?**
It encourages tolerance by recognising that different viewpoints may express different aspects of truth.
18. **How can aparigraha contribute to a balanced life?**
Aparigraha reduces greed and encourages people to be satisfied with what they genuinely need.
19. **What does Rohineya's transformation teach about human behaviour?**
His transformation shows that sincere reflection and right knowledge can lead a person towards moral reform.
20. **Why were travelling monks and nuns important to Buddhism and Jainism?**
They helped spread Buddhist and Jain teachings across distant regions.
21. **What does the existence of the Chārvāka school reveal about ancient India?**
It reveals that ancient India allowed diverse and even opposing philosophical ideas to develop.
22. **Why can Buddhism and Jainism be considered related despite their differences?**
They share important ideas such as ahimsa, karma, rebirth, self-discipline and liberation from suffering.
23. **How did tribal and mainstream traditions influence one another?**
They exchanged deities, rituals, legends and cultural practices over many centuries.
24. **What does the tribal worship of natural features reveal about their worldview?**
It reveals their belief that nature is sacred and possesses spiritual significance.
25. **Why is Jagannath an example of cultural interaction?**
Jagannath is considered an example of cultural interaction because a tribal deity became part of a wider Hindu tradition.
26. **What does the presence of tribal versions of the Indian epics indicate?**
It indicates that tribal communities adapted the epics according to their own local cultures.
27. **How does belief in Donyipolo reflect reverence for nature?**
Donyipolo combines the Sun and Moon as a supreme deity, showing respect for natural forces.

28. **Why should tribal cultures not be described as “primitive”?**
They should not be called primitive because they possess rich, complex and highly developed traditions.
29. **What common objective connects Vedic, Buddhist and Jain schools of thought?**
These schools commonly seek to remove ignorance and free human beings from suffering.
30. **How does the banyan tree represent unity in diversity?**
Its many branches arise from a common trunk, just as India’s diverse traditions share common cultural roots.

7.7 Two-mark questions with Answers of LOTS Type: (28 Questions)

Two-Mark Descriptive Questions with Answers — LOTS Type:

1. **What are the Vedas? Name the four Vedas.**
 - The Vedas are India’s most ancient sacred texts containing thousands of hymns, prayers, poems and songs.
 - The four Vedas are the R̥ig Veda, Yajur Veda, Sāma Veda and Atharva Veda.
2. **How were the Vedas composed and preserved?**
 - The Vedic hymns were composed in an early form of Sanskrit by rishis and rishikas.
 - They were memorised and transmitted orally from one generation to another with hardly any alterations.
3. **Mention two important messages of the Vedas.**
 - The Vedas emphasise truth and the maintenance of order in human life and the cosmos.
 - They also promote unity of thought, purpose and action among people.
4. **What was ṛitam in Vedic thought?**
 - Ṛitam represented truth and order in human life and the universe.
 - The deities and Vedic seers were believed to sustain this cosmic order.
5. **How was early Vedic society organised?**
 - Early Vedic society was organised into different clans known as *janas*.
 - Each *jana* was generally associated with a particular region of northwestern India.
6. **What do the terms *rājā*, *sabhā* and *samiti* mean?**
 - A *rājā* was a king or ruler in Vedic society.
 - *Sabhā* and *samiti* referred to collective gatherings or assemblies.
7. **Mention any four professions found in Vedic society.**
 - Agriculturists, weavers, potters and carpenters were among the professions mentioned in the Vedic texts.
 - Other professions included builders, healers, dancers, barbers and priests.
8. **What were yajñas? How were daily rituals usually performed?**
 - Yajñas were Vedic rituals performed for individual or collective benefit and well-being.
 - Daily rituals generally involved prayers and offerings to Agni, the deity associated with fire.
9. **What are karma and rebirth?**
 - Karma refers to a person’s actions and the results produced by those actions.
 - Rebirth means taking birth repeatedly in different forms of life.
10. **Explain the concepts of brahman and ātman.**

- Brahman is the one divine essence present in human life, nature and the entire universe.
- Ātman is the divine Self within every being and is ultimately one with Brahman.
- 11. **What lesson did Uddālaka teach Śhvetaketu through the banyan seed?**
 - Uddālaka explained that the invisible essence within a tiny banyan seed contains the potential for a large tree.
 - Similarly, the invisible Brahman is the subtle essence present in everything.
- 12. **What did Yama teach Nachiketa about the ātman?**
 - Yama taught that the ātman is hidden within all living beings.
 - He explained that the ātman is immortal because it is neither born nor does it die.
- 13. **How did Siddhārtha Gautama become the Buddha?**
 - Siddhārtha meditated under a pipal tree at Bodhi Gaya in search of the cause of suffering.
 - After attaining enlightenment, he became known as the Buddha, meaning the “awakened one.”
- 14. **What were the main causes of suffering according to the Buddha?**
 - The Buddha identified *avidyā*, or ignorance, as a source of human suffering.
 - He also identified attachment to people and things as another cause of suffering.
- 15. **What is ahimsa according to Buddhist teaching?**
 - Ahimsa means non-violence, non-hurting or non-injuring.
 - It requires people to avoid causing harm through their actions and thoughts.
- 16. **What was the Sangha? Who were its members?**
 - The Sangha was the community established by the Buddha to practise and spread his teachings.
 - Its members included *bhikkhus*, or monks, and later *bhikkhunis*, or nuns.
- 17. **Who was Mahāvīra? How did he attain supreme wisdom?**
 - Mahāvīra was Prince Vardhamāna, born into a royal family near Vaiśālī in Bihar.
 - He left home at the age of thirty and attained supreme wisdom after twelve years of ascetic discipline.
- 18. **Explain anekāntavāda and aparigraha.**
 - Anekāntavāda teaches that truth has many aspects and cannot be completely expressed from only one perspective.
 - Aparigraha means non-possession and advises people to limit themselves to what is genuinely necessary.
- 19. **What does Jainism teach about living creatures?**
 - Jainism teaches that all living creatures, including invisible organisms, are interconnected and interdependent.
 - It instructs people not to kill, abuse, torment or harm any living being.
- 20. **What are the Jātaka tales? What values do they convey?**
 - The Jātaka tales are stories about the Buddha’s former births.
 - They communicate Buddhist values such as compassion, sacrifice, wisdom and selfless service.
- 21. **What lesson does the Jain story of Rohineya convey?**
 - Rohineya’s transformation shows the importance of right thinking and right action.
 - It also teaches that a repentant person deserves an opportunity to reform.
- 22. **What did the Chārvāka school believe?**
 - The Chārvāka school believed that the material world is the only reality.

- It rejected the belief in life after death.
- 23. **Mention two concepts shared by the Vedic, Buddhist and Jain schools.**
 - These schools shared concepts such as dharma, karma and rebirth.
 - They also sought to remove suffering and ignorance from human life.
- 24. **What is meant by folk and tribal traditions?**
 - Folk traditions are beliefs and practices transmitted among ordinary people.
 - Tribal traditions are cultural practices passed down within tribal communities, often through oral transmission.
- 25. **How have tribal traditions and Hinduism influenced each other?**
 - They have freely exchanged deities, legends, rituals and religious concepts over many centuries.
 - This continuous interaction has mutually enriched both tribal traditions and Hinduism.
- 26. **How do tribal communities express reverence for nature?**
 - Many tribal communities regard mountains, rivers, trees, plants, animals and certain stones as sacred.
 - They worship deities associated with these natural elements.
- 27. **Who are Donyipolo and Singbonga?**
 - Donyipolo is the combined form of the Sun and Moon worshipped as a supreme deity by several tribes of Arunachal Pradesh.
 - Singbonga is the supreme creator deity worshipped by the Munda, Santhal and other tribal communities.
- 28. **Why is the banyan tree used as a symbol of Indian civilisation?**
 - Its deep roots, massive trunk and many branches represent the ancient roots and diversity of Indian culture.
 - Its branches remain united through a common trunk, symbolising unity among different Indian traditions.

7.8. Two-mark questions with Answers of HOTS Type: (28 Questions)

Two-Mark Descriptive Questions with Answers — HOTS Type:

1. **Why is Indian culture compared to an ancient tree?**
 - Its deep roots represent ancient traditions, while its many branches represent different schools of thought and cultural expressions.
 - Despite their diversity, all these traditions remain connected through a common cultural foundation.
2. **What can we learn from the accurate oral preservation of the Vedas?**
 - It demonstrates the extraordinary memory, discipline and dedication of generations of Vedic scholars.
 - It also proves that knowledge can be preserved reliably even without written records.
3. **How does the statement “The supreme reality is one, but sages give it many names” encourage tolerance?**
 - It recognises that people may understand or worship the same supreme reality in different forms.
 - Therefore, it encourages respect for diverse beliefs and spiritual practices.
4. **How can the Vedic prayer for unity be applied in a classroom?**
 - Students can listen to one another, cooperate in group activities and work towards common goals.

- Such unity creates a peaceful learning environment and helps the entire class succeed.
- 5. **What does the presence of *sabhā* and *samiti* suggest about Vedic governance?**
 - It suggests that collective assemblies may have participated in discussing social or political matters.
 - This indicates that rulers might not have made every decision entirely on their own.
- 6. **Why are karma and rebirth closely connected?**
 - Karma means that every action produces a consequence for the person who performs it.
 - The idea of rebirth explains that some consequences may influence a person's future existence.
- 7. **How does the banyan-seed example help us understand brahman?**
 - A tiny seed appears empty but contains the unseen potential to grow into a huge tree.
 - Similarly, brahman is invisible but is believed to be the essence behind everything in the universe.
- 8. **What qualities of Nachiketa make him a model learner?**
 - Nachiketa shows curiosity and courage by asking a profound question about life and death.
 - His persistence demonstrates that a learner should continue searching until genuine understanding is achieved.
- 9. **What does Gārgī's debate with Yājñavalkya reveal about ancient Indian learning?**
 - It reveals that philosophical learning involved questioning, discussion and intellectual debate.
 - Gārgī's participation also shows that women contributed to the pursuit of higher knowledge.
- 10. **Why did the sights of old age, sickness and death transform Siddhārtha's life?**
 - They made him realise that suffering is a universal part of human life.
 - This understanding motivated him to leave royal comfort and search for freedom from suffering.
- 11. **Why did the Buddha consider conquering oneself greater than defeating others?**
 - Defeating others requires physical power, but conquering desires, anger and ignorance requires inner strength.
 - Self-mastery produces lasting peace, whereas victory over others may create conflict.
- 12. **Why did the Buddha give greater importance to inner purity than ritual bathing?**
 - External rituals cannot remove dishonesty, greed or harmful intentions from the mind.
 - True purity develops when a person practises truth, dharma and moral discipline.
- 13. **How can the Buddhist idea of overcoming attachment reduce suffering?**
 - It helps people accept that possessions, relationships and circumstances may change.
 - Reduced attachment enables them to face loss or disappointment with greater balance.
- 14. **What lesson about leadership can be learned from the monkey-king's sacrifice?**
 - A true leader protects the welfare of others, even when doing so requires personal sacrifice.

- Leadership should be based on responsibility and service rather than power and privilege.
- 15. **How does anekāntavāda help resolve disagreements?**
 - It teaches that no single viewpoint may contain the complete truth.
 - By considering different perspectives, people can develop mutual respect and reach fairer conclusions.
- 16. **How can aparigraha support environmental conservation?**
 - Limiting possessions reduces unnecessary consumption and the exploitation of natural resources.
 - It encourages people to live simply, reuse materials and avoid waste.
- 17. **Why does Jainism extend respect even to tiny and invisible organisms?**
 - Jainism considers all living beings interconnected and worthy of protection.
 - Harming even a small organism can disturb the interdependent balance of life.
- 18. **What does Rohineya's transformation teach about giving people a second chance?**
 - It shows that a person can recognise past mistakes and change through right knowledge and sincere repentance.
 - Society should therefore support genuine reform instead of permanently judging someone by past actions.
- 19. **How is ahimsa broader than avoiding physical violence?**
 - It includes avoiding harmful thoughts, insulting words and hostile feelings towards oneself and others.
 - Thus, ahimsa requires kindness in thought, speech and action.
- 20. **Why were monks and nuns important in spreading Buddhism and Jainism?**
 - They travelled to distant places and directly explained their teachings to different communities.
 - Their monasteries and disciplined lives helped preserve and practise these teachings.
- 21. **What does the existence of the Chārvāka school indicate about ancient Indian society?**
 - It indicates that people were free to explore ideas that differed from widely accepted spiritual beliefs.
 - This reflects the intellectual diversity and openness of ancient Indian thought.
- 22. **How could different schools share a common cultural foundation despite disagreeing with one another?**
 - Vedic, Buddhist and Jain schools differed in authority, principles and methods.
 - However, their concern with karma, dharma, moral living, ignorance and suffering created a common foundation.
- 23. **Why is Jagannath considered an example of interaction between tribal and mainstream traditions?**
 - Tradition holds that Jagannath was originally worshipped as a tribal deity.
 - His later place in wider Hindu worship demonstrates cultural exchange and integration.
- 24. **What does tribal reverence for mountains, rivers and trees teach modern society?**
 - It teaches that nature should be respected as valuable and sacred rather than treated merely as a resource.
 - This attitude can encourage environmental protection and responsible use of nature.
- 25. **Why were early descriptions of tribal communities as "primitive" incorrect?**
 - Such descriptions ignored the rich, complex cultures, knowledge and belief systems of tribal communities.

- Deeper study shows that tribal societies possess sophisticated traditions suited to their environments.
- 26. **How did the interaction between tribal traditions and Hinduism lead to mutual enrichment?**
 - Tribal communities adopted certain Hindu deities, epics and practices while adapting them to local culture.
 - Hindu traditions also absorbed tribal deities, rituals and nature-centred beliefs.
- 27. **How does the worship of Donyipolo represent both nature worship and belief in a supreme power?**
 - Donyipolo combines the Sun and Moon, two important elements of nature.
 - This combined form is also worshipped as a supreme deity by several tribes of Arunachal Pradesh.
- 28. **Why is the banyan tree an appropriate symbol of unity in diversity?**
 - Its numerous branches and roots represent the many schools, beliefs and cultural traditions of India.
 - All its branches remain connected to one trunk, symbolising their shared cultural roots.

7.9. Three-mark questions with Answers of LOTS Type: (10 Questions)

Three-Mark Descriptive Questions with Answers — LOTS Type:

1. **What are the Vedas? Explain their composition and preservation.**
 - The four Vedas are the Ṛig Veda, Yajur Veda, Sāma Veda and Atharva Veda.
 - They contain thousands of hymns composed in an early form of Sanskrit by rishis and rishikas.
 - They were memorised and transmitted orally across generations with hardly any alterations.
2. **Describe the major teachings contained in the Vedic hymns.**
 - The Vedic hymns emphasise truth and ṛitam, meaning order in human life and the cosmos.
 - They teach that the supreme reality is one, though sages call it by many names.
 - They also encourage unity of mind, heart, thought and purpose among people.
3. **Describe the main features of early Vedic society.**
 - Early Vedic society was organised into different clans known as *janas*, such as the Bharatas, Purus and Yadus.
 - A ruler was called a *rājā*, while *sabhā* and *samiti* referred to collective assemblies.
 - People followed occupations such as agriculture, weaving, pottery, carpentry, healing, dancing and priesthood.
4. **What were yajñas, and how did they develop over time?**
 - Yajñas were rituals directed towards different deities for individual or collective welfare.
 - Daily rituals generally involved prayers and offerings to Agni, the deity associated with fire.
 - These rituals gradually became more elaborate and complex.
5. **Explain the concepts of brahman, ātman and their relationship.**
 - Brahman is the one divine essence present in human life, nature and the universe.
 - Ātman is the divine Self residing within every living being.

- According to the Upanishads, ātman is ultimately one with brahman, making all existence interconnected.
- 6. **Describe the story of Śhvetaketu and the banyan seed.**
 - Uddālaka questioned his son Śhvetaketu about the nature of brahman after he returned from the *gurukula*.
 - He used the apparently empty banyan seed to show that an unseen essence can contain a great tree.
 - He explained that everything arises from the same subtle essence called brahman.
- 7. **Describe Nachiketa's meeting with Yama.**
 - Nachiketa went to Yama's world and asked what happens after the death of the body.
 - Pleased by the boy's persistence, Yama taught him that the ātman is hidden within every creature.
 - Yama explained that the ātman is immortal because it is neither born nor does it die.
- 8. **Write three points about Gārgī's debate with Yājñavalkya.**
 - King Janaka organised a philosophical debate and announced a prize for its winner.
 - Gārgī questioned the renowned rishi Yājñavalkya about the nature of the world and brahman.
 - Yājñavalkya explained that brahman makes the world, seasons, rivers and everything else possible.
- 9. **How did Siddhārtha Gautama attain enlightenment?**
 - Siddhārtha left his palace after seeing an old man, a sick man, a dead body and a peaceful ascetic.
 - He travelled as an ascetic and searched for the root cause of human suffering.
 - After meditating under a pipal tree at Bodh Gaya, he attained enlightenment and became the Buddha.
- 10. **Explain three important teachings of the Buddha.**
 - The Buddha taught that ignorance and attachment are the main causes of human suffering.
 - He emphasised ahimsa, truth, dharma and sincere inner discipline.
 - He taught that conquering oneself is greater than defeating others in battle.
- 11. **What was the Buddhist Sangha? Describe its role.**
 - The Sangha was a community established by the Buddha to preserve and practise his teachings.
 - It consisted of *bhikṣhus*, or monks, and later *bhikṣhunīs*, or nuns.
 - Its members travelled widely and spread Buddhist teachings across India and other parts of Asia.
- 12. **Describe Mahāvīra's journey towards supreme wisdom.**
 - Prince Vardhamāna was born into a royal family near Vaiśālī in modern-day Bihar.
 - At the age of thirty, he left his home and practised strict ascetic discipline for twelve years.
 - After attaining infinite knowledge, he became known as Mahāvīra and began preaching his teachings.
- 13. **Explain the three major principles of Jainism.**
 - Ahimsa requires people to avoid harming any living creature through thoughts or actions.

- Anekāntavāda teaches that truth has many aspects and cannot be completely described from one perspective.
 - Aparigraha means non-possession and advises people to limit themselves to what is truly necessary.
14. **Describe the Jātaka story of the monkey-king.**
- A human king's soldiers attacked a troop of monkeys living near a tree that produced delicious fruit.
 - The monkey-king used his body as a bridge so that the other monkeys could cross the stream and escape.
 - His selfless sacrifice moved the human king and taught him about a ruler's duty towards his subjects.
15. **What lesson is conveyed through the Jain story of Rohineya?**
- Rohineya was a skilled burglar who heard part of Mahāvīra's sermon about liberation from ignorance.
 - He later confessed his crimes, returned the stolen treasure and asked Mahāvīra for forgiveness.
 - His transformation teaches the importance of right thinking, right action and giving people a second chance.
16. **Mention three ideas shared by Vedic, Buddhist and Jain schools.**
- These schools accepted important concepts such as dharma, karma and rebirth.
 - They attempted to understand the causes of human suffering and ignorance.
 - They taught moral values and practices that could lead people towards higher knowledge or liberation.
17. **Describe three features of a tribal community.**
- A tribe usually consists of families or clans sharing a tradition of common descent.
 - Its members generally share a culture and language and live as a close-knit community.
 - Traditionally, such a community may live under a chief and hold little or no private property.
18. **Explain the relationship between tribal traditions and Hinduism.**
- Tribal and Hindu traditions have exchanged deities, rituals, concepts and legends over many centuries.
 - Jagannath and certain forms of the mother-goddess are believed to have originated in tribal traditions.
 - Tribal communities have also adopted Hindu deities and developed their own versions of the *Rāmāyaṇa* and *Mahābhārata*.
19. **How do tribal belief systems express respect for nature?**
- Tribal communities often regard mountains, rivers, trees, plants, animals and certain stones as sacred.
 - They worship numerous deities associated with these natural elements.
 - The Todas of the Nilgiris, for example, consider more than thirty mountain peaks to be the homes of gods and goddesses.
20. **Write a short note on important supreme deities worshipped by tribal communities.**
- Several tribes of Arunachal Pradesh worship Donyipolo, a combined form of the Sun and Moon.
 - The Munda and Santhal communities worship Singbonga as the supreme creator of the world.
 - These examples show that many tribal communities recognise a higher divinity alongside nature-related deities.

7.10. Three-mark questions with Answers of HOTS Type: (20 Questions)**Three-Mark Descriptive Questions with Answers — HOTS Type:**

1. **How does the image of an ancient tree help us understand Indian culture?**
 - The deep roots represent India's ancient cultural and spiritual traditions.
 - Its many branches represent diverse schools of thought, customs, arts and belief systems.
 - The common trunk shows that these diverse traditions are united by shared values and ideas.
2. **How did the oral tradition ensure that the Vedas remained almost unchanged?**
 - Students received rigorous training in memorising the exact words, pronunciation and rhythm of the hymns.
 - Regular recitation allowed teachers and learners to identify and correct errors.
 - This disciplined process preserved the Vedas accurately for many generations without depending on writing.
3. **Analyse the significance of the statement, "The supreme reality is one, but sages give it many names."**
 - The statement recognises one underlying divine reality behind different names and forms.
 - It encourages people to respect diverse paths of worship and spiritual understanding.
 - Therefore, it supports religious tolerance and peaceful coexistence.
4. **How can the Vedic message of unity be applied to modern society?**
 - People can respect different opinions while working towards common social goals.
 - Communities can use dialogue and cooperation to resolve conflicts peacefully.
 - Unity of purpose can help people address problems such as inequality, pollution and poverty.
5. **What do *sabhā* and *samiti* suggest about decision-making in Vedic society?**
 - These terms refer to assemblies where people may have discussed matters concerning their communities.
 - Their existence suggests that collective consultation had a place alongside the authority of the *rājā*.
 - They may therefore be viewed as early expressions of participatory decision-making.
6. **How does the Upaniṣhadic idea of interconnectedness encourage responsible behaviour?**
 - It teaches that the same divine essence is present in all living beings and nature.
 - Harming another being or damaging nature consequently affects the wider interconnected world.
 - This understanding encourages compassion, cooperation and environmental responsibility.
7. **Compare the lessons taught through the stories of Śhvetaṅketa and Nachiketa.**
 - Śhvetaṅketa's story teaches that the invisible brahman is the subtle essence present in everything.
 - Nachiketa's story teaches that the ātman within living beings is immortal.
 - Both stories show that sincere questioning and guidance can lead to deeper spiritual knowledge.
8. **What does Gārgī's debate with Yājñavalkya reveal about education in ancient India?**

- It shows that learning included questioning, discussion and philosophical debate rather than mere memorisation.
 - Gārgī's participation indicates that women also contributed to intellectual and spiritual inquiry.
 - The episode highlights the value given to curiosity and the search for truth.
9. **Why was Siddhārtha Gautama's life in the palace insufficient for understanding the world?**
- His protected life prevented him from seeing old age, sickness and death.
 - His encounter with these realities made him understand that wealth and comfort cannot prevent suffering.
 - He therefore left the palace to search for a deeper and more universal solution.
10. **Explain how ignorance and attachment may produce suffering in everyday life.**
- Ignorance prevents people from understanding reality and making wise decisions.
 - Attachment makes them excessively dependent on possessions, relationships or favourable circumstances.
 - When these things change or disappear, people experience disappointment, fear and sorrow.
11. **Why did the Buddha regard self-conquest as greater than victory on a battlefield?**
- Victory over others may depend on physical strength, weapons or favourable circumstances.
 - Self-conquest requires mastery over anger, greed, desire and ignorance.
 - Such inner victory creates lasting peace and improves both the individual and society.
12. **What does the monkey-king's sacrifice teach about ethical leadership?**
- The monkey-king placed the safety of his community above his own life.
 - His sacrifice shows that a leader's responsibility is to protect and serve those under their care.
 - Ethical leadership is therefore based on courage, compassion and selflessness rather than personal power.
13. **How can anekāntavāda help people settle disagreements peacefully?**
- Anekāntavāda teaches that truth may contain several aspects and no single viewpoint may be complete.
 - It encourages people to listen carefully and consider the experiences of others.
 - This open-minded approach can reduce conflict and lead to balanced solutions.
14. **How can aparigraha help address modern environmental problems?**
- Aparigraha encourages people to limit possessions and avoid unnecessary consumption.
 - Reduced consumption lowers waste and decreases the excessive use of natural resources.
 - It can therefore promote simple living, sustainability and environmental conservation.
15. **How does the Jain idea of interconnected life agree with modern ecological knowledge?**
- Jainism teaches that living beings depend upon and support one another.
 - Modern ecology similarly explains that organisms are connected through habitats, food chains and ecosystems.
 - Both perspectives show that harming one part of nature can disturb the balance of the whole environment.
16. **Why is Rohineya's transformation important for understanding justice and reform?**
- Rohineya recognised his wrongdoing, confessed his crimes and returned the stolen wealth.

- His transformation shows that moral education can change a person's thoughts and conduct.
 - The story suggests that justice should allow sincere offenders an opportunity to reform.
17. **How does ahimsa extend beyond avoiding physical violence?**
- Ahimsa also requires people to avoid cruel words, hostile feelings and harmful intentions.
 - Negative thoughts can affect one's behaviour and cause emotional suffering to oneself and others.
 - Practising ahimsa therefore involves kindness and self-control in thought, speech and action.
18. **What does the existence of the Chārvāka school reveal about India's intellectual culture?**
- Chārvāka rejected the afterlife and accepted the material world as the only reality.
 - Its existence alongside spiritual schools shows that contrasting ideas were discussed in ancient India.
 - This indicates intellectual diversity and freedom to choose among different systems of thought.
19. **How did interaction between tribal traditions and Hinduism enrich Indian culture?**
- Hindu traditions absorbed tribal deities, rituals and forms of nature worship.
 - Tribal communities adopted Hindu deities and created local versions of the great Indian epics.
 - This two-way exchange produced a richer and more diverse cultural heritage.
20. **Why should tribal cultures not be judged as primitive or inferior?**
- Tribal communities possess rich languages, traditions, beliefs, knowledge systems and artistic practices.
 - Many have developed a deep understanding of their natural surroundings and sustainable ways of living.
 - Labelling them inferior reflects prejudice rather than a fair understanding of their complex cultures.
21. **How can tribal respect for nature guide present-day environmental conservation?**
- Viewing mountains, rivers, forests and animals as sacred discourages their careless exploitation.
 - Such beliefs encourage communities to protect natural places and use resources responsibly.
 - Modern society can combine this respectful attitude with scientific methods of conservation.
22. **Why is the banyan tree an appropriate symbol for India's unity in diversity?**
- Its extensive roots represent the country's ancient cultural foundations.
 - Its numerous branches represent diverse schools of thought, religions and community traditions.
 - Although the branches spread in different directions, their connection to one trunk represents cultural unity.

7.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers — LOTS Type:

1. Describe the Vedas and explain their important teachings.

1. The four Vedas are the R̥ig Veda, Yajur Veda, Sāma Veda and Atharva Veda.
2. They are among the most ancient texts of India and the world.

3. Their hymns were composed in an early form of Sanskrit by rishis and rishikas.
4. The Vedas emphasise truth, *ṛitam* or cosmic order, and unity among people.
5. They teach that the supreme reality is one, although sages describe it by many names.

2. Explain the main features of early Vedic society.

1. Early Vedic society was organised into different clans known as *janas*.
2. Important *janas* included the Bharatas, Purus, Kurus, Yadus and Turvaśhas.
3. A king or ruler was called a *rājā*.
4. The terms *sabhā* and *samiti* referred to collective gatherings or assemblies.
5. People followed occupations such as agriculture, weaving, pottery, carpentry, healing, dancing and priesthood.

3. Explain the main teachings of the Upaniṣhads.

1. The Upaniṣhads developed Vedic ideas and introduced the concepts of karma and rebirth.
2. They described brahman as the divine essence present in human beings, nature and the universe.
3. They explained ātman as the divine Self residing within every being.
4. According to them, ātman is ultimately one with brahman.
5. Therefore, all beings and elements of the universe are interconnected and interdependent.

4. Describe the Upaniṣhadic stories of Śhvetaketu and Nachiketa.

1. Uddālaka used a banyan seed to teach Śhvetaketu that an invisible essence exists within everything.
2. He explained that all forms of existence emerge from the same divine essence called brahman.
3. Nachiketa went to Yama and asked what happens after the death of the body.
4. Yama taught him that the ātman is hidden within every living creature.
5. He explained that the ātman is immortal because it is neither born nor does it die.

5. Describe Siddhārtha Gautama's journey towards enlightenment.

1. Siddhārtha Gautama was born into a royal family at Lumbini in present-day Nepal.
2. At the age of twenty-nine, he saw an old man, a sick man, a dead body and a peaceful ascetic.
3. He left his palace, wife and son to discover the cause of human suffering.
4. After meditating under a pipal tree at Bodh Gaya, he realised that ignorance and attachment cause suffering.
5. He attained enlightenment and became known as the Buddha, meaning the “awakened one.”

6. Explain the major teachings and contributions of the Buddha.

1. The Buddha taught that ignorance and attachment are the main causes of suffering.
2. He emphasised ahimsa, truth, dharma and sincere inner discipline.
3. He taught that inner purity is more important than external rituals.
4. He founded the Sangha, a community of monks and nuns who practised and spread his teachings.
5. His teachings greatly influenced India and many other parts of Asia.

7. Describe Mahāvīra's life and the major teachings of Jainism.

1. Prince Vardhamāna was born near Vaiśālī in present-day Bihar.
2. At the age of thirty, he left his home and followed an ascetic life for twelve years.
3. After attaining supreme wisdom, he became known as Mahāvīra, meaning “great hero.”
4. He taught ahimsa, anekāntavāda and aparigraha.
5. Jainism also emphasises the interconnectedness and interdependence of all living beings.

8. Explain the three important principles of Jainism.

1. Ahimsa means avoiding harm to every living creature through thought, speech and action.
2. It requires people not to kill, abuse, torment or mistreat living beings.
3. Anekāntavāda teaches that truth has several aspects and cannot be fully expressed through one viewpoint.
4. Aparigraha means non-possession and detachment from unnecessary material possessions.
5. Together, these principles encourage non-violence, open-mindedness, simplicity and self-discipline.

9. Describe the Jātaka tale of the monkey-king.

1. A troop of monkeys lived near a large tree that produced delicious and fragrant fruit.
2. A human king tasted one of its fruits and sent soldiers to locate the tree.
3. When the soldiers attacked the monkeys, the monkey-king formed a bridge with his body to help them escape.
4. He was severely injured and eventually died after saving his companions.
5. His selfless sacrifice taught the human king about a ruler's duty towards his subjects.

10. Explain the contribution of folk and tribal traditions to Indian culture.

1. Folk and tribal traditions preserved their teachings and practices mainly through oral transmission.
2. They interacted continuously with Hindu traditions and exchanged deities, rituals, legends and beliefs.
3. Jagannath and some forms of the mother-goddess are traditionally connected with tribal worship.
4. Several tribes developed their own versions of the *Mahābhārata* and the *Rāmāyaṇa*.
5. This long interaction mutually enriched tribal traditions, Hinduism and Indian culture.

11. Describe the main features of tribal belief systems in India.

1. Tribal communities often regard mountains, rivers, trees, plants, animals and certain stones as sacred.
2. They worship many deities associated with these natural elements.
3. The Todas of the Nilgiris consider more than thirty mountain peaks to be the residences of deities.
4. Several tribes of Arunachal Pradesh worship Donyipolo, a combined form of the Sun and Moon.
5. The Munda and Santhal communities worship Singbonga as the supreme creator of the world.

12. Explain the common ideas found in Vedic, Buddhist and Jain schools of thought.

1. These schools recognise the importance of dharma and righteous conduct.
2. They discuss karma and the consequences of human actions.
3. They accept the idea of rebirth, although their explanations may differ.
4. They seek to identify and remove the causes of suffering and ignorance.
5. They promote values such as self-control, truth, compassion and respect for life.

7.12 Five-mark questions with Answers of HOTS Type: (14 Questions)**Five-Mark Descriptive Questions with Answers — HOTS Type:****1. Analyse how the Vedic teaching “The supreme reality is one, but sages give it many names” promotes harmony in society.**

1. The teaching accepts that the same supreme reality may be understood through different names and forms.

2. It encourages people to respect beliefs and practices different from their own.
3. It discourages conflict based on differences in worship or spiritual understanding.
4. It promotes dialogue, tolerance and peaceful coexistence among communities.
5. Therefore, this ancient teaching remains relevant in maintaining unity in a diverse society.

2. Explain how the Upaniṣhadic concept of interconnectedness can promote environmental responsibility.

1. The Upaniṣhads teach that the same divine essence is present in humans, animals, plants and nature.
2. This means that no living being or natural element exists entirely in isolation.
3. Damaging forests, rivers or wildlife therefore affects the entire interconnected world.
4. This understanding encourages people to conserve resources and treat all life with compassion.
5. Thus, the Upaniṣhadic worldview can inspire responsible and sustainable living.

3. Compare the lessons conveyed through the stories of Śhvetaketu, Nachiketa and Gārgī.

1. Śhvetaketu's story teaches that an invisible divine essence called brahman exists in everything.
2. Nachiketa's story explains that the ātman is immortal and is neither born nor destroyed.
3. Gārgī's debate demonstrates the importance of questioning and intellectual inquiry.
4. All three stories show that knowledge is gained through curiosity, reflection and guidance.
5. They also establish that the search for truth was open to children, men and women.

4. Analyse why the Buddha considered self-conquest greater than victory over others.

1. Victory over others may depend on strength, weapons or favourable circumstances.
2. Self-conquest requires control over anger, greed, attachment and ignorance.
3. Defeating others can create hostility, whereas self-mastery produces inner peace.
4. A self-controlled person is more likely to behave compassionately and make wise decisions.
5. Therefore, conquering one's weaknesses is a deeper and more lasting achievement.

5. Explain how the Buddha's teachings can help a person overcome suffering in everyday life.

1. The Buddha identified ignorance and attachment as important causes of suffering.
2. Knowledge and careful reflection help a person understand reality and make better decisions.
3. Reducing attachment enables one to accept change, loss and disappointment calmly.
4. Ahimsa and inner discipline help control harmful thoughts, words and actions.
5. These practices can develop peace, compassion and emotional balance.

6. Evaluate the monkey-king's actions as an example of ethical leadership.

1. The monkey-king recognised that protecting his community was his primary responsibility.
2. He placed the safety of the other monkeys above his personal comfort and survival.
3. His courage enabled the entire troop to escape from danger.
4. His sacrifice taught the human king that leadership requires service and responsibility.
5. The story shows that an ethical leader uses power for the welfare of others.

7. Explain how the Jain principles of ahimsa, anekāntavāda and aparigraha can solve modern social problems.

1. Ahimsa can reduce violence, cruelty and hostility in society.
2. Anekāntavāda encourages people to consider different viewpoints before judging others.
3. This openness can promote dialogue and peacefully resolve disagreements.

4. Aparigraha can reduce greed, excessive consumption and competition for resources.
5. Together, these principles support peace, tolerance, equality and sustainable living.

8. Analyse how anekāntavāda can be applied when two people strongly disagree.

1. Each person should recognise that their own understanding may represent only one aspect of the truth.
2. They should listen carefully to the reasons and experiences behind the other viewpoint.
3. Both should identify valid ideas and common concerns within their different opinions.
4. Combining multiple perspectives may lead to a more complete and balanced understanding.
5. Thus, anekāntavāda can transform conflict into respectful dialogue and cooperation.

9. Explain how aparigraha can contribute to environmental conservation.

1. Aparigraha advises people to possess only what is genuinely necessary.
2. This principle discourages excessive consumption and wasteful lifestyles.
3. Lower consumption reduces the extraction of natural resources and the production of pollution.
4. It also encourages people to reuse, repair, share and recycle materials.
5. Therefore, aparigraha can support both personal simplicity and environmental sustainability.

10. Assess the importance of giving wrongdoers a second chance with reference to Rohineya's story.

1. Rohineya was a burglar, but Mahāvīra's teachings awakened his moral awareness.
2. He accepted responsibility by confessing his crimes and returning the stolen treasures.
3. His decision to become a monk demonstrated sincere commitment to reform.
4. The story shows that right knowledge and repentance can transform human conduct.
5. Therefore, society should combine justice with opportunities for genuine rehabilitation.

11. Analyse how the existence of the Chārvāka school demonstrates intellectual freedom in ancient India.

1. Chārvāka accepted the material world as the only reality and rejected life after death.
2. Its ideas differed sharply from Vedic, Buddhist and Jain beliefs.
3. Nevertheless, it existed among the many recognised schools of Indian thought.
4. This variety shows that people could question established ideas and explore different explanations of life.
5. Ancient Indian intellectual culture therefore accommodated debate, disagreement and diversity.

12. Explain how interaction between tribal traditions and Hinduism enriched Indian culture.

1. Tribal and Hindu communities exchanged deities, rituals, stories and spiritual concepts over centuries.
2. Deities such as Jagannath and forms of the mother-goddess are associated with tribal origins.
3. Tribal communities adopted Hindu deities and developed local versions of the great epics.
4. Their common reverence for nature made such exchanges easier and more meaningful.
5. This two-way interaction created a richer and more diverse cultural heritage.

13. Analyse how tribal respect for nature can help address present-day environmental problems.

1. Tribal traditions frequently regard mountains, rivers, trees and animals as sacred.
2. Sacredness discourages people from exploiting natural resources carelessly.
3. Their close relationship with the environment often encourages careful and sustainable resource use.

4. Modern conservation can benefit from combining such traditional knowledge with scientific methods.
5. Respecting tribal wisdom can therefore strengthen efforts to protect biodiversity and ecosystems.

14. Explain why Indian culture is appropriately compared to a banyan tree.

1. The banyan tree's deep roots symbolise India's ancient cultural foundations.
2. Its massive trunk represents the shared values connecting different traditions.
3. Its many branches represent Vedic, Buddhist, Jain, folk and tribal schools and practices.
4. New roots growing from its branches symbolise the continuing development of fresh ideas.
5. The tree therefore represents India's antiquity, continuity, diversity and underlying unity.

7.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — Applied Type:

1. Your class includes students from different cultural and religious backgrounds. How would you apply the Vedic message of unity to create harmony?

1. I would encourage every student to respect different beliefs, customs and forms of worship.
2. I would remind the class that one truth may be understood and expressed in different ways.
3. Students would work in mixed groups so that they could interact and cooperate with one another.
4. Class discussions would allow everyone to express their views without fear or discrimination.
5. These practices would develop unity, mutual respect and a shared sense of belonging.

2. A friend becomes very upset after losing an expensive possession. How would you use Buddhist teachings to help your friend?

1. I would explain that excessive attachment to possessions can become a source of suffering.
2. I would help my friend understand that material objects are temporary and replaceable.
3. I would encourage my friend to accept the loss calmly instead of remaining angry or distressed.
4. I would suggest focusing on valuable qualities and relationships rather than material possessions.
5. This approach would help my friend develop detachment, self-control and emotional balance.

3. Two groups of students strongly disagree about how to complete a project. How can anekāntavāda help them?

1. Each group should accept that its opinion may represent only one aspect of the issue.
2. The students should listen carefully to the reasons and ideas presented by the other group.
3. They should identify the useful points contained in both suggestions.
4. They can combine these ideas to create a more balanced and effective project plan.
5. Applying anekāntavāda would turn disagreement into respectful discussion and cooperation.

4. How can a family apply aparigraha to lead an environmentally responsible life?

1. The family can purchase only those items that are genuinely necessary.
2. Its members can reuse, repair, share and donate materials instead of discarding them.

3. They can avoid wasting food, water, electricity and other natural resources.
4. They can reduce the use of disposable products and choose durable alternatives.
5. These actions would reduce greed, waste, pollution and pressure on the environment.

5. A student regularly speaks harshly to classmates but never physically harms them. Explain how the principle of ahimsa can improve the student's behaviour.

1. The student should understand that ahimsa includes avoiding harm through words and thoughts as well as actions.
2. Harsh language can cause fear, sadness and emotional pain to classmates.
3. The student should pause and control anger before speaking.
4. Hurtful words should be replaced with polite, truthful and constructive expressions.
5. Practising ahimsa in thought, speech and action would improve both behaviour and relationships.

6. Suppose you are selected as the class leader. How would you apply the lesson of the monkey-king?

1. I would place the welfare and safety of my classmates before my personal convenience.
2. I would listen to their difficulties and represent their genuine concerns fairly.
3. I would take responsibility during group tasks instead of blaming others for problems.
4. I would help weaker students and ensure that no one was excluded.
5. Like the monkey-king, I would treat leadership as service rather than authority.

7. A learner has made a serious mistake and sincerely wants to improve. How should the school respond according to Rohineya's story?

1. The school should ask the learner to accept responsibility honestly for the mistake.
2. The learner should correct the harm caused and apologise to the affected people.
3. Teachers should provide counselling and guidance to help the learner understand the consequences.
4. A fair opportunity should be given to demonstrate improved behaviour.
5. Like Rohineya, a genuinely repentant person should receive a second chance to reform.

8. Your village has a sacred grove that is being damaged by littering. How can the chapter's tribal values guide a conservation plan?

1. The community should recognise the grove as an important part of both nature and cultural heritage.
2. Students and residents can organise regular cleaning and waste-segregation activities.
3. Signboards can explain the sacred and ecological importance of its trees, plants and animals.
4. Local traditional knowledge can be combined with scientific conservation methods.
5. Community rules can prevent dumping, tree-cutting and other harmful activities.

9. How can the Upanishadic idea that all life is interconnected be applied in daily life?

1. People can treat humans, animals and plants with kindness because every form of life has value.
2. They can avoid wasting water, food and other resources on which many living beings depend.
3. Protecting trees and reducing pollution can safeguard the wider environment.
4. Helping others strengthens the community because individual well-being depends on collective well-being.
5. Such actions turn the idea of interconnectedness into responsible everyday behaviour.

10. Your school is conducting a cultural festival involving students from different communities. How can the banyan-tree model guide its organisation?

1. The festival can present different traditions as branches of a common Indian cultural tree.

2. Every community should receive equal opportunity to display its art, music, stories and customs.
3. Students can explain both the uniqueness of each tradition and the values shared among them.
4. Collaborative performances can combine contributions from several cultural groups.
5. The festival would thereby celebrate diversity while strengthening unity and mutual respect.

11. A disagreement arises because students hold different opinions about a social issue. Which teachings from the chapter can help resolve it?

1. Anekāntavāda can remind them that truth may have several aspects.
2. Ahimsa can guide them to avoid insults, hostility and harmful language.
3. The Vedic message of unity can encourage them to seek a common purpose.
4. Buddhist self-discipline can help them control anger and listen calmly.
5. Together, these teachings can produce respectful dialogue and a balanced solution.

12. Your neighbourhood produces excessive waste because people frequently purchase unnecessary items. Suggest a solution using ideas from the chapter.

1. Residents can practise aparigraha by limiting purchases to genuinely necessary goods.
2. Usable items can be repaired, shared or donated instead of being thrown away.
3. Families can avoid products with excessive packaging and choose reusable alternatives.
4. Awareness programmes can explain the connection between overconsumption and environmental damage.
5. These measures would reduce waste while promoting simplicity and responsible living.

7.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. The Sanskrit root *vid*, from which the word “Veda” is derived, means:

- A. Prayer
- B. Knowledge
- C. Sacrifice
- D. Meditation

Answer: B. Knowledge

2. Which of the following is the correct chronological order?

- A. Buddhism → Upaniṣhads → Vedas
- B. Upaniṣhads → Vedas → Jainism
- C. Vedas → Upaniṣhads → Buddhism and Jainism
- D. Jainism → Vedas → Buddhism

Answer: C. Vedas → Upaniṣhads → Buddhism and Jainism

3. Which of the following is not one of the four Vedas?

- A. Ṛig Veda
- B. Yajur Veda
- C. Sāma Veda
- D. Vedānta

Answer: D. Vedānta

4. UNESCO’s recognition of Vedic chanting in 2008 primarily highlights:

- A. the architectural value of Vedic temples
- B. the importance of India’s oral heritage

- C. the discovery of ancient manuscripts
- D. the development of Vedic mathematics

Answer: B. the importance of India's oral heritage

5. Consider the following statements:

1. Rishis were male Vedic seers.
2. Rishikas were female Vedic seers.
3. Only rulers were allowed to compose Vedic hymns.

Which statements are correct?

- A. 1 only
- B. 1 and 2 only
- C. 2 and 3 only
- D. 1, 2 and 3

Answer: B. 1 and 2 only

6. The expression *ekam sat viprā bahudhā vadanti* means that:

- A. every deity exists separately
- B. rituals are superior to knowledge
- C. the supreme reality is one but is known by many names
- D. only sages can understand truth

Answer: C. the supreme reality is one but is known by many names

7. Which Vedic concept refers to truth and the harmonious order of human life and the cosmos?

- A. Karma
- B. Ṛitam
- C. Aparigraha
- D. Anekāntavāda

Answer: B. Ṛitam

8. In Vedic society, the terms *sabhā* and *samiti* were associated with:

- A. agricultural occupations
- B. sacred rivers
- C. collective assemblies
- D. forest communities

Answer: C. collective assemblies

9. Which pair is correctly matched?

- A. *Rājā* — healer
- B. *Jana* — clan
- C. *Yajña* — philosophical debate
- D. *Sangha* — Vedic assembly

Answer: B. *Jana* — clan

10. Consider the following statements about the Upanishads:

1. They developed concepts such as karma and rebirth.
2. They explained the relationship between ātman and brahman.
3. They rejected all ideas found in the Vedas.

Which statements are correct?

- A. 1 and 2 only
- B. 2 and 3 only
- C. 1 and 3 only
- D. 1, 2 and 3

Answer: A. 1 and 2 only

11. The example of the invisible potential within a banyan seed was used to explain:

- A. the complexity of Vedic rituals
- B. the subtle presence of brahman in everything
- C. the origin of tribal traditions
- D. the importance of material possessions

Answer: B. the subtle presence of brahman in everything

12. What did Yama teach Nachiketa?

- A. The body is permanent.
- B. The ātman is neither born nor does it die.
- C. Wealth is the greatest form of knowledge.
- D. Rituals alone lead to wisdom.

Answer: B. The ātman is neither born nor does it die.

13. Gārgī's debate with Yājñavalkya demonstrates:

- A. opposition to philosophical questioning
- B. the participation of women in intellectual inquiry
- C. the rejection of the concept of brahman
- D. the superiority of material knowledge

Answer: B. the participation of women in intellectual inquiry

14. Which event immediately motivated Siddhārtha Gautama to search for the cause of suffering?

- A. His participation in a philosophical debate
- B. His encounter with old age, sickness, death and an ascetic
- C. His study of the four Vedas
- D. His meeting with Mahāvīra

Answer: B. His encounter with old age, sickness, death and an ascetic

15. According to the Buddha, the principal causes of suffering are:

- A. illness and old age
- B. poverty and social inequality
- C. ignorance and attachment
- D. rituals and meditation

Answer: C. ignorance and attachment

16. The Buddha's teaching that self-conquest is greater than victory in battle emphasises:

- A. political authority
- B. military achievement
- C. inner discipline and self-control
- D. physical strength

Answer: C. inner discipline and self-control

17. Which institution was established by the Buddha to practise and spread his teachings?

- A. Gurukula
- B. Sangha
- C. Sabhā
- D. Samiti

Answer: B. Sangha

18. What common idea is best illustrated by both the Buddha's teaching of self-conquest and the meaning of *jina*?

- A. Victory over external enemies
- B. Mastery over ignorance and attachment
- C. Accumulation of material wealth
- D. Authority over a kingdom

Answer: B. Mastery over ignorance and attachment

19. Mahāvīra received his title after:

- A. becoming a powerful ruler
- B. composing the Vedas
- C. attaining supreme wisdom through ascetic discipline
- D. establishing the Buddhist Sangha

Answer: C. attaining supreme wisdom through ascetic discipline

20. A student listens to several viewpoints before reaching a conclusion. Which Jain principle is the student applying?

- A. Ahimsa
- B. Aparigraha
- C. Anekāntavāda
- D. Ṛitam

Answer: C. Anekāntavāda

21. A person purchases only essential goods and avoids accumulating unnecessary possessions. This behaviour best represents:

- A. karma
- B. aparigraha
- C. rebirth
- D. yajña

Answer: B. aparigraha

22. Which action represents the broadest application of ahimsa?

- A. Avoiding physical fights only
- B. Avoiding harm in thought, speech and action
- C. Refusing to participate in debates
- D. Giving away every possession

Answer: B. Avoiding harm in thought, speech and action

23. What is the central message of the Jātaka story of the monkey-king?

- A. A ruler must accumulate wealth.
- B. A leader should protect others through courage and self-sacrifice.

- C. Forest life is superior to city life.
- D. Strength is more important than wisdom.

Answer: B. A leader should protect others through courage and self-sacrifice.

24. Rohineya's story mainly demonstrates that:

- A. wrongdoing can never be forgiven
- B. cleverness is more valuable than honesty
- C. right knowledge and repentance can transform a person
- D. punishment is the only way to prevent crime

Answer: C. right knowledge and repentance can transform a person

25. Which belief distinguished the Chārvāka school from the other schools discussed in the chapter?

- A. It emphasised non-violence.
- B. It accepted karma and rebirth.
- C. It regarded the material world as the only reality.
- D. It believed in a supreme creator.

Answer: C. It regarded the material world as the only reality.

26. Which set contains ideas shared, to varying degrees, by the Vedic, Buddhist and Jain traditions?

- A. Dharma, karma and rebirth
- B. Materialism, conquest and wealth
- C. Monarchy, warfare and trade
- D. Ritual bathing, private property and hunting

Answer: A. Dharma, karma and rebirth

27. According to the chapter, which deity is traditionally believed to have originated as a tribal deity?

- A. Agni
- B. Indra
- C. Jagannath
- D. Varuṇa

Answer: C. Jagannath

28. The Todas' refusal to point at certain mountain peaks is based on their belief that:

- A. the peaks contain precious minerals
- B. the peaks are residences of gods and goddesses
- C. the mountains belong to neighbouring tribes
- D. pointing affects the weather

Answer: B. the peaks are residences of gods and goddesses

29. Which pair is incorrectly matched?

- A. Donyipolo — Sun and Moon
- B. Singbonga — supreme creator deity
- C. Todas — Nilgiri Hills
- D. Jagannath — Chārvāka philosopher

Answer: D. Jagannath — Chārvāka philosopher

30. Tribal versions of the *Rāmāyaṇa* and *Mahābhārata* provide evidence of:

- A. the complete separation of tribal and mainstream traditions
- B. cultural exchange and local adaptation
- C. the disappearance of oral traditions
- D. opposition to Indian epics

Answer: B. cultural exchange and local adaptation

31. Assertion (A): Tribal traditions are important roots of Indian culture.

Reason (R): Tribal and other Indian traditions have exchanged deities, stories, rituals and beliefs for centuries.

- A. Both A and R are true, and R correctly explains A.
- B. Both A and R are true, but R does not explain A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: A. Both A and R are true, and R correctly explains A.

32. Assertion (A): Aparigraha can contribute to environmental sustainability.

Reason (R): Aparigraha encourages people to limit possessions and unnecessary consumption.

- A. Both A and R are true, and R correctly explains A.
- B. Both A and R are true, but R does not explain A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: A. Both A and R are true, and R correctly explains A.

33. Assertion (A): Buddhism and Jainism were identical schools of thought.

Reason (R): Both schools valued ahimsa and sought freedom from suffering and ignorance.

- A. Both A and R are true, and R correctly explains A.
- B. Both A and R are true, but R does not explain A.
- C. A is false, but R is true.
- D. A is true, but R is false.

Answer: C. A is false, but R is true.

34. Which analogy best represents the chapter's description of Indian culture?

- A. One root : one branch
- B. Common trunk : numerous interconnected branches
- C. Separate trees : no common roots
- D. Fallen leaves : forgotten traditions

Answer: B. Common trunk : numerous interconnected branches

35. Which conclusion is best supported by the chapter?

- A. Indian culture developed from a single unchanging tradition.
- B. Tribal beliefs had no influence on wider Indian traditions.
- C. Indian culture developed through diversity, interaction and mutual enrichment.
- D. All Indian schools of thought accepted the authority of the Vedas.

Answer: C. Indian culture developed through diversity, interaction and mutual enrichment.

7.15 Best Practices Opportunity List from the Chapter: (10 Ideas)

Best Practices for Teaching “India’s Cultural Roots”:

1. **Concept-mapping activity**
Prepare a concept map connecting the Vedas, Upaniṣhads, Vedānta, Yoga, Buddhism, Jainism, folk traditions and tribal traditions. This helps students understand both their distinctive features and shared cultural roots.
2. **Timeline-based teaching**
Use a classroom timeline to arrange the Vedas, Upaniṣhads, Buddha and Mahāvīra chronologically. This enables students to understand the historical development of various schools of thought.
3. **Story-based learning**
Narrate and discuss the stories of Śhvetaṅketa, Nachiketa, Gārgī, the monkey-king and Rohineya. Ask students to identify values such as curiosity, sacrifice, right action, compassion and personal transformation.
4. **Comparative learning chart**
Guide students in comparing Vedic, Buddhist and Jain thought under headings such as major teachers, important concepts, teachings and shared values. Ensure that comparison is respectful and avoids presenting any tradition as superior or inferior.
5. **Think–pair–share discussions**
Pose questions such as “How can attachment cause suffering?” or “Why should different viewpoints be respected?” Students first reflect individually, discuss with a partner and then share their conclusions with the class.
6. **Values-to-life connection**
Relate ahimsa, aparigraha, anekāntavāda, unity and self-discipline to school life. Students can suggest ways to reduce conflicts, control consumption, respect differing opinions and protect the environment.
7. **Role-play and classroom debate**
Organise short role-plays featuring Nachiketa and Yama, Gārgī and Yājñavalkya, or Siddhārtha’s encounter with suffering. Role-play encourages active participation and helps students understand philosophical ideas through dialogue.
8. **Local cultural exploration**
Ask students to identify local festivals, folk traditions, sacred natural places, tribal communities, deities and oral stories. This connects textbook knowledge with the cultural heritage of their own region.
9. **Respectful and inclusive teaching**
Present Hindu, Buddhist, Jain, folk and tribal traditions objectively and sensitively. Encourage questions while establishing clear rules against stereotypes, ridicule or disrespect towards any community.
10. **Use of maps and visual resources**
Locate Lumbini, Bodhi Gaya, Vaiśālī, Puri, the Nilgiris, Arunachal Pradesh and important rock-cut caves on a map. Use suitable photographs of manuscripts, sculptures, monasteries and tribal art to strengthen visual understanding.
11. **Environmental integration**
Connect tribal reverence for mountains, rivers, trees and animals with present-day conservation. Students can prepare posters or pledges on protecting sacred groves, water sources and local biodiversity.
12. **Continuous formative assessment**
Use oral quizzes, exit slips, flash cards, concept checks and short reflective writing throughout the lesson. These practices help the teacher identify misconceptions and provide timely support.

7.16 Innovations Opportunity List from the Chapter: (10 Ideas)**Innovations in Teaching–Learning “India’s Cultural Roots”:**

1. **Interactive Cultural-Roots Tree**
Create a large banyan-tree model in the classroom, with roots representing the Vedas, Upaniṣhads, folk and tribal traditions. Students can add leaves showing ideas such as ahimsa, karma, unity, aparigraha and respect for nature.
2. **Digital Heritage Timeline**
Students can create a digital timeline covering the Vedas, Upaniṣhads, Buddha and Mahāvīra. It may include maps, pictures, short descriptions, audio narration and simple animations.
3. **QR-Code Learning Stations**
Set up learning stations containing QR codes linked to teacher-approved videos, images, maps and audio recordings. Each station can focus on Vedic chanting, Buddhism, Jainism, tribal traditions or rock-cut caves.
4. **Philosophy in Daily Life Lab**
Present real-life situations involving conflict, excessive consumption, attachment, intolerance or environmental damage. Students can apply ahimsa, anekāntavāda, aparigraha and unity to suggest practical solutions.
5. **Student Podcast or Audio Storytelling**
Students can record short podcasts retelling the stories of Śhvetaketu, Nachiketa, Gārgī, the monkey-king or Rohineya. Each recording should conclude with the value or lesson conveyed by the story.
6. **Virtual Cultural Museum**
Create a digital exhibition containing pictures and descriptions of Vedic traditions, Buddhist sculptures, Jain art, tribal deities and sacred natural features. Students can act as virtual museum guides and explain selected exhibits.
7. **Interactive Map Challenge**
Use a digital or floor map of India and neighbouring regions to locate Lumbini, Bodhi Gaya, Vaiśhālī, Puri, Ellora, the Nilgiris and Arunachal Pradesh. Students can attach information cards explaining the cultural significance of each place.
8. **Multiple-Perspective Classroom Game**
Give groups a common object or situation and ask each group to describe it from a different perspective. Connect their varied observations to the Jain principle of anekāntavāda.
9. **Augmented-Reality Heritage Cards**
Prepare picture cards of the Buddha, Mahāvīra, ancient caves, tribal art and the banyan tree using simple AR applications. Scanning each card can reveal a short explanation, narration or quiz.
10. **AI-Assisted Question Workshop**
Under teacher supervision, students can use a safe digital tool to generate questions about the chapter. They must verify every question and answer against the textbook, developing digital literacy and fact-checking skills.
11. **Cultural Interview Project**
Students can interview elders or local cultural practitioners about folk stories, festivals, sacred places and nature-related customs. Their findings can be presented through posters, audio clips or a class heritage album.
12. **Ahimsa and Aparigraha Challenge**
Conduct a week-long class challenge in which students practise kind speech, reduce

waste and avoid unnecessary consumption. They can maintain reflection cards describing how these principles influenced their behaviour.

7.17: Practicing Questions/Question Bank

A. Fill in the Blanks:

- Vedic hymns were composed in an early form of the _____ language.
Answer: Sanskrit
- The Vedic hymns were composed in the _____ region.
Answer: Sapta Sindhava
- Prayers and offerings in daily Vedic rituals were generally made to _____.
Answer: Agni
- The Upaniṣhadic phrase *aham brahmāsmi* means “I am _____.”
Answer: brahman
- Nachiketa received knowledge about the immortal ātman from _____.
Answer: Yama
- Siddhārtha Gautama was born in _____.
Answer: Lumbini
- The word “Buddha” means the enlightened or _____ one.
Answer: awakened
- Buddhist monks were called _____.
Answer: bhikṣhus
- Mahāvīra practised ascetic discipline for _____ years.
Answer: twelve
- The Jain term *jina* means _____.
Answer: conqueror
- The materialistic school was called Chārvāka or _____.
Answer: Lokāyata
- Jagannath, worshipped at _____, is traditionally believed to have been a tribal deity.
Answer: Puri
- The Toda community lives in the _____ Hills.
Answer: Nilgiri
- Donyipolo represents the combined form of the Sun and the _____.
Answer: Moon
- The _____ tree symbolises India’s cultural unity and diversity.
Answer: banyan

B. One-Mark Questions:

- What is spirituality?**
Answer: Spirituality is the search for a deeper or higher dimension beyond one’s ordinary personality.

2. **Who composed the Vedic hymns?**

Answer: The Vedic hymns were composed by male rishis and female rishikas.

3. **What is a yajña?**

Answer: A yajña is a Vedic ritual performed for individual or collective welfare.

4. **What is karma?**

Answer: Karma refers to a person's actions and the consequences of those actions.

5. **What is rebirth?**

Answer: Rebirth means taking birth again after death.

6. **What does the phrase *tat tvam asi* mean?**

Answer: *Tat tvam asi* means "You are That."

7. **Where did the Buddha attain enlightenment?**

Answer: The Buddha attained enlightenment under a pipal tree at Bodh Gaya.

8. **Who were bhikṣuṇīs?**

Answer: Bhikṣuṇīs were Buddhist nuns.

9. **What does aparigraha mean?**

Answer: Aparigraha means non-possession and detachment from unnecessary material possessions.

10. **What are the Jātaka tales?**

Answer: The Jātaka tales are stories about the Buddha's former births that communicate Buddhist values.

C. Two-Mark Questions:

1. **Why did UNESCO recognise Vedic chanting?**

- Vedic hymns were accurately preserved through oral transmission for many generations.
- UNESCO recognised this tradition as a masterpiece of humanity's oral and intangible heritage.

2. **What message is conveyed by *ekam sat viprā bahudhā vadanti*?**

- It means that the supreme reality is one.
- Different sages may describe that reality using different names.

3. **What did Yama teach Nachiketa?**

- Yama taught that the ātman is hidden within every living creature.
- He explained that the ātman is immortal and is neither born nor destroyed.

4. **Why did Siddhārtha leave his palace?**

- He encountered old age, sickness and death and became aware of human suffering.
- He left the palace to search for its cause and a way to overcome it.

5. **What did the Buddha teach about inner purity?**

- The Buddha taught that ritual bathing alone cannot make a person pure.
- True purity comes from possessing truth and dharma within oneself.

6. Why was Vardhamāna called Mahāvīra?

- Vardhamāna conquered ignorance and attachment through ascetic discipline.
- He was therefore called Mahāvīra, meaning “great hero.”

7. What did the Chārvāka school teach?

- It taught that the material world is the only reality.
- It rejected belief in life after death.

8. Why are folk and tribal traditions important to Indian culture?

- They preserved numerous beliefs and practices through oral transmission.
- Their interaction with other traditions enriched India’s cultural heritage.

D. Three-Mark Questions:**1. How was Vedic society governed and organised?**

- Vedic society consisted of different clans called *janas*.
- A king or ruler was known as a *rājā*.
- *Sabhā* and *samiti* were collective assemblies associated with public consultation.

2. Explain the relationship between ātman and brahman.

- Ātman is the divine Self present within every being.
- Brahman is the divine essence present throughout the universe.
- The Upaniṣhads teach that ātman is ultimately one with brahman.

3. What does Gārgī’s debate with Yājñavalkya teach us?

- Gārgī questioned Yājñavalkya about the world and the nature of brahman.
- Her participation shows that women contributed to philosophical inquiry.
- The debate demonstrates the importance of questioning in the search for knowledge.

4. Explain the importance of the Buddhist Sangha.

- The Sangha was established by the Buddha to practise and preserve his teachings.
- It consisted of monks and, later, nuns.
- Its members travelled widely and spread Buddhism to different regions.

5. What values are conveyed by the story of the monkey-king?

- The monkey-king risked his life to rescue the other monkeys.
- His action demonstrates courage, compassion and self-sacrifice.
- The story teaches that a true leader protects and serves the community.

6. How is ahimsa understood in Buddhism and Jainism?

- Ahimsa means avoiding physical injury to people, animals and other living beings.

- It also includes avoiding hurtful words and harmful thoughts.
- Its practice requires compassion and self-control in thought, speech and action.

7. Describe the cultural importance of Jagannath.

- Jagannath is worshipped at Puri in Odisha.
- According to tradition, Jagannath was originally a tribal deity.
- His worship demonstrates interaction between tribal and wider Hindu traditions.

8. Give three examples of supreme deities worshipped by tribal communities.

- Several tribes of Arunachal Pradesh worship Donyipolo, representing the Sun and Moon.
- The Munda and Santhal communities worship the creator deity Singbonga.
- Khandoba is worshipped as a higher divinity in parts of central India.

E. Five-Mark Questions:

1. Describe how the Vedas were composed, preserved and recognised.

1. The Vedas contain thousands of hymns in the form of prayers, poems and songs.
2. They were composed in early Sanskrit by rishis and rishikas.
3. The hymns were transmitted orally rather than originally being written down.
4. Rigorous memorisation preserved them for generations with hardly any changes.
5. UNESCO recognised Vedic chanting as part of humanity's oral and intangible heritage in 2008.

2. Explain the important ideas introduced by the Upanishads.

1. The Upanishads developed earlier Vedic concepts and introduced new philosophical ideas.
2. They explained karma as actions and their consequences.
3. They discussed rebirth as the repeated cycle of birth.
4. They described brahman as the divine essence of the universe and ātman as the Self within every being.
5. They taught that ātman and brahman are ultimately one, making all existence interconnected.

3. Describe the Buddha's search for the cause of suffering.

1. Siddhārtha lived a protected life as a prince during his early years.
2. The sights of an old man, a sick person and a dead body revealed the reality of suffering.
3. Seeing a peaceful ascetic inspired him to search for spiritual knowledge.
4. Through meditation, he realised that ignorance and attachment cause suffering.
5. After attaining enlightenment, he became the Buddha and taught ahimsa, truth and inner discipline.

4. Explain how Mahāvīra's teachings can guide people today.

1. Ahimsa teaches people to avoid violence in thoughts, words and actions.
2. Anekāntavāda encourages them to respect different viewpoints.
3. Aparigraha advises them to limit possessions and reduce greed.
4. Respect for all creatures promotes compassion and environmental responsibility.
5. Together, these teachings support peaceful, tolerant and sustainable living.

5. Describe the interaction between tribal traditions and other Indian traditions.

1. Tribal and other Indian traditions have interacted for thousands of years.
2. They exchanged deities, legends, rituals and cultural practices.
3. Jagannath and some forms of the mother-goddess are traditionally associated with tribal origins.
4. Tribal communities also developed local versions of the *Rāmāyaṇa* and *Mahābhārata*.
5. This two-way exchange led to the mutual enrichment of Indian culture.

6. Explain the banyan-tree comparison used for Indian civilisation.

1. The deep roots of the banyan tree represent India's ancient cultural traditions.
2. Its massive trunk represents the common values shared by different schools of thought.
3. Its spreading branches symbolise the diversity of Indian beliefs and practices.
4. The branches producing new roots represent the continuing growth of cultural traditions.
5. The tree therefore symbolises antiquity, continuity, diversity and unity.

6th Standard Social Science Book Chapter 8

Chapter 8: Unity in Diversity, or ‘Many in the One’

8.1 Summary of the Chapter:

- (1) India is known for its remarkable diversity in landscapes, languages, scripts, food, clothing, customs, traditions and festivals.
- (2) The phrase “**unity in diversity**” means that despite numerous cultural differences, Indians share a strong sense of common identity and cultural connection.
- (3) The *People of India Project* studied 4,635 communities and identified 325 languages written in 25 different scripts, demonstrating India’s vast diversity.
- (4) Indian cuisine differs from region to region, but common staple grains such as rice, wheat, barley, millets and pulses are used throughout the country.
- (5) Common ingredients and spices—including turmeric, cumin, cardamom and ginger—are combined in different ways to create an enormous variety of Indian dishes.
- (6) The sari represents unity in clothing because it is worn across India, while its fabrics, colours, designs, weaving styles and methods of draping reflect regional diversity.
- (7) India has numerous festivals, many of which are celebrated across different regions under different names and with different customs.
- (8) **Makara Sankranti**, celebrated around 14 January, marks the harvest season and is known by names such as Pongal, Lohri, Maghi, Uttarayan and Bihu in different parts of India.
- (9) Indian literature also reflects unity in diversity. The ancient *Panchatantra* stories have been adapted into more than 50 languages and have travelled to several parts of the world.
- (10) The *Ramayana* and the *Mahabharata* provide a common cultural foundation, although they exist in numerous regional, folk and tribal versions.
- (11) Communities such as the Bhils, Gonds, Mundas and other tribal groups preserve their own oral versions and local traditions connected with the two epics.
- (12) Indian culture views diversity as a source of enrichment rather than division; the shared cultural foundation unites people while allowing different traditions to flourish.

8.2 Important Formulas:

Chapter 8, “**Unity in Diversity, or ‘Many in the One’**,” is a Social Science chapter. Therefore, it does not contain specific mathematical formulae. However, the following basic formulae may be useful for solving data-based questions related to population, languages, communities, food habits or survey findings.

1. Percentage

$$\text{Percentage} = \frac{\text{Part}}{\text{Total}} \times 100$$

2. Finding a Part from a Percentage

$$\text{Part} = \frac{\text{Percentage} \times \text{Total}}{100}$$

3. Finding the Total

$$\text{Total} = \frac{\text{Part} \times 100}{\text{Percentage}}$$

4. Ratio

$$\text{Ratio of A to B} = A : B = \frac{A}{B}$$

5. Proportion

or

$$a:b = c:d$$

$$\frac{a}{b} = \frac{c}{d}$$

6. Average or Mean

$$\text{Average} = \frac{\text{Sum of all observations}}{\text{Number of observations}}$$

7. Difference

$$\text{Difference} = \text{Larger value} - \text{Smaller value}$$

8. Percentage Increase

$$\text{Percentage Increase} = \frac{\text{New value} - \text{Original value}}{\text{Original value}} \times 100$$

9. Percentage Decrease

$$\text{Percentage Decrease} = \frac{\text{Original value} - \text{New value}}{\text{Original value}} \times 100$$

10. Fraction of a Total

$$\text{Required quantity} = \text{Fraction} \times \text{Total quantity}$$

11. Central Angle for a Pie Chart

$$\text{Central Angle} = \frac{\text{Category value}}{\text{Total value}} \times 360^\circ$$

12. Population Density

$$\text{Population Density} = \frac{\text{Total population}}{\text{Total area}}$$

The chapter mentions that India has more than **1.4 billion people**, approximately **18% of the world's population**, and that the *People of India Project* studied **4,635 communities**, identifying **325 languages** written in **25 scripts**. These values may be used to frame quantitative questions involving percentages, ratios and averages.

8.3 Fill-Up the Blank LOTS type questions with Answers: (30 Questions)

Fill-in-the-Blank Questions with Answers — LOTS Type:

- India is known for its unity in _____.
Answer: diversity
- The *People of India Project* studied _____ communities across the country.
Answer: 4,635
- The survey identified _____ languages used in India.
Answer: 325
- These languages were written using _____ scripts.
Answer: 25
- Rice, barley and wheat are examples of _____.
Answer: cereals
- Bajra, jowar and ragi are different kinds of _____.
Answer: millets
- The basic food grains commonly eaten by people are called _____ grains.
Answer: staple
- Turmeric, cumin, cardamom and ginger are commonly used _____.
Answer: spices
- A long, unstitched piece of cloth traditionally worn by Indian women is called a _____.
Answer: sari

10. Saris are mostly made from cotton or _____.
Answer: silk
11. Banarasi, Kanjivaram, Paithani and Patan Patola are famous varieties of _____.
Answer: saris
12. The ancient stone relief showing a woman wearing a sari was found at _____ in present-day Bihar.
Answer: Vaishali
13. The Indian printed cotton fabric that became very popular in Europe was called _____.
Answer: chintz
14. Makara Sankranti marks the beginning of the _____ season in many parts of India.
Answer: harvest
15. Makara Sankranti is generally celebrated on or around _____.
Answer: 14 January
16. The harvest festival celebrated in Tamil Nadu is called _____.
Answer: Pongal
17. The harvest festival celebrated in Assam is called _____.
Answer: Magh Bihu
18. The collection of ancient stories featuring animals as the main characters is called the _____.
Answer: Panchatantra
19. The original *Panchatantra* text was written in _____.
Answer: Sanskrit
20. Approximately _____ adaptations of the *Panchatantra* exist in more than 50 languages.
Answer: 200
21. India's two great epics are the *Ramayana* and the _____.
Answer: Mahabharata
22. In the *Mahabharata*, the Pandavas fought against their cousins, the _____.
Answer: Kauravas
23. The Pandavas received the help of _____ in their struggle to recover their kingdom.
Answer: Krishna
24. In the *Ramayana*, Ravana kidnapped Rama's wife, _____.
Answer: Sita
25. Rama was helped by his brother Lakshmana and the devoted _____.
Answer: Hanuman
26. The heroes of the two epics fought to re-establish _____.
Answer: dharma
27. The Bhils, Gonds and Mundas are examples of _____ communities in India.
Answer: tribal
28. Many tribal adaptations of the epics have been transmitted _____ from one generation to another.
Answer: orally
29. The *People of India Project* was directed by the anthropologist _____.
Answer: K. S. Singh
30. Indian culture regards diversity as a source of _____ rather than division.
Answer: enrichment

8.4 Fill-Up the Blank HOTS type questions with Answers: (25 Questions)**Fill-in-the-Blank Questions with Answers — HOTS Type:**

1. The use of common grains to prepare numerous regional dishes shows _____ in diversity.
Answer: unity
2. Rice, wheat and millets represent unity, while their different regional preparations represent _____.
Answer: diversity
3. A sari remains the same basic garment despite differences in its fabric, design and draping _____.
Answer: style
4. Banarasi, Kanjivaram and Paithani saris demonstrate how regional creativity enriches a shared cultural _____.
Answer: tradition
5. The celebration of similar harvest festivals under different regional names reflects cultural _____.
Answer: unity
6. Pongal, Lohri and Magh Bihu are connected by the common theme of the _____ season.
Answer: harvest
7. Although festivals vary in name and method of celebration, their shared purpose creates a sense of cultural _____.
Answer: connection
8. The adaptation of the *Panchatantra* into many languages shows that one literary work can take _____ forms.
Answer: diverse
9. The worldwide spread of the *Panchatantra* demonstrates the ability of stories to cross linguistic and cultural _____.
Answer: boundaries
10. The regional and tribal versions of the *Ramayana* and the *Mahabharata* show that shared stories can be interpreted _____.
Answer: differently
11. When a tribal community connects an epic hero with its local area, it makes the epic part of its own cultural _____.
Answer: heritage
12. The popularity of the Indian epics across the country helped create a network of cultural _____.
Answer: interactions
13. The diversity of Indian languages does not necessarily cause division because common traditions promote national _____.
Answer: unity
14. Migration increases cultural diversity because people carry their languages and _____ to new places.
Answer: traditions
15. Different methods of weaving and designing saris show the creativity of India's regional _____.
Answer: communities
16. The simplicity and multiple uses of the sari demonstrate its cultural value as well as its practical _____.
Answer: usefulness

17. The *Ramayana* and the *Mahabharata* encourage readers to reflect on what is right and what is _____.
Answer: wrong
18. The common concern for establishing dharma links the stories of the *Ramayana* and the _____.
Answer: Mahabharata
19. When the same vegetable is used to prepare several dishes, the vegetable represents unity and the dishes represent _____.
Answer: diversity
20. The continued relevance of *Panchatantra* stories suggests that their moral lessons are _____.
Answer: universal
21. India's numerous scripts, languages and customs are expressions of diversity, while shared cultural values provide the underlying _____.
Answer: unity
22. The existence of numerous folk versions of the epics proves that oral traditions help preserve cultural _____.
Answer: knowledge
23. The popularity of Indian chintz in Europe demonstrates the historical influence of Indian _____ on other cultures.
Answer: textiles
24. When communities preserve common stories in their own languages, they promote both cultural continuity and regional _____.
Answer: identity
25. India's cultural diversity becomes a strength when differences are respected and viewed as a source of _____.
Answer: enrichment

8.5 One-mark questions with Answers of LOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — LOTS Type:

1. **What is meant by "unity in diversity"?**
Unity in diversity means the existence of an underlying unity among people despite their many cultural differences.
2. **What was the purpose of the *People of India Project*?**
The project studied the communities, languages, scripts and cultural diversity of India.
3. **How many communities were studied under the *People of India Project*?**
The project studied 4,635 communities across India.
4. **How many languages and scripts were recorded by the project?**
The project recorded 325 languages written in 25 scripts.
5. **Who directed the *People of India Project*?**
Anthropologist K. S. Singh directed the *People of India Project*.
6. **What are staple grains?**
Staple grains are the basic food grains regularly consumed by most people.
7. **Name any three cereals commonly consumed in India.**
Rice, wheat and barley are three cereals commonly consumed in India.
8. **Name any three millets mentioned in the chapter.**
Bajra, jowar and ragi are the three millets mentioned in the chapter.
9. **Name any two spices commonly used throughout India.**
Turmeric and cumin are two spices commonly used throughout India.

10. **How does Indian food illustrate unity in diversity?**
Common ingredients are combined in different ways to prepare a variety of regional dishes.
11. **What is a sari?**
A sari is a long, unstitched piece of cloth traditionally worn by women in India.
12. **Name any two famous varieties of silk saris.**
Banarasi and Kanjivaram are two famous varieties of silk saris.
13. **What is chintz?**
Chintz is a type of beautifully printed Indian cotton fabric that became popular in Europe.
14. **Why did England and France ban the import of Indian chintz?**
They banned Indian chintz to protect their own textile products from competition.
15. **What does Makara Sankranti mark?**
Makara Sankranti marks the beginning of the harvest season in many parts of India.
16. **When is Makara Sankranti generally celebrated?**
Makara Sankranti is generally celebrated on or around 14 January.
17. **What is Makara Sankranti called in Tamil Nadu?**
Makara Sankranti is celebrated as Pongal in Tamil Nadu.
18. **What is the *Panchatantra*?**
The *Panchatantra* is an ancient collection of stories featuring animals and teaching important life skills.
19. **In which language was the original *Panchatantra* composed?**
The original *Panchatantra* was composed in Sanskrit.
20. **Name the two great Indian epics discussed in the chapter.**
The two great Indian epics are the *Ramayana* and the *Mahabharata*.
21. **Who helped the Pandavas in the *Mahabharata*?**
Krishna helped the Pandavas fight the Kauravas and recover their kingdom.
22. **Why did Rama fight Ravana in the *Ramayana*?**
Rama fought Ravana because Ravana had kidnapped his wife, Sita.
23. **Who assisted Rama in defeating Ravana?**
Rama was assisted by his brother Lakshmana and Hanuman.
24. **What central value is explored in the two Indian epics?**
The two epics explore dharma and questions about right and wrong.
25. **Name any three tribal communities that have their own versions of the epics.**
The Bhils, Gonds and Mundas are tribal communities that have their own versions of the epics.
26. **How have tribal adaptations of the epics been preserved?**
Tribal adaptations of the epics have mainly been preserved and transmitted orally.
27. **What does the 'Pancha Pandavar' stone depict?**
The 'Pancha Pandavar' stone depicts the five Pandava brothers.
28. **Where is the 'Pancha Pandavar' carved stone located?**
The carved stone is located in a forest in the Nilgiris of Tamil Nadu.
29. **Which tribal community maintains the shrine containing the 'Pancha Pandavar' stone?**
The Irula tribal community maintains the shrine containing the carved stone.
30. **How does Indian culture view diversity?**
Indian culture celebrates diversity as an enrichment supported by an underlying unity.

8.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — HOTS Type:

1. **Why is India described as a land of “unity in diversity”?**
India has many languages, customs and traditions, yet its people remain connected by a shared cultural identity.
2. **How does migration increase India’s cultural diversity?**
Migrants bring their languages, food habits and traditions to the places where they settle.
3. **How can different languages strengthen rather than divide India?**
Different languages enrich India’s culture while shared values and traditions preserve national unity.
4. **Why are common staple grains an example of unity?**
Common staple grains unite Indians because people across regions use them as basic foods.
5. **How do regional dishes demonstrate diversity?**
Regional dishes demonstrate diversity by combining similar ingredients through different recipes and cooking methods.
6. **How can one vegetable illustrate unity in diversity?**
The same vegetable represents unity, while the many dishes prepared from it represent diversity.
7. **Why is the sari an appropriate symbol of unity in diversity?**
The sari is one common garment expressed through numerous regional fabrics, designs and draping styles.
8. **What do the multiple uses of a sari reveal about Indian communities?**
They reveal the creativity and practical wisdom of Indian communities.
9. **How do traditional textiles preserve regional identity?**
Traditional textiles preserve regional identity through distinctive weaving methods, designs, colours and materials.
10. **What does the popularity of Indian chintz in Europe indicate?**
It indicates the high quality and international influence of traditional Indian textiles.
11. **Why did European countries consider Indian chintz a threat?**
Indian chintz was so popular that it reduced the demand for locally produced European textiles.
12. **How do harvest festivals illustrate cultural unity?**
Harvest festivals unite people through a shared celebration of nature, agriculture and gratitude.
13. **Why can Pongal, Lohri and Magh Bihu be viewed as forms of one festival?**
They occur around the same time and celebrate the common theme of the harvest season.
14. **How can festivals promote harmony among people?**
Festivals promote harmony by encouraging people to share celebrations and respect different traditions.
15. **Why have the *Panchatantra* stories remained relevant for centuries?**
Their practical lessons about human behaviour and wise decision-making remain useful in every generation.
16. **What does the translation of the *Panchatantra* into many languages reveal?**
It reveals that meaningful stories can cross linguistic and cultural boundaries.
17. **How does the *Panchatantra* represent “the Many in the One”?**
One original collection developed into numerous adaptations in different languages and cultures.

18. **Why do the *Ramayana* and the *Mahabharata* unite different communities?**
Their shared characters, values and stories are known and respected by communities across India.
19. **What do regional versions of the Indian epics demonstrate?**
They demonstrate how communities creatively adapt shared traditions to their own culture and surroundings.
20. **Why are folk versions important for understanding the epics?**
Folk versions show how ordinary communities have interpreted and preserved epic stories over generations.
21. **How do tribal versions of the epics strengthen local identity?**
They connect epic heroes and events with the history, geography and traditions of tribal communities.
22. **Why did many communities associate epic heroes with local places?**
Such associations helped communities make the epics meaningful parts of their own cultural heritage.
23. **How do the two epics encourage moral thinking?**
They present difficult situations that make people reflect on dharma and distinguish right from wrong.
24. **What common purpose connects the heroes of the two epics?**
The heroes of both epics struggle to defeat injustice and re-establish dharma.
25. **How did oral tradition help preserve India's cultural heritage?**
Oral tradition passed stories, beliefs and values from one generation to the next.
26. **Why does cultural diversity not necessarily lead to national division?**
Cultural diversity does not cause division when people respect differences and recognise their shared heritage.
27. **What might happen if regional traditions were not preserved?**
India could lose valuable cultural knowledge, artistic practices and distinct community identities.
28. **How does respect for diversity promote national unity?**
Respect for diversity creates mutual understanding and a sense of belonging among different communities.
29. **Why is diversity considered an enrichment in Indian culture?**
Diversity adds new ideas, traditions, languages and artistic expressions to the country's shared culture.
30. **What central lesson does the chapter convey?**
The chapter teaches that India's many differences flourish because they are nourished by an underlying cultural unity.

8.7 Two-mark questions with Answers of LOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers — LOTS Type:

1. **What is meant by "unity in diversity" in the Indian context?**
 - India has a wide variety of languages, foods, clothes, festivals and customs.
 - Despite these differences, Indians share a common cultural identity and heritage.
2. **What did the *People of India Project* reveal about India's diversity?**
 - The project studied 4,635 communities across all the states of India.
 - It identified 325 languages written in 25 scripts.
3. **Why are many Indians described as migrants?**
 - Many Indians live away from their birthplaces or original communities.

- They carry their languages, customs and traditions to the places where they settle.
- 4. **What are staple grains? Give three examples.**
 - Staple grains are basic food grains regularly consumed by most people.
 - Rice, wheat and barley are examples of staple grains.
- 5. **Name the three millets mentioned in the chapter and state their local names.**
 - Pearl millet is called bajra, sorghum is called jowar, and finger millet is called ragi.
 - These millets are consumed in different parts of India.
- 6. **How does Indian food represent unity in diversity?**
 - Common grains, pulses, spices and vegetables are used throughout India.
 - Different combinations and cooking methods produce numerous regional dishes.
- 7. **Name four spices commonly used across India.**
 - Turmeric and cumin are commonly used in Indian cooking.
 - Cardamom and ginger are also widely used across the country.
- 8. **Why is the sari an example of unity in diversity?**
 - The sari is a common unstitched garment worn in most parts of India.
 - Its fabrics, colours, designs and draping styles differ among regions and communities.
- 9. **Name four famous varieties of Indian silk saris.**
 - Banarasi and Kanjivaram are famous varieties of silk saris.
 - Paithani and Patan Patola are two other well-known varieties.
- 10. **What does the Vaishali stone relief tell us about the sari?**
 - The relief shows a woman dressed in a sari-like garment.
 - It proves that the sari has been worn in India since a few centuries BCE.
- 11. **What is chintz, and why was it important?**
 - Chintz is a beautifully printed cotton fabric traditionally produced in India.
 - It became extremely popular in Europe during the seventeenth century.
- 12. **Why did England and France ban the import of Indian chintz?**
 - Indian chintz became so popular that the sale of some European dresses declined.
 - England and France banned its import to protect their domestic textile industries.
- 13. **What is Makara Sankranti, and when is it celebrated?**
 - Makara Sankranti is a festival marking the beginning of the harvest season in many regions.
 - It is generally celebrated on or around 14 January.
- 14. **Give four regional names associated with the harvest festival of Makara Sankranti.**
 - It is called Pongal in Tamil Nadu and Uttarayan in Gujarat.
 - It is known as Magh Bihu in Assam and Maghi or Lohri in northern India.
- 15. **What is the *Panchatantra*?**
 - The *Panchatantra* is an ancient collection of stories in which animals are usually the main characters.
 - Its stories teach practical wisdom and important life skills.
- 16. **How widely have the *Panchatantra* stories spread?**
 - They have been adapted in almost every major Indian language.
 - About 200 adaptations are believed to exist in more than 50 languages.
- 17. **Name the two great Indian epics and state their common theme.**

- The two great Indian epics are the *Ramayana* and the *Mahabharata*.
- Both describe the struggles of heroes who fight to re-establish dharma.
- 18. **Briefly describe the central conflict of the *Mahabharata*.**
 - The Pandavas fight against their cousins, the Kauravas, to recover their kingdom.
 - Krishna supports and guides the Pandavas in their struggle.
- 19. **Briefly describe the central conflict of the *Ramayana*.**
 - Ravana kidnaps Sita, the wife of Rama.
 - Rama, with the help of Lakshmana and Hanuman, fights and defeats Ravana.
- 20. **How do the two Indian epics teach moral values?**
 - They contain many shorter stories focused on values and human conduct.
 - They encourage people to think about what is right, wrong and consistent with dharma.
- 21. **How have the *Ramayana* and the *Mahabharata* spread across India?**
 - They have been translated and adapted into numerous regional languages for over two millennia.
 - Countless folk and oral versions are also preserved by different communities.
- 22. **Name some tribal communities that have their own versions of the epics.**
 - The Bhils, Gonds and Mundas have preserved their own versions of the epics.
 - Several tribes of northeastern and Himalayan India also have local adaptations.
- 23. **How are tribal versions of the epics transmitted?**
 - Most tribal versions are passed orally from one generation to another.
 - They are often accompanied by legends connecting epic heroes with local regions.
- 24. **What is the significance of the ‘Pancha Pandavar’ stone?**
 - It is a carved stone in the Nilgiris depicting the five Pandava brothers.
 - The Irula tribal community maintains its shrine to commemorate the Pandavas’ visit to the area.
- 25. **What is the main message of the chapter?**
 - India displays immense diversity in its people, languages, foods, festivals and traditions.
 - This diversity enriches the country because it is supported by an underlying cultural unity.

8.8. Two-mark questions with Answers of HOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers — HOTS Type:

1. **How can India remain united despite having hundreds of languages?**
 - Shared cultural traditions, values and historical experiences connect people across linguistic differences.
 - Respect for every language strengthens mutual understanding and national unity.
2. **Why should India’s diversity be considered a strength rather than a weakness?**
 - Diversity enriches society with varied knowledge, customs, skills and creative traditions.
 - It also teaches people to cooperate with and respect those from different backgrounds.
3. **How does migration promote unity in diversity?**
 - Migrants introduce their languages, foods and customs to the regions where they settle.

- Interaction between migrants and local communities encourages cultural exchange and understanding.
- 4. **How can a common grain produce cultural diversity? Give an example.**
 - A common grain can be prepared through different cooking methods using regional ingredients.
 - For example, rice is used to prepare numerous dishes across different parts of India.
- 5. **What would happen to Indian cuisine if every region followed the same cooking method?**
 - Indian cuisine would lose much of its regional variety and distinctive character.
 - Different cooking methods enrich common ingredients and reflect local creativity.
- 6. **How do common spices connect the food cultures of different regions?**
 - Spices such as turmeric, cumin and ginger are used throughout the country.
 - Their different combinations create regional flavours while maintaining a common culinary foundation.
- 7. **Why is the sari a better example of unity in diversity than a completely uniform dress?**
 - Its basic form remains common across India, creating unity.
 - Its fabrics, colours, designs and draping styles allow communities to express their distinctive identities.
- 8. **What do the different practical uses of a sari reveal about Indian society?**
 - They demonstrate the resourcefulness and creativity of Indian women.
 - They also show how a traditional garment can be adapted to different everyday needs.
- 9. **What can the popularity of Indian chintz in Europe tell us about historical India?**
 - It shows that India produced high-quality textiles admired in international markets.
 - It also demonstrates India's cultural and economic influence on other countries.
- 10. **How do Pongal, Lohri and Magh Bihu express the idea of "Many in the One"?**
 - They have different names and regional customs, representing the "many."
 - Their common celebration of the harvest season represents the "one."
- 11. **Why are festivals important for maintaining cultural unity?**
 - Festivals bring communities together through shared celebrations, gratitude and social participation.
 - Regional variations allow people to preserve their identities within a broader cultural tradition.
- 12. **How does the *Panchatantra* prove that valuable ideas can cross cultural boundaries?**
 - Its stories have been adapted into more than 50 languages in India and abroad.
 - Their universal lessons remain meaningful to people from different cultures.
- 13. **Why might the messages of the *Panchatantra* remain relevant today?**
 - The stories address timeless qualities such as wisdom, friendship, caution and decision-making.
 - These qualities continue to help people deal with everyday situations.
- 14. **How do regional versions strengthen rather than weaken the unity of an epic?**
 - Regional versions preserve the central characters, themes and values of the original epic.
 - Local details make the shared story more meaningful to different communities.

15. **Why have the *Ramayana* and the *Mahabharata* created strong cultural connections across India?**
 - Their characters and moral teachings are recognised by people in many regions.
 - Their regional, folk and tribal adaptations link local traditions to a common heritage.
16. **How do the Indian epics encourage critical thinking about morality?**
 - They place characters in difficult situations involving duties, choices and consequences.
 - Readers must reflect on dharma and decide what is right or wrong.
17. **Why are tribal versions of the epics important to India's cultural heritage?**
 - They preserve the unique viewpoints and oral traditions of tribal communities.
 - They also connect local identities with India's wider cultural traditions.
18. **What does the 'Pancha Pandavar' shrine reveal about the relationship between folklore and geography?**
 - It connects the Pandavas with a specific place in the Nilgiris through local tradition.
 - This shows how communities link shared epic stories with their regional landscapes.
19. **Why is oral transmission both valuable and challenging?**
 - It keeps community memories, stories and values alive across generations.
 - However, details may change as narrators interpret and retell the stories.
20. **How can schools promote the idea of unity in diversity?**
 - Schools can organise activities that introduce students to different languages, foods, festivals and folk traditions.
 - They can also teach students to respect differences while recognising shared values.
21. **What might happen if people focus only on diversity and ignore underlying unity?**
 - Differences may lead to misunderstanding, prejudice or social division.
 - Recognising shared values helps diverse groups cooperate peacefully.
22. **What might happen if unity is understood as making every culture identical?**
 - Regional identities, languages and traditions may gradually disappear.
 - Genuine unity should protect cultural differences instead of removing them.
23. **How does the chapter show that diversity and unity are complementary?**
 - Diversity provides India with numerous cultural expressions and traditions.
 - Unity connects these differences through shared values, experiences and heritage.
24. **Why does respect for regional identity strengthen national unity?**
 - People develop a stronger sense of belonging when their culture is recognised and valued.
 - Mutual respect encourages communities to participate confidently in the larger nation.
25. **How does Indian culture turn diversity into enrichment?**
 - Different communities contribute their knowledge, arts, foods, languages and customs.
 - Their contributions expand and strengthen India's shared cultural heritage.

8.9. Three-mark questions with Answers of LOTS Type: (18 Questions)

Three-Mark Descriptive Questions with Answers — LOTS Type:

1. Explain the meaning of "unity in diversity" in the Indian context.

- India has great diversity in its languages, food, clothing, festivals and customs.
 - Despite these differences, people share common cultural traditions, values and historical connections.
 - This underlying unity binds India's diverse communities together.
2. **What did the *People of India Project* reveal about India?**
- The project studied 4,635 communities across all the states of India.
 - It recorded 325 languages written in 25 scripts.
 - It also observed that many Indians live away from their birthplaces or original communities.
3. **How does Indian food illustrate unity in diversity?**
- Common grains such as rice, wheat, barley and millets are used across India.
 - Pulses and spices such as turmeric, cumin, cardamom and ginger are also widely used.
 - Different combinations and preparation methods create a vast variety of regional dishes.
4. **Write a short note on the staple grains used in India.**
- Cereals such as rice, wheat and barley are important staple grains.
 - Millets such as bajra, jowar and ragi are commonly eaten in different regions.
 - Pulses such as dals, grams and rajma also form an essential part of Indian food.
5. **Explain how the sari represents unity and diversity.**
- The sari is a common unstitched garment worn by women in most parts of India.
 - It is made from different fabrics and produced through various weaving, printing and designing methods.
 - Its numerous colours, patterns and draping styles reflect India's regional diversity.
6. **Describe three varieties or features of traditional Indian saris.**
- Famous silk varieties include Banarasi, Kanjivaram, Paithani, Patan Patola, Muga and Mysore saris.
 - Saris may be made from cotton, silk or synthetic fabrics.
 - Their designs may be woven into the cloth or printed after weaving.
7. **What information does the chapter provide about the history of the sari?**
- The sari has been worn in India since ancient times.
 - A stone relief from Vaishali in present-day Bihar shows a woman wearing a sari.
 - The relief dates back to a few centuries BCE.
8. **Write a short note on Indian chintz.**
- Chintz was a beautiful type of printed cotton fabric produced in India.
 - It became extremely popular in seventeenth-century Europe.
 - England and France eventually banned its import to protect their own textile industries.
9. **Describe Makara Sankranti as an example of unity in diversity.**
- Makara Sankranti marks the beginning of the harvest season in many parts of India.
 - It is generally celebrated on or around 14 January.
 - It is known by different names and celebrated through varied customs across the country.
10. **Name some regional forms of the harvest festival celebrated around 14 January.**
- The festival is known as Pongal in Tamil Nadu and Uttarayan in Gujarat.
 - It is celebrated as Magh Bihu in Assam and Maghi or Lohri in northern India.
 - Other names include Makar Sankranti, Makara Sankramana and Pedda Panduga.
11. **Write three points about the *Panchatantra*.**

- The *Panchatantra* is an ancient Sanskrit collection of stories in which animals are usually the main characters.
 - Its stories teach practical wisdom and important life skills.
 - Around 200 adaptations of it exist in more than 50 languages.
12. **Describe the central story of the *Mahabharata*.**
- The Pandavas fight against their cousins, the Kauravas.
 - Their aim is to recover the kingdom that was taken from them.
 - Krishna guides and supports the Pandavas in their struggle to re-establish dharma.
13. **Describe the central story of the *Ramayana*.**
- Ravana kidnaps Sita, the wife of Rama.
 - Rama sets out to rescue her with the help of Lakshmana and Hanuman.
 - Rama finally defeats Ravana and restores justice.
14. **How have the *Ramayana* and the *Mahabharata* spread across India?**
- The two epics have been translated and adapted into regional languages for more than two millennia.
 - Numerous folk versions have been preserved by different communities.
 - Their stories and values have become part of India's shared cultural heritage.
15. **Explain the contribution of tribal communities to preserving the Indian epics.**
- Communities such as the Bhils, Gonds and Mundas have their own versions of the epics.
 - Many tribes transmit these stories orally from one generation to another.
 - Their legends often connect epic heroes with their own regions and local histories.
16. **What is the significance of the 'Pancha Pandavar' carved stone?**
- The stone is located in a forest in the Nilgiris of Tamil Nadu.
 - It depicts the five Pandava brothers from the *Mahabharata*.
 - The Irula tribal community maintains its shrine in memory of the Pandavas' passage through the region.
17. **How do the two great Indian epics teach moral values?**
- They contain many shorter stories focused on values and human behaviour.
 - Their characters face difficult choices involving duty, justice and relationships.
 - These stories encourage people to think about dharma and distinguish right from wrong.
18. **State the main ideas presented in the chapter.**
- India has immense diversity in its people, landscapes, languages and cultural practices.
 - An underlying unity can be observed in food, clothing, festivals, literature and traditions.
 - Indian culture celebrates diversity as an enrichment rather than a source of division.

8.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers — HOTS Type:

1. **Why is diversity considered a source of enrichment rather than division in India?**
 - Different communities contribute their languages, knowledge, food, arts and customs to Indian culture.
 - Shared values and traditions connect these communities despite their differences.
 - Diversity therefore broadens India's cultural heritage while its underlying unity prevents division.
2. **How does migration strengthen the idea of unity in diversity?**
 - Migrants carry their languages, food habits and customs to new regions.

- Their interaction with local people promotes the exchange of cultural practices and ideas.
 - This creates a diverse society whose members remain connected through shared spaces and experiences.
3. **Explain how Indian cuisine reflects the idea of “Many in the One.”**
- Common grains, pulses, vegetables and spices represent the “one” shared culinary foundation.
 - Different cooking methods and combinations produce the “many” regional dishes.
 - Thus, Indian cuisine combines common ingredients with diverse local creativity.
4. **Why would Indian food lose part of its cultural richness if all regions followed identical recipes?**
- Uniform recipes would reduce the regional variety created by local ingredients and cooking traditions.
 - Communities would lose an important way of expressing their identities and inherited knowledge.
 - Cultural richness depends on using common resources in diverse and creative ways.
5. **Analyse how the sari combines continuity, diversity and usefulness.**
- Its ancient history and continued use demonstrate cultural continuity.
 - Its many fabrics, designs, colours and draping styles express regional diversity.
 - Its use for purposes beyond clothing shows practical usefulness and creativity.
6. **What does the European demand for Indian chintz reveal about India’s past?**
- It indicates that Indian artisans produced textiles of exceptional quality and beauty.
 - Its popularity shows that India had strong commercial and cultural connections with Europe.
 - The European bans suggest that Indian textiles posed serious competition to local industries.
7. **How do harvest festivals connect regional identity with national cultural unity?**
- Each region celebrates the harvest through its own name, customs, food and rituals.
 - The common themes of agriculture, gratitude and seasonal change connect these celebrations.
 - Regional identities are therefore preserved within a wider Indian cultural tradition.
8. **Why can Pongal, Lohri and Magh Bihu be called different expressions of a shared tradition?**
- They are celebrated around the same period at the beginning of the harvest season.
 - Their customs and names differ according to regional cultures and agricultural practices.
 - Their shared purpose demonstrates unity beneath outward diversity.
9. **How does the spread of the *Panchatantra* demonstrate the universal value of literature?**
- Its stories crossed linguistic and geographical boundaries through numerous translations and adaptations.
 - Their lessons about wisdom, friendship and human behaviour appeal to people of different cultures.

- This shows that meaningful ideas can remain relevant even when their language and presentation change.
10. **Why do regional adaptations of the *Ramayana* and the *Mahabharata* strengthen their cultural importance?**
 - Adaptations allow communities to understand the epics through familiar languages and cultural settings.
 - Local elements help people connect shared stories with their own experiences and identities.
 - As a result, the epics remain living traditions rather than fixed ancient texts.
 11. **How do the Indian epics encourage moral reasoning rather than merely giving simple rules?**
 - Their characters face complex conflicts involving duty, justice, family and personal interests.
 - Readers must examine the causes and consequences of the characters' choices.
 - This encourages thoughtful reflection on dharma and the distinction between right and wrong.
 12. **Why are tribal versions of the epics important for understanding Indian culture?**
 - They present the beliefs, experiences and viewpoints of communities often absent from written versions.
 - Their oral traditions show how common stories are adapted to local histories and environments.
 - They demonstrate that Indian culture develops through participation by numerous communities.
 13. **How does the 'Pancha Pandavar' shrine connect geography, folklore and community identity?**
 - The shrine links the Pandavas with a particular location in the Nilgiris.
 - Local folklore remembers the brothers as having passed through that area.
 - Its maintenance by the Irula community makes the epic part of their regional identity.
 14. **What might happen if India attempted to create unity by eliminating regional differences?**
 - Languages, customs, artistic traditions and local knowledge could gradually disappear.
 - Communities might feel excluded because their identities were not respected.
 - Genuine unity must protect diversity while encouraging shared belonging.
 15. **How can schools help students experience unity in diversity?**
 - Schools can organise exhibitions of regional foods, textiles, festivals, languages and folk stories.
 - Students can compare these traditions and identify their common themes and values.
 - Such activities develop respect for differences and appreciation of shared cultural heritage.
 16. **Compare the roles of food, clothing and literature in illustrating unity in diversity.**
 - Indian food uses common ingredients to produce diverse regional dishes.
 - The sari keeps a common basic form while displaying many fabrics, designs and draping styles.
 - Literature preserves shared stories through numerous languages, folk traditions and regional adaptations.
 17. **Why is respect necessary for maintaining unity in a diverse country?**
 - Respect enables people to appreciate cultural differences without viewing them as threats.
 - It reduces prejudice and encourages cooperation among different communities.
 - Mutual respect transforms diversity into a foundation for social and national unity.

18. Explain the central message of the phrase “the Many in the One.”

- “The Many” refers to India’s numerous languages, communities, customs and cultural expressions.
- “The One” refers to the shared values and heritage connecting them.
- The phrase shows that unity and diversity can coexist and strengthen each other.

8.11 Five-mark questions with Answers of LOTS Type: (12 Questions)**Five-Mark Descriptive Questions with Answers — LOTS Type:****1. Explain the meaning of “unity in diversity” with reference to India.**

Answer:

1. India has immense diversity in its landscapes, people, languages, scripts and customs.
2. People in different regions follow varied food habits, clothing styles, festivals and traditions.
3. Despite these differences, common values, stories and cultural practices connect Indians.
4. Food, the sari, harvest festivals and ancient epics clearly illustrate this underlying unity.
5. Thus, India celebrates diversity as an enrichment while maintaining a shared cultural identity.

2. Describe the diversity of Indian food and explain its underlying unity.

Answer:

1. India has thousands of dishes prepared through different regional methods.
2. Common cereals include rice, wheat and barley, while bajra, jowar and ragi are widely used millets.
3. Pulses such as dals, grams and rajma form an important part of Indian meals.
4. Spices such as turmeric, cumin, cardamom and ginger are used throughout the country.
5. Therefore, common ingredients represent unity, while their many combinations and preparations create diversity.

3. Explain how the sari reflects both unity and diversity in India.

Answer:

1. The sari is a common unstitched garment worn by women in most parts of India.
2. It is produced using different fabrics, including cotton, silk and synthetic materials.
3. Banarasi, Kanjivaram, Paithani, Patan Patola, Muga and Mysore are some famous varieties.
4. Its weaving methods, designs, colours and draping styles vary among regions and communities.
5. Thus, its common basic form represents unity, while its numerous varieties represent diversity.

4. Write a detailed note on traditional Indian textiles and chintz.

Answer:

1. India has a long tradition of producing high-quality cotton and silk textiles.
2. Different regions developed distinctive weaving, dyeing, printing and designing methods.
3. Chintz was a beautiful variety of printed Indian cotton that became popular in seventeenth-century Europe.
4. Its popularity caused a decline in the sale of some European clothing products.
5. England and France consequently banned its import to protect their domestic textile industries.

5. Explain how Indian harvest festivals represent unity in diversity.

Answer:

1. Makara Sankranti marks the beginning of the harvest season in many parts of India.
2. It is generally celebrated on or around 14 January.
3. It is known as Pongal in Tamil Nadu, Uttarayan in Gujarat and Magh Bihu in Assam.
4. It is also celebrated as Maghi or Lohri and by several other regional names.
5. The different names and customs show diversity, while the shared celebration of the harvest expresses unity.

6. Describe the origin, purpose and spread of the *Panchatantra*.

Answer:

1. The *Panchatantra* is an ancient collection of stories originally composed in Sanskrit.
2. The original text is believed to be at least 2,200 years old.
3. Its stories usually feature animals as central characters and teach practical life skills.
4. They have been adapted into almost every Indian language and have travelled to Asia, the Arab world and Europe.
5. Approximately 200 adaptations exist in more than 50 languages, illustrating “the Many in the One.”

7. Describe the main stories and teachings of the *Ramayana* and the *Mahabharata*.

Answer:

1. In the *Mahabharata*, the Pandavas fight their cousins, the Kauravas, to recover their kingdom.
2. Krishna guides and supports the Pandavas during their struggle.
3. In the *Ramayana*, Rama, Lakshmana and Hanuman fight Ravana, who has kidnapped Sita.
4. Both epics contain many shorter stories dealing with duty, justice and human values.
5. Their heroes struggle to restore dharma and encourage people to reflect on right and wrong.

8. Explain how the Indian epics have created cultural unity across India.

Answer:

1. The *Ramayana* and the *Mahabharata* have been translated and adapted for more than two millennia.
2. Different Indian regions have produced their own literary and folk versions of these epics.
3. Communities such as the Bhils, Gonds and Mundas preserve distinctive oral adaptations.
4. Local legends frequently connect epic heroes with particular places and community histories.
5. These shared stories have created a strong network of cultural interaction across India.

9. Describe the role of tribal communities in preserving the Indian epics.

Answer:

1. Many tribal communities have developed their own versions of the *Ramayana* and the *Mahabharata*.
2. These include the Bhils, Gonds, Mundas and tribes from northeastern and Himalayan regions.
3. Their versions are mainly transmitted orally from one generation to another.
4. Tribal legends often claim that epic heroes visited or passed through their regions.
5. These traditions connect tribal identities with India’s wider cultural heritage.

10. Summarise the main ideas presented in Chapter 8.

Answer:

1. India displays enormous diversity in its people, landscapes, languages, customs and traditions.

2. Common ingredients used in numerous dishes demonstrate unity within the diversity of food.
3. The sari maintains a common form while varying in fabric, design, colour and draping style.
4. Harvest festivals and epic literature express shared cultural themes through different regional forms.
5. The chapter concludes that diversity enriches India without weakening its underlying unity.

8.12 Five-mark questions with Answers of HOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — HOTS Type:

1. Analyse how Indian food illustrates the principle of “unity in diversity.”

Answer:

1. Common grains, pulses, vegetables and spices form a shared culinary foundation across India.
2. Different regions combine these ingredients according to local climate, resources and traditions.
3. Regional cooking methods create numerous dishes from the same basic ingredients.
4. The common ingredients represent unity, while varied recipes and flavours represent diversity.
5. Indian food thus proves that cultural differences can develop from and enrich a common foundation.

2. Why is the sari considered an effective symbol of India’s unity in diversity?

Answer:

1. The sari retains the same basic form as a long, unstitched piece of cloth throughout India.
2. Each region expresses its identity through distinctive fabrics, weaving methods, colours and patterns.
3. Different communities have developed unique ways of draping and using it.
4. Its long history creates continuity between ancient and modern Indian society.
5. Therefore, the sari combines a shared cultural tradition with regional creativity and practical usefulness.

3. Examine how festivals preserve regional identities while promoting cultural unity.

Answer:

1. Festivals allow communities to preserve their traditional foods, rituals, songs and customs.
2. Harvest festivals such as Pongal, Lohri and Magh Bihu have different regional forms and names.
3. However, they share common themes of agriculture, seasonal change, gratitude and community celebration.
4. These similarities help people recognise connections across regional differences.
5. Thus, festivals protect local identities while strengthening participation in a broader Indian culture.

4. Evaluate the role of the *Panchatantra* in connecting India with other cultures.

Answer:

1. The *Panchatantra* presents practical wisdom through simple and engaging animal stories.
2. Its universal lessons allowed the stories to be understood by people from different societies.

3. Translations carried them from India to Southeast Asia, the Arab world and Europe.
4. These stories inspired numerous adaptations while retaining their central messages.
5. The work therefore demonstrates how literature can cross boundaries and build cultural connections.

5. Analyse how regional and tribal adaptations have kept the Indian epics alive.

Answer:

1. Communities translated and retold the epics in their own languages and storytelling traditions.
2. They added local settings, customs and interpretations that made the stories familiar to their audiences.
3. Tribal groups preserved many versions orally when written transmission was limited.
4. Local legends connected epic heroes with regional landscapes and community histories.
5. These adaptations transformed the epics into living traditions shared by diverse generations.

6. “Uniformity is not necessary for unity.” Justify this statement using examples from the chapter.

Answer:

1. Indian dishes differ widely even though they use many of the same staple grains and spices.
2. Saris vary in fabric, colour, pattern and draping style while remaining the same basic garment.
3. Makara Sankranti is celebrated through different names and customs across regions.
4. The *Ramayana* and the *Mahabharata* exist in numerous regional and tribal versions.
5. These examples prove that people can remain connected without making their cultural expressions identical.

7. What could happen if regional cultural traditions were neglected in the name of national unity?

Answer:

1. Languages, folk stories, weaving methods and local customs might gradually disappear.
2. Communities could lose important parts of their cultural identity and inherited knowledge.
3. People might feel excluded if national unity were understood as cultural uniformity.
4. India’s shared heritage would become less creative, representative and culturally rich.
5. National unity is therefore best strengthened by respecting and preserving regional traditions.

8. Explain how the *Ramayana* and the *Mahabharata* create both moral awareness and cultural unity.

Answer:

1. The epics present complex situations involving duty, justice, relationships and consequences.
2. Their stories encourage people to reflect on dharma and distinguish right from wrong.
3. Shared characters and themes are recognised by communities throughout India.
4. Regional, folk and tribal adaptations make these teachings meaningful in different cultural settings.
5. Consequently, the epics promote moral reflection while connecting diverse communities through a common heritage.

9. How does migration contribute to India’s cultural diversity and social unity?

Answer:

1. Migrants carry their languages, foods, customs and beliefs to new places.
2. Local communities encounter cultural practices that differ from their own traditions.

3. Regular interaction encourages the exchange and adaptation of ideas and customs.
4. Shared workplaces, neighbourhoods and institutions create new relationships among diverse people.
5. Migration can therefore enrich cultural diversity while developing wider social connections.

10. “India’s diversity does not divide—it enriches.” Critically explain this statement.

Answer:

1. India’s many communities contribute distinctive languages, cuisines, textiles, festivals and stories.
2. Common cultural themes and values connect these different expressions.
3. Interaction among communities encourages creativity, learning and mutual influence.
4. Diversity becomes divisive only when differences are disrespected or used to create exclusion.
5. When supported by equality and mutual respect, diversity strengthens India’s shared cultural identity.

8.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — Applied Type:

1. Your school is organising a “Unity in Diversity Day.” Suggest five activities that could communicate the chapter’s central idea.

Answer:

1. Students can create stalls displaying foods prepared from common grains in different regions.
2. A textile exhibition can present regional varieties and draping styles of saris and dhotis.
3. Groups can perform songs, dances or harvest-festival traditions from different states.
4. Students can narrate regional or tribal versions of stories from the Indian epics.
5. A language wall can display the same message in several Indian languages and scripts.

2. Students from five Indian states bring rice-based dishes to school. Explain how this activity illustrates unity in diversity.

Answer:

1. Rice is the common ingredient used by students from all five states.
2. Each state may use different spices, vegetables and cooking methods.
3. The dishes may vary in taste, colour, texture and method of serving.
4. Rice represents the underlying unity, while the different preparations represent regional diversity.
5. The activity teaches students to recognise common features and appreciate cultural differences.

3. Your friend believes that unity means everyone must follow the same customs. How would you correct this idea?

Answer:

1. Unity means remaining connected and cooperative despite cultural differences.
2. It does not require people to abandon their languages, food habits or traditions.
3. Different forms of Makara Sankranti show how communities can share a festival without celebrating it identically.
4. The sari and the Indian epics also maintain common forms while allowing regional variations.
5. Genuine unity respects diversity and develops a shared sense of belonging.

4. A local museum plans an exhibition on the sari. Suggest five sections that would demonstrate unity in diversity.

Answer:

1. One section could explain the sari's common form as a long, unstitched garment.
2. Another could display cotton, silk and synthetic saris from different regions.
3. A design section could present weaving, dyeing and printing techniques.
4. A draping section could demonstrate different regional and community styles.
5. A historical section could include the ancient Vaishali relief and information about the sari's development.

5. Your class is conducting a survey based on the *People of India Project*. What information would you collect?

Answer:

1. We would record the birthplaces of students and their parents.
2. We would list their mother tongues and other languages known to them.
3. We would collect information about regional foods, clothing and festivals followed by their families.
4. We would identify customs shared by students from different backgrounds.
5. We would use the findings to explain how diversity and unity coexist within the class.

6. A student finds that Pongal, Lohri and Magh Bihu are celebrated differently. How can the student establish that they share a common cultural foundation?

Answer:

1. The student should compare the dates on which the festivals are celebrated.
2. The student can examine their connection with agriculture and the harvest season.
3. The foods, rituals and regional names can be listed to identify differences.
4. Shared ideas such as gratitude, prosperity and community celebration can then be identified.
5. This comparison would show that different practices can express a common cultural theme.

7. A village has an oral story connecting the Pandavas with a nearby hill. How should students document and preserve it?

Answer:

1. Students should respectfully interview elders and traditional storytellers of the village.
2. They can record the narration with the speakers' permission.
3. The story should be transcribed and, if necessary, translated without changing its meaning.
4. Students can map the places connected with the story and compare it with other versions.
5. The completed record can be preserved in the school library or local cultural archive.

8. Your class has students who speak different mother tongues. Suggest five ways to convert this diversity into a learning opportunity.

Answer:

1. Students can teach one another greetings and useful expressions in their mother tongues.
2. The same short story can be narrated or displayed in different languages and scripts.
3. Groups can compare similar proverbs, folk tales and moral lessons across languages.
4. A multilingual classroom display can recognise every student's linguistic background.
5. These activities would promote mutual respect while revealing shared ideas across languages.

9. A traditional weaving practice in your region is disappearing. Prepare a five-point plan to help preserve it.

Answer:

1. Students can interview local weavers and document their skills, tools and techniques.

2. Schools can organise demonstrations where artisans teach simple weaving processes.
3. Exhibitions can explain the history, patterns and cultural meaning of the textiles.
4. Local organisations can promote the products through fairs and responsible online marketing.
5. Young people can be encouraged to learn the craft and develop useful modern products from it.

10. Your neighbourhood includes families from many regions of India. How can residents strengthen unity without losing cultural diversity?

Answer:

1. Residents can organise inclusive celebrations where families explain their regional festivals and customs.
2. Community food fairs can feature different dishes prepared from common Indian ingredients.
3. Children can share folk tales, songs and games from their respective regions.
4. Everyone should be encouraged to learn about and respect different languages and beliefs.
5. Cooperative activities such as cleanliness drives can develop unity through shared responsibility.

8.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams: (20 MCQs of LOTS & 20 MCQs of HOTS Type)

Olympiad-Type Multiple-Choice Questions:

1. Which statement best explains “unity in diversity”?

- A. Every community follows identical traditions.
- B. Cultural differences exist within a shared sense of belonging.
- C. Regional cultures are completely unrelated.
- D. Only one language is used throughout the country.

Answer: B. Cultural differences exist within a shared sense of belonging.

2. The *People of India Project* studied:

- A. 3,645 communities
- B. 4,365 communities
- C. 4,635 communities
- D. 5,436 communities

Answer: C. 4,635 communities

3. According to the chapter, the project recorded:

- A. 325 languages using 25 scripts
- B. 235 languages using 52 scripts
- C. 350 languages using 20 scripts
- D. 250 languages using 35 scripts

Answer: A. 325 languages using 25 scripts

4. Which of the following is correctly classified?

- A. Barley—pulse
- B. Bajra—millet
- C. Rajma—cereal
- D. Wheat—spice

Answer: B. Bajra—millet

5. Which group contains only millets?

- A. Rice, wheat and barley
- B. Bajra, jowar and ragi

- C. Rajma, gram and dal
- D. Turmeric, cumin and ginger

Answer: B. Bajra, jowar and ragi

6. Which example most clearly demonstrates unity in the diversity of Indian food?

- A. Every region prepares exactly the same dish.
- B. Different dishes are prepared from common ingredients.
- C. Only one grain is consumed throughout India.
- D. Spices are used in only one region.

Answer: B. Different dishes are prepared from common ingredients.

7. A chef uses rice, turmeric and pulses to prepare a regional dish. Which idea does this best illustrate?

- A. Common ingredients can produce diverse dishes.
- B. Regional foods have no common foundation.
- C. Diversity requires completely different ingredients.
- D. Traditional food discourages creativity.

Answer: A. Common ingredients can produce diverse dishes.

8. Which feature of the sari represents unity?

- A. It has hundreds of designs.
- B. It is made using different fabrics.
- C. It retains the same basic form as an unstitched garment.
- D. It is draped differently by various communities.

Answer: C. It retains the same basic form as an unstitched garment.

9. Which feature of the sari primarily represents diversity?

- A. Its basic form as a length of cloth
- B. Its regional fabrics, designs and draping styles
- C. Its identity as an Indian garment
- D. Its continued use over many centuries

Answer: B. Its regional fabrics, designs and draping styles

10. Which of the following is not mentioned as a famous sari variety?

- A. Kanjivaram
- B. Paithani
- C. Patan Patola
- D. Pashmina

Answer: D. Pashmina

11. The stone relief from Vaishali is important because it:

- A. describes the history of Makara Sankranti
- B. provides evidence of the sari's ancient history
- C. contains stories from the *Panchatantra*
- D. shows the five Pandava brothers

Answer: B. provides evidence of the sari's ancient history

12. Why did England and France ban the import of Indian chintz?

- A. It was unavailable in large quantities.
- B. It was made entirely from silk.
- C. Its popularity threatened their domestic textile products.
- D. Its designs were unsuitable for European buyers.

Answer: C. Its popularity threatened their domestic textile products.

13. Which conclusion can be drawn from the popularity of chintz in Europe?

- A. Indian textiles had little international influence.
- B. Indian textiles were admired for their quality and design.

- C. European countries did not produce cloth.
- D. Cotton was used only in India.

Answer: B. Indian textiles were admired for their quality and design.

14. Makara Sankranti is generally celebrated:

- A. around 14 January
- B. around 15 August
- C. during March
- D. during September

Answer: A. around 14 January

15. Which pair is incorrectly matched?

- A. Tamil Nadu—Pongal
- B. Assam—Magh Bihu
- C. Gujarat—Uttarayan
- D. Kerala—Lohri

Answer: D. Kerala—Lohri

16. Pongal, Lohri and Magh Bihu are linked mainly because they:

- A. use the same regional language
- B. celebrate the harvest season around the same period
- C. follow exactly the same rituals
- D. originated in one state

Answer: B. celebrate the harvest season around the same period

17. Which statement about the *Panchatantra* is correct?

- A. It is a modern collection of historical speeches.
- B. It is an ancient Sanskrit collection of instructive stories.
- C. It contains only stories about kings.
- D. It has never been adapted into other languages.

Answer: B. It is an ancient Sanskrit collection of instructive stories.

18. Approximately how many adaptations of the *Panchatantra* are estimated to exist?

- A. 50 adaptations in 200 languages
- B. 100 adaptations in 25 languages
- C. 200 adaptations in more than 50 languages
- D. 325 adaptations in 25 languages

Answer: C. 200 adaptations in more than 50 languages

19. The spread of the *Panchatantra* most strongly proves that:

- A. stories lose their value when translated
- B. useful ideas can cross linguistic and cultural boundaries
- C. animal stories are meant only for children
- D. literature prevents cultural interaction

Answer: B. useful ideas can cross linguistic and cultural boundaries

20. Which option correctly matches the epic with its central conflict?

- A. *Ramayana*—Pandavas against Kauravas
- B. *Mahabharata*—Rama against Ravana
- C. *Mahabharata*—Pandavas seeking to recover their kingdom
- D. *Ramayana*—Krishna rescuing Sita

Answer: C. *Mahabharata*—Pandavas seeking to recover their kingdom

21. Who helps the Pandavas in the *Mahabharata*?

- A. Hanuman
- B. Krishna
- C. Ravana
- D. Lakshmana

Answer: B. Krishna

22. Rama fights Ravana primarily because Ravana:

- A. captured the Pandavas' kingdom
- B. kidnapped Sita
- C. opposed Krishna
- D. destroyed the *Panchatantra*

Answer: B. kidnapped Sita

23. What common purpose connects the heroes of the *Ramayana* and the *Mahabharata*?

- A. Establishing commercial centres
- B. Re-establishing dharma
- C. Creating new languages
- D. Producing textiles

Answer: B. Re-establishing dharma

24. Which sequence best explains how the epics created cultural unity?

- A. Sanskrit texts → disappearance of local traditions → uniform culture
- B. Original narratives → regional adaptations → shared cultural connections
- C. Tribal versions → rejection of the main stories → cultural separation
- D. Written texts → ban on oral traditions → national unity

Answer: B. Original narratives → regional adaptations → shared cultural connections

25. Why are tribal adaptations important?

- A. They replace every other version of the epics.
- B. They connect shared epic traditions with local histories and identities.
- C. They prove that the epics are known only to tribal communities.
- D. They remove regional elements from the stories.

Answer: B. They connect shared epic traditions with local histories and identities.

26. Which community maintains the shrine containing the 'Pancha Pandavar' stone?

- A. Gond
- B. Bhil
- C. Irula
- D. Munda

Answer: C. Irula

27. The 'Pancha Pandavar' stone is located in:

- A. Vaishali, Bihar
- B. the Nilgiris, Tamil Nadu
- C. Mewar, Rajasthan
- D. Kashmir

Answer: B. the Nilgiris, Tamil Nadu

28. Consider the following statements:

1. Indian epics exist only in their original Sanskrit versions.
2. Many communities have regional, folk and tribal versions of the epics.
3. Some local legends connect epic heroes with particular regions.

Which statements are correct?

- A. 1 only
- B. 1 and 2 only
- C. 2 and 3 only
- D. 1, 2 and 3

Answer: C. 2 and 3 only

29. Which situation best applies the chapter's message?

- A. A school permits only one regional language during a cultural programme.
- B. Students compare different festivals and identify their common values.

- C. A community rejects food from every other region.
- D. All students are asked to wear an identical traditional costume.

Answer: B. Students compare different festivals and identify their common values.

30. Which statement best summarises the chapter?

- A. India's diversity makes cultural unity impossible.
- B. Cultural unity requires all regional traditions to disappear.
- C. India's shared cultural foundations support and enrich its diversity.
- D. Only festivals and clothing contribute to national unity.

Answer: C. India's shared cultural foundations support and enrich its diversity.

8.15 Best Practices Opportunity List from the Chapter: (10 Ideas)

Best Practices for Teaching Chapter 8: "Unity in Diversity, or 'Many in the One'":

1. **Begin with Students' Cultural Experiences**
Ask students to share their mother tongues, regional foods, clothing styles, customs and festivals so that the chapter connects with their everyday lives.
2. **Use an India Map for Visual Learning**
Let students mark regional foods, sari varieties, languages and different names of harvest festivals on a map of India.
3. **Follow a Compare-and-Connect Approach**
Encourage students to compare diverse cultural practices and identify common elements—for example, different harvest festivals sharing gratitude towards nature and farmers.
4. **Organise Collaborative Group Activities**
Assign topics such as food, clothing, festivals, literature and tribal traditions to different groups for research, discussion and presentation.
5. **Use Authentic Cultural Materials**
Display samples or photographs of grains, spices, textiles, sari designs, festival celebrations and traditional art to make learning concrete and engaging.
6. **Integrate Storytelling and Literature**
Narrate age-appropriate stories from the *Panchatantra*, *Ramayana* and *Mahabharata* and discuss their values, regional adaptations and continuing relevance.
7. **Promote Inclusive and Respectful Discussion**
Establish clear classroom norms that every language, community, tradition and belief must be discussed respectfully without stereotyping.
8. **Encourage Local Cultural Documentation**
Ask students to interview parents, grandparents, artisans or community elders about local foods, festivals, folk stories and clothing traditions.
9. **Use Formative Assessment Regularly**
Assess learning through short quizzes, exit slips, concept maps, oral questions and reflective prompts instead of depending only on written examinations.
10. **Connect the Chapter with Constitutional Values**
Relate unity in diversity to equality, mutual respect, fraternity and peaceful coexistence among India's diverse communities.
11. **Include Reflection-Based Activities**
Ask students to write briefly about one unfamiliar tradition they learned to appreciate and explain how diversity strengthens society.
12. **Conclude with a Cultural Exhibition**
Organise a "Many in the One" classroom exhibition featuring maps, posters, textiles, food charts, festival calendars and regional stories prepared by students.

8.16 Innovations Opportunity List from the Chapter: (10 Ideas)

Innovations in Teaching–Learning Chapter 8: “Unity in Diversity, or ‘Many in the One’”:

- (1) **Interactive Digital Cultural Map**
Students can create a clickable map of India containing pictures, audio clips and short notes about regional languages, foods, textiles, festivals and folk traditions.
- (2) **“One Ingredient—Many Dishes” Challenge**
Groups can select one common ingredient, such as rice or millet, and prepare a visual presentation showing how it becomes different dishes across India.
- (3) **Virtual Textile and Sari Museum**
Students can create digital exhibits featuring Banarasi, Kanjivaram, Paithani, Patan Patola, Muga and Mysore saris, along with their regions and distinctive features.
- (4) **Multilingual Audio Wall**
Students can record greetings, proverbs or short messages about unity in their mother tongues and attach the recordings to QR codes displayed in the classroom.
- (5) **Festival Connection Wheel**
Learners can design a rotating wheel matching regional names such as Pongal, Lohri, Uttarayan and Magh Bihu with their states, customs and shared harvest theme.
- (6) **Epic Story Remix**
Groups can retell a selected episode from the *Ramayana*, *Mahabharata* or *Panchatantra* as a comic strip, puppet show, podcast or short video while preserving its central value.
- (7) **Classroom Diversity Data Lab**
Students can survey classmates’ birthplaces, languages, foods and festivals and present the results through simple bar graphs, pictographs or pie charts.
- (8) **Augmented-Reality Cultural Gallery**
Posters of textiles, festivals and monuments can be linked through QR codes to student-created videos, narrations or 360-degree virtual views.
- (9) **“Many in the One” Escape-Room Activity**
Create clue-based puzzles involving grains, sari varieties, festival names, languages and epic characters, with each correct answer revealing the chapter’s central message.
- (10) **Digital Heritage Interviews**
Students can record short interviews with grandparents, artisans or community elders about traditional foods, clothing, festivals or local versions of ancient stories.
- (11) **Unity-in-Diversity Board Game**
Learners can design a board game in which players travel across India, answer cultural questions and collect cards representing food, textiles, festivals and literature.
- (12) **AI-Assisted Cultural Comparison**
Under teacher supervision, students can use an age-appropriate AI tool to compare two regional traditions and then verify the information using the textbook, maps and reliable sources.

8.17: Practicing Questions/Question Bank :

A. Fill-in-the-Blank Questions:

1. India is famous for its unity in _____.
Answer: diversity
2. The *People of India Project* studied _____ communities.
Answer: 4,635

3. The project recorded 325 languages written in _____ scripts.
Answer: 25
 4. Bajra, jowar and ragi are different varieties of _____.
Answer: millets
 5. Rice, wheat and barley are examples of _____.
Answer: cereals
 6. A long, unstitched garment worn by Indian women is called a _____.
Answer: sari
 7. The printed Indian cotton fabric popular in Europe was called _____.
Answer: chintz
 8. Makara Sankranti marks the beginning of the _____ season.
Answer: harvest
 9. Makara Sankranti is celebrated as _____ in Tamil Nadu.
Answer: Pongal
 10. The original *Panchatantra* was composed in _____.
Answer: Sanskrit
 11. The Pandavas fought against the _____ in the *Mahabharata*.
Answer: Kauravas
 12. In the *Ramayana*, Ravana kidnapped _____.
Answer: Sita
 13. Rama received the help of Lakshmana and _____.
Answer: Hanuman
 14. The heroes of the epics fought to re-establish _____.
Answer: dharma
 15. The 'Pancha Pandavar' shrine is maintained by the _____ tribal community.
Answer: Irula
-

B. One-Mark Descriptive Questions:

1. **What is meant by unity in diversity?**
Answer: Unity in diversity means remaining united despite differences in language, food, clothing, customs and traditions.
2. **What was the *People of India Project*?**
Answer: It was a nationwide survey that studied India's different communities, languages and scripts.
3. **What are staple grains?**
Answer: Staple grains are the basic grains regularly consumed by most people.
4. **Name any two millets mentioned in the chapter.**
Answer: Bajra and jowar are two millets mentioned in the chapter.

5. **How does Indian food demonstrate diversity?**

Answer: Similar ingredients are prepared through different regional recipes and cooking methods.

6. **What is a sari?**

Answer: A sari is a long, unstitched piece of cloth traditionally worn by Indian women.

7. **What is chintz?**

Answer: Chintz is a beautifully printed cotton fabric traditionally produced in India.

8. **When is Makara Sankranti usually celebrated?**

Answer: Makara Sankranti is generally celebrated on or around 14 January.

9. **What is the *Panchatantra*?**

Answer: The *Panchatantra* is an ancient collection of instructive stories, usually featuring animals.

10. **Name the two great Indian epics.**

Answer: The two great Indian epics are the *Ramayana* and the *Mahabharata*.

11. **Who helped the Pandavas in the *Mahabharata*?**

Answer: Krishna helped and guided the Pandavas.

12. **Why did Rama fight Ravana?**

Answer: Rama fought Ravana because Ravana had kidnapped Sita.

C. Two-Mark Descriptive Questions:

1. **What did the *People of India Project* reveal?**

Answer:

- It studied 4,635 communities across India.
- It identified 325 languages written in 25 scripts.

2. **How does Indian food illustrate unity in diversity?**

Answer:

- Common grains, pulses and spices are used throughout India.
- Different cooking methods transform them into numerous regional dishes.

3. **Why is the sari an example of unity in diversity?**

Answer:

- Its common form as an unstitched garment represents unity.
- Its different fabrics, designs, colours and draping styles represent diversity.

4. **Why did England and France ban Indian chintz?**

Answer:

- Indian chintz became extremely popular among European consumers.
- Its popularity affected local textile sales, so the countries banned its import.

5. How do harvest festivals demonstrate unity in diversity?

Answer:

- They share the common purpose of celebrating the harvest season.
- They have different names, customs and methods of celebration across regions.

6. Write two points about the *Panchatantra*.

Answer:

- It is an ancient Sanskrit collection of stories that teaches important life skills.
- Its stories have been adapted into many Indian and foreign languages.

7. What is the central conflict of the *Mahabharata*?

Answer:

- The Pandavas fight against their cousins, the Kauravas, to recover their kingdom.
- Krishna supports the Pandavas in their struggle to re-establish dharma.

8. How have tribal communities preserved the Indian epics?

Answer:

- They have developed their own regional and community versions of the epics.
- These versions have mainly been transmitted orally across generations.

D. Three-Mark Descriptive Questions:**1. Explain the meaning of “unity in diversity” in the Indian context.**

Answer:

- India has numerous languages, foods, clothes, festivals and customs.
- Common cultural values and traditions connect people despite these differences.
- India’s diversity therefore flourishes within an underlying national and cultural unity.

2. Describe the common foundation and diversity of Indian food.

Answer:

- Rice, wheat, barley, millets and pulses are consumed across India.
- Common spices include turmeric, cumin, cardamom and ginger.
- Different regional combinations and cooking methods produce a vast variety of dishes.

3. Explain how the sari reflects India’s cultural diversity.

Answer:

- The sari is worn in most parts of India as a common traditional garment.
- It is available in different fabrics, designs, colours and weaving styles.

- Different regions and communities have developed their own methods of draping it.

4. Describe Makara Sankranti as an example of unity in diversity.

Answer:

- Makara Sankranti celebrates the beginning of the harvest season around 14 January.
- It is called Pongal, Lohri, Uttarayan and Magh Bihu in different regions.
- Its common theme represents unity, while its various names and customs represent diversity.

5. Explain the origin and spread of the *Panchatantra*.

Answer:

- The *Panchatantra* is an ancient Sanskrit collection that is at least 2,200 years old.
- Its animal stories teach wisdom and valuable life skills.
- Around 200 adaptations of it exist in more than 50 languages.

6. How did the Indian epics create cultural unity?

Answer:

- The *Ramayana* and the *Mahabharata* were translated and adapted into many regional languages.
- Different communities created literary, folk, oral and tribal versions of them.
- Their shared characters and values connected people across India and other parts of Asia.

7. Explain the importance of tribal versions of the epics.

Answer:

- Tribal versions preserve the beliefs and storytelling traditions of local communities.
- They often connect epic heroes with local places and community histories.
- They enrich India's shared cultural heritage with distinctive regional perspectives.

E. Five-Mark Descriptive Questions:

1. Explain with examples how India demonstrates unity in diversity.

Answer:

1. India has immense diversity in languages, scripts, food, clothing, festivals and customs.
2. Common grains and spices are used to prepare a variety of regional dishes.
3. The sari has one basic form but numerous fabrics, designs and draping styles.
4. Harvest festivals share common themes even though they have different regional names and customs.
5. The *Ramayana*, *Mahabharata* and *Panchatantra* unite communities through shared stories presented in diverse forms.

2. Describe how food and clothing illustrate “Many in the One.”**Answer:**

1. Common food grains such as rice, wheat and millets are consumed throughout India.
2. Regional cooking methods transform these ingredients into numerous distinctive dishes.
3. The sari has the same basic form as a long, unstitched garment across India.
4. Its fabrics, colours, patterns, weaving techniques and draping styles vary among regions.
5. Thus, both food and clothing combine a shared foundation with diverse cultural expressions.

3. Explain how festivals promote both regional identity and cultural unity.**Answer:**

1. Festivals preserve regional rituals, foods, songs and community customs.
2. Makara Sankranti is celebrated around the beginning of the harvest season.
3. It is known as Pongal, Lohri, Uttarayan and Magh Bihu in different regions.
4. These festivals differ in name and practice but share gratitude towards nature and agriculture.
5. They therefore protect regional identities while strengthening India’s cultural unity.

4. Explain how the *Ramayana* and the *Mahabharata* have influenced Indian culture.**Answer:**

1. The two epics narrate the struggles of heroes who seek to re-establish dharma.
2. They contain stories that encourage reflection on duty, justice, right and wrong.
3. They have been translated and adapted into numerous regional languages.
4. Folk and tribal communities have preserved their own oral versions and local legends.
5. These shared stories have created a wide network of cultural connections across India.

5. “Uniformity is not necessary for unity.” Justify the statement.**Answer:**

1. Unity means living together with mutual respect, not following identical customs.
2. Indian dishes differ even though they use many common grains, pulses and spices.
3. Saris vary greatly while retaining the same basic form.
4. Harvest festivals and ancient epics have numerous regional expressions and adaptations.
5. These examples show that cultural differences can enrich and strengthen a united society.

6. Suggest how students can promote unity in diversity in their school.**Answer:**

1. Students can learn greetings and simple expressions in one another’s mother tongues.
2. They can organise exhibitions of regional foods, textiles, festivals and folk stories.

3. They should avoid stereotypes and treat every culture with equal respect.
4. Group activities can include students from different linguistic and cultural backgrounds.
5. Celebrating both differences and shared values can create an inclusive school community.

6th Standard Social Science Book Chapter 9

Chapter 9: Family and Community

9.1 Summary of the Chapter:

- (1) The family is the oldest and most fundamental unit of society, providing love, care, security and support.
- (2) A **joint family** consists of several generations living together, while a **nuclear family** generally consists of parents and their children.
- (3) Indian languages use many specific terms for family relationships, reflecting the close bonds among relatives.
- (4) Family relationships are based on love, cooperation and interdependence, and every member has certain roles and responsibilities.
- (5) Parents care for and guide their children, while children gradually learn to help with household duties and support other family members.
- (6) The family acts as a child's first school, teaching values such as **dharma** (duty), **ahimsa** (non-violence), **dāna** (giving), **sevā** (service) and **tyāga** (sacrifice).
- (7) The stories of Shalini and Tenzing show how family members share resources, divide responsibilities, make decisions together and support one another during difficulties.
- (8) A **community** is a group of connected people or families who cooperate, celebrate occasions and help one another.
- (9) Communities may also manage shared resources such as water, forests and grazing lands through commonly accepted rules and duties.
- (10) The Bhil community's **halma** tradition demonstrates voluntary community service through tree planting, rainwater conservation and care for the environment.
- (11) Kamal Parmar's initiative of educating underprivileged children shows how individuals can serve their community with compassion and without expecting rewards.
- (12) Communities exist in many forms—neighbourhoods, religious groups, professional groups, school clubs and Residents' Welfare Associations—and all communities ultimately depend on one another.

9.2 Important Formulas:

This chapter is conceptual and does not contain any specific mathematical formulas. However, the following basic formulas may help with chapter-related surveys and quantitative activities:

1. **Total number of families:**

$$\text{Total families} = \text{Joint families} + \text{Nuclear families} + \text{Other families}$$

2. **Percentage of a family type:**

$$\text{Percentage} = \frac{\text{Number of families of a particular type}}{\text{Total families surveyed}} \times 100$$

3. **Difference between two family types:**

$$\text{Difference} = \text{Larger number} - \text{Smaller number}$$

4. **Ratio of joint to nuclear families:**

$$\text{Ratio} = \frac{\text{Number of joint families}}{\text{Number of nuclear families}}$$

5. **Average number of members per family**

$$\text{Average} = \frac{\text{Total number of people}}{\text{Total number of families}}$$

6. **Total community contribution:**

$$\text{Total contribution} = \text{Number of contributors} \times \text{Contribution per person}$$

7. **Total volunteer work:**

$$\text{Volunteer hours} = \text{Number of volunteers} \times \text{Hours worked per volunteer}$$

8. **Savings:**

$$\text{Savings} = \text{Income} - \text{Expenditure}$$

9. **Amount remaining after an expense:**

$$\text{Remaining amount} = \text{Available amount} - \text{Amount spent}$$

10. **Share per family or person:**

$$\text{Equal share} = \frac{\text{Total quantity or amount}}{\text{Number of families or people}}$$

Note: These formulas are supplementary. Chapter 9, *Family and Community*, mainly focuses on family types, values, roles, responsibilities, cooperation, community service and interdependence.

9.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)

Fill in the Blanks — LOTS Type:

- The _____ is the fundamental and most ancient unit of society.
Answer: family
- A family in which several generations live together is called a _____ family.
Answer: joint
- A couple and their children generally form a _____ family.
Answer: nuclear
- Grandparents, parents, uncles, aunts and cousins may live together in a _____ family.
Answer: joint
- In most Indian languages, cousins are treated as brothers and _____.
Answer: sisters
- Family relationships are based on love, care, cooperation and _____.
Answer: interdependence
- The word “cooperation” means _____ together.
Answer: working
- Parents are responsible for _____ their children.
Answer: raising
- Children learn to participate in the life of the _____ through daily practice.
Answer: household
- Following our dharma means doing our _____.
Answer: duty
- The family acts as a _____ where children learn important values.
Answer: school
- The Sanskrit word **dāna** means _____.
Answer: giving
- The word **sevā** means _____.
Answer: service
- The word **tyāga** means _____.
Answer: sacrifice
- Shalini and her family were preparing for the festival of _____.
Answer: Onam
- Tenzing’s mother worked in a local handicraft _____.
Answer: cooperative
- Tenzing’s parents discussed special _____ together.
Answer: expenses
- A group of connected people may be called a _____.
Answer: community

19. Community members come together to celebrate festivals and organise _____.
Answer: events
20. In villages, community members may help one another with sowing and _____.
Answer: harvesting
21. Shared natural resources include water, forests and _____ lands.
Answer: grazing
22. The Bhil tradition of coming together to help others is called _____.
Answer: halma
23. The Bhil community planted thousands of _____ to help overcome the water crisis.
Answer: trees
24. During the Chennai floods of _____, many organisations distributed food to people.
Answer: 2015
25. Kamal Parmar provided free tuition to _____ children.
Answer: underprivileged
26. Kamal Parmar owned a small auto-fabrication _____.
Answer: workshop
27. Soon, _____ children regularly attended Kamal Parmar's classes.
Answer: 150
28. Residents' Welfare Associations make rules concerning cleanliness and waste _____.
Answer: management
29. Residents' Welfare Associations depend on municipal workers to handle _____.
Answer: waste
30. Communities are ultimately _____ on one another.
Answer: interdependent

9.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill in the Blanks — HOTS Type:

1. When grandparents, parents, uncles, aunts and children share responsibilities under one roof, they form a _____ family.
Answer: joint
2. When parents and children live separately from other relatives, they generally form a _____ family.
Answer: nuclear
3. Family members who work together to complete household duties demonstrate _____.
Answer: cooperation
4. When members depend upon and support one another, the family demonstrates _____.
Answer: interdependence
5. When a child gives up a personal wish to meet the needs of the family, the child practises _____.
Answer: tyāga (sacrifice)
6. A person who helps others without expecting anything in return is practising _____.
Answer: sevā (service)
7. Sharing food, money or clothes with people in need is an example of _____.
Answer: dāna (giving)

8. When everyone performs the responsibilities expected of them, they are following their _____.

Answer: dharma

9. Shalini accepted a simple cotton dress so that her relatives could also receive new clothes. Her behaviour reflects _____.

Answer: sacrifice

10. Shalini's parents purchased clothes for the entire family because family members should _____ one another during difficulties.

Answer: support

11. When Tenzing's father discusses special expenses with his wife, it reflects joint _____.

Answer: decision-making

12. Tenzing's father's participation in cooking and cleaning shows that household responsibilities should be _____.

Answer: shared

13. Saving part of the family income helps meet _____ needs in the future.

Answer: unexpected

14. When neighbours collect money to repair a storm-damaged house, they demonstrate community _____.

Answer: support

15. People who agree on rules for using water, forests and grazing lands promote responsible resource _____.

Answer: management

16. A community cannot function smoothly unless its members perform their _____.

Answer: duties

17. The Bhils dug trenches and built water-harvesting structures to conserve _____.

Answer: rainwater

18. By planting trees and conserving rainwater without payment, the Bhils showed responsibility towards the community and the _____.

Answer: environment

19. During a flood, organisations that cook and distribute food demonstrate community _____.

Answer: service

20. Kamal Parmar's evening classes helped improve underprivileged children's access to _____.

Answer: education

21. Older schoolchildren who taught in Kamal Parmar's classes acted as community _____.

Answer: volunteers

22. Rules about cleanliness, pets and waste disposal help residents maintain common _____.

Answer: areas

23. Residents' Welfare Associations depend on traders for supplies and municipal workers for services, proving that communities are _____.

Answer: interdependent

24. A group formed by students who share an interest in drama may be called a drama _____.

Answer: community

25. Fair family rules should consider the needs and interests of _____ members.

Answer: all

26. If only one family uses all the water from a common source, the principle of fair _____ is violated.

Answer: sharing

27. Community rules become effective when members actively _____ in making and following them.

Answer: participate

28. When citizens work together during a natural disaster, they strengthen community _____.

Answer: solidarity

29. The stories of Shalini, Tenzing and Kamal Parmar show that caring actions create a more _____ society.

Answer: supportive

30. Strong families and communities are built through love, responsibility, service and mutual _____.

Answer: respect

9.5 One-mark questions with Answers of LOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — LOTS Type:

1. **What is the fundamental and most ancient unit of society?**

Answer: The family is the fundamental and most ancient unit of society.

2. **What is a joint family?**

Answer: A joint family is one in which several generations and relatives live together.

3. **What is a nuclear family?**

Answer: A nuclear family generally consists of a couple and their children.

4. **What does cooperation mean?**

Answer: Cooperation means working together to achieve a common purpose.

5. **On what values are family relationships based?**

Answer: Family relationships are based on love, care, cooperation and interdependence.

6. **What is one major responsibility of parents?**

Answer: Parents are responsible for raising their children to become happy and responsible members of society.

7. **How do children participate in family life?**

Answer: Children participate in family life by helping with household duties and supporting other family members.

8. **Why is the family described as a school?**

Answer: The family is described as a school because children learn values, duties, traditions and good behaviour in it.

9. **What does dharma mean in the context of the chapter?**

Answer: Dharma means performing one's duty sincerely and responsibly.

10. **What is the meaning of ahimsa?**

Answer: Ahimsa means non-violence.

11. **What does dāna mean?**

Answer: Dāna means giving or sharing with others.

12. **What does sevā mean?**

Answer: Sevā means selfless service to others.

13. **What does tyāga mean?**

Answer: Tyāga means sacrificing one's own needs for the welfare of others.

14. **Which festival was Shalini's family preparing to celebrate?**

Answer: Shalini's family was preparing to celebrate Onam.

15. Why did Shalini receive a simple cotton dress?

Answer: Shalini received a simple cotton dress because her parents also bought new clothes for her relatives facing financial difficulties.

16. Where did Tenzing's mother work?

Answer: Tenzing's mother worked in a local handicraft cooperative.

17. How did Tenzing's grandfather help him?

Answer: Tenzing's grandfather helped him with his homework and took him to the school bus stop.

18. Why did Tenzing's family save money?

Answer: Tenzing's family saved money to meet unexpected future needs.

19. What is a community?

Answer: A community is a group of connected people who support and cooperate with one another.

20. Why do members of a community come together?

Answer: Community members come together to celebrate festivals, organise events and help one another.

21. Name two shared natural resources used by communities.

Answer: Water and forests are two shared natural resources used by communities.

22. What is halma?

Answer: Halma is a Bhil tradition of coming together to help an individual, family, community or the environment during a crisis.

23. What did the Bhil community do to address the water crisis?

Answer: The Bhil community planted trees and constructed rainwater-harvesting structures.

24. How did organisations help people during the Chennai floods of 2015?

Answer: Organisations cooked large quantities of food and distributed it to people in need.

25. Who was Kamal Parmar?

Answer: Kamal Parmar was a workshop owner who provided free education and dinner to underprivileged children.

26. How many children regularly attended Kamal Parmar's classes?

Answer: About 150 children regularly attended Kamal Parmar's classes.

27. When did Kamal Parmar conduct tuition classes?

Answer: Kamal Parmar conducted tuition classes from 5:30 p.m. to 9:30 p.m. after work.

28. What is a Residents' Welfare Association?

Answer: A Residents' Welfare Association is an urban community organisation that makes rules for the welfare of residents.

29. Mention one matter regulated by Residents' Welfare Associations.

Answer: Residents' Welfare Associations may make rules about waste management.

30. Why are communities called interdependent?

Answer: Communities are called interdependent because they rely on one another for goods, services and support.

9.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — HOTS Type:

1. Why is the family considered the foundation of society?

Answer: The family is considered society's foundation because it teaches individuals values, responsibilities and cooperation.

2. Why might some couples prefer a nuclear family?

Answer: Some couples may prefer a nuclear family because work, education or personal independence requires them to live separately.

3. What is one disadvantage of living in a nuclear family?

Answer: A nuclear family may have limited support during emergencies or difficult situations.

4. How does a joint family help its members during difficulties?

Answer: A joint family helps its members by sharing responsibilities, resources and emotional support.

5. Why should household duties be shared among family members?

Answer: Household duties should be shared because it reduces individual burden and develops cooperation.

6. How does helping with household work benefit children?

Answer: Helping with household work makes children responsible, independent and cooperative.

7. Why should family rules apply fairly to every member?

Answer: Fair rules ensure that every member is respected and treated equally.

8. How does the use of different relationship terms strengthen family bonds?

Answer: Different relationship terms help members recognise and value their specific connections within the family.

9. What value did Shalini demonstrate by accepting a cotton dress?

Answer: Shalini demonstrated sacrifice by accepting a simpler dress so that her relatives could receive new clothes.

10. Why did Shalini's parents buy clothes for Chittappa's family?

Answer: They bought clothes for Chittappa's family to support relatives facing financial difficulties.

11. What would have happened if Shalini's family had ignored Chittappa's difficulties?

Answer: Ignoring his difficulties could have weakened the family's unity and left his family unsupported.

12. What does Tenzing's father's participation in household work teach us?

Answer: It teaches us that household responsibilities should be shared regardless of gender.

13. Why did Tenzing's parents discuss special expenses together?

Answer: They discussed special expenses together to make responsible and mutually acceptable financial decisions.

14. Why is saving money important for a family?

Answer: Saving money helps a family meet unexpected needs and emergencies.

15. How did Tenzing's grandfather contribute to both his family and community?

Answer: He supported Tenzing's education and helped neighbours solve local problems.

16. Why are commonly accepted rules necessary for managing shared resources?

Answer: Such rules prevent misuse and ensure fair access to resources for all community members.

17. What may happen if community members do not perform their duties?

Answer: The community may face disorder, conflict and difficulty in managing common needs.

18. How did the Bhil community practise environmental responsibility?

Answer: The Bhil community planted trees and created structures to conserve rainwater.

19. Why was the Bhils' work an example of selfless service?

Answer: Their work was selfless because they served the community and environment without receiving payment.

20. What lesson can be learned from community assistance during the Chennai floods?

Answer: The Chennai floods show that collective action can provide vital support during disasters.

21. Why was Kamal Parmar's initiative socially important?

Answer: His initiative gave underprivileged children access to education and encouraged social equality.

22. What does the participation of schoolchildren in Kamal's classes reveal?

Answer: Their participation reveals that children can also serve society by sharing their knowledge.

23. Why did Kamal's students remain attentive despite noisy surroundings?

Answer: They remained attentive because they valued the rare opportunity to learn.

24. How can Residents' Welfare Associations improve urban life?

Answer: They can improve urban life by organising residents and making rules for cleanliness, safety and shared facilities.

25. Why do Residents' Welfare Associations depend on municipal workers?

Answer: They depend on municipal workers for essential public services such as waste collection.

26. How can students contribute to their school community?

Answer: Students can contribute by following rules, helping classmates and participating responsibly in school activities.

27. How does cooperation differ from simply working individually?

Answer: Cooperation involves people combining their efforts, while individual work is completed independently.

28. Why should every child receive equal access to education?

Answer: Every child should receive equal access to education because it is essential for personal growth and social equality.

29. How does interdependence strengthen communities?

Answer: Interdependence strengthens communities by allowing people to exchange services, resources and support.

30. What common value connects the stories of Shalini, Tenzing, the Bhils and Kamal Parmar?

Answer: The common value connecting these stories is selfless support for the welfare of others.

9.7 Two-mark questions with Answers of LOTS Type: (25 Questions)**Two-Mark Descriptive Questions with Answers — LOTS Type:****1. What is a joint family? Name any two members who may be part of it.**

Answer:

1. A joint family consists of several generations and relatives living together.
2. It may include grandparents, parents, uncles, aunts and cousins.

2. What is a nuclear family? Who usually lives in it?

Answer:

1. A nuclear family is a smaller family unit.
2. It usually consists of a couple and their children, or sometimes one parent and children.

3. Mention two features of family relationships.**Answer:**

1. Family relationships are based on love, care and cooperation.
2. Family members depend upon and support one another.

4. State two responsibilities of parents towards their children.**Answer:**

1. Parents provide children with care, food, education and protection.
2. They guide children to become happy and responsible members of society.

5. How do children learn to participate in family life?**Answer:**

1. Children gradually take up household responsibilities and help family members.
2. Through daily practice, they learn the traditions and customs followed by their family.

6. Why is the family described as a school?**Answer:**

1. The family teaches children good behaviour, traditions and responsibilities.
2. It also teaches values such as ahimsa, dāna, sevā and tyāga.

7. Explain dāna and sevā.**Answer:**

1. Dāna means giving or sharing one's resources with others.
2. Sevā means serving or helping others selflessly.

8. Explain dharma and tyāga in family life.**Answer:**

1. Dharma means sincerely performing one's duties towards the family.
2. Tyāga means sacrificing personal needs for the welfare of others.

9. Why did Shalini's parents buy clothes for Chittappa's family?**Answer:**

1. Chittappa had lost his job and was facing financial difficulties.
2. Shalini's parents wanted every family member to have new clothes for Onam.

10. How did Shalini respond when she received a cotton dress?**Answer:**

1. Shalini accepted the simple cotton dress instead of the silk dress she had expected.
2. She felt happy because everyone in the family received new clothes.

11. Mention two household duties performed by Tenzing's father.**Answer:**

1. Tenzing's father helped clean the house and care for the vegetable garden.
2. He also helped Tenzing's grandmother prepare food.

12. How did Tenzing's grandparents support the family?**Answer:**

1. His grandmother prepared food and shared stories filled with humour and wisdom.
2. His grandfather helped with homework and took Tenzing to the school bus stop.

13. What financial practice did Tenzing's parents follow?**Answer:**

1. They discussed special expenses together before making decisions.
2. They saved money to meet unexpected future needs.

14. What is a community? Why do its members come together?**Answer:**

1. A community is a group of connected people or families.
2. Its members come together to celebrate occasions, organise events and support one another.

15. How do villagers cooperate in agricultural activities?**Answer:**

1. Villagers help one another in preparing land and sowing seeds.
2. They may also work together during harvesting.

16. How do communities manage shared natural resources?**Answer:**

1. Communities establish common practices or rules for using water, grazing lands and forest produce.
2. Members perform specific duties to ensure secure and fair access to these resources.

17. What is the Bhil tradition of halma?**Answer:**

1. Halma is the Bhil tradition of coming together to help an individual or family during a crisis.
2. It also encourages service to the community and Mother Earth.

18. What did the Bhil community do to overcome the water crisis?**Answer:**

1. The Bhils planted thousands of trees in hundreds of villages.
2. They dug trenches and created water-harvesting structures to conserve rainwater.

19. How did organisations help people during the Chennai floods of 2015?**Answer:**

1. Private, spiritual and religious organisations cooked food in large quantities.
2. They distributed it to people who could not access shops and other services.

20. How did Kamal Parmar help underprivileged children?**Answer:**

1. He provided free tuition to them every evening after completing his regular work.
2. He also gave the children a free dinner.

21. Who joined Kamal Parmar in teaching the children?**Answer:**

1. A few teachers from a local school joined the classes for some time.
2. Older children attending regular schools also volunteered to teach.

22. What are Residents' Welfare Associations? Mention one function.**Answer:**

1. Residents' Welfare Associations are organised communities found in many urban neighbourhoods.
2. They make rules about matters such as cleanliness, waste management and pet care.

23. Why are communities described as interdependent?**Answer:**

1. Communities depend upon one another for different goods, services and support.
2. For example, residents depend on traders for supplies and municipal workers for waste management.

24. Mention any two ways in which a group may be identified as a community.

Answer:

1. People belonging to the same religion, region or occupation may form a community.
2. People sharing an interest, such as art, science, drama or sports, may also form a community.

25. Name any two communities that may exist within a school.

Answer:

1. Students may belong to a sports community or a science club.
2. They may also be part of a drama club, the National Cadet Corps or the National Service Scheme.

9.8. Two-mark questions with Answers of HOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers — HOTS Type:

1. Why is the family considered the foundation of human society?

Answer:

1. The family gives individuals love, care, protection and emotional support.
2. It prepares children to become responsible members of society by teaching values and duties.

2. How can living in a joint family benefit children?

Answer:

1. Children receive guidance, affection and support from several family members.
2. They also learn cooperation, adjustment and family traditions from different generations.

3. Why might a family choose to live as a nuclear family?

Answer:

1. Parents may move away from relatives because of employment, education or limited living space.
2. A nuclear family may offer greater independence and quicker decision-making.

4. Why should all family members share household responsibilities?

Answer:

1. Sharing responsibilities reduces the burden placed on any one member.
2. It promotes equality, cooperation and mutual respect within the family.

5. How does performing household work prepare children for adulthood?

Answer:

1. Household work teaches children responsibility and useful life skills.
2. It also helps them become independent and considerate adults.

6. How did Shalini demonstrate tyāga and care?

Answer:

1. Shalini accepted a simple cotton dress instead of the silk dress she wanted.
2. She felt happy that her relatives experiencing financial difficulty also received new clothes.

7. What could have happened if Shalini's parents had not helped Chittappa's family?

Answer:

1. Chittappa's family might have felt excluded during the Onam celebration.
2. The lack of support could have weakened trust and unity within the family.

8. What lesson does Tenzing's father teach by doing household chores?

Answer:

1. He shows that household duties are not limited to any particular gender.
2. Sharing such work strengthens cooperation and equality in a family.

9. Why should important family expenses be discussed by adults together?

Answer:

1. Joint discussion helps family members understand their needs and available resources.
2. It leads to responsible, fair and mutually acceptable financial decisions.

10. Why is saving money an important family practice?

Answer:

1. Savings help a family manage emergencies and unexpected expenses.
2. They also reduce financial stress and provide security for the future.

11. How did Tenzing's grandfather balance family and community responsibilities?

Answer:

1. He helped Tenzing with his studies and accompanied him to the school bus stop.
2. He also solved neighbourhood problems and collected money to help a storm-affected family.

12. Why are community rules necessary for using shared natural resources?

Answer:

1. Community rules prevent individuals from overusing resources such as water, forests and grazing lands.
2. They ensure fair and continued access to resources for all members.

13. What could happen if people used shared water without following community rules?

Answer:

1. Some people might consume too much water, leaving insufficient water for others.
2. This could lead to shortages, disputes and damage to the community.

14. How does halma strengthen the Bhil community?

Answer:

1. Halma brings people together to solve common problems through voluntary labour.
2. It develops unity, responsibility and care for the environment.

15. Why was the Bhils' response to the water crisis sustainable?

Answer:

1. Planting trees and conserving rainwater helped restore the local environment.
2. These measures improved water availability and offered long-term benefits.

16. What does the community response during the Chennai floods teach us?

Answer:

1. It shows that collective effort can meet urgent needs when regular services fail.
2. It also demonstrates compassion and selfless service during disasters.

17. Why was Kamal Parmar's initiative more than an act of charity?

Answer:

1. He gave underprivileged children knowledge and skills that could improve their future.
2. His regular classes addressed educational inequality through sustained community service.

18. Why did the older student volunteers say that they also learned from the children?

Answer:

1. They observed the children's determination to study despite poor and noisy surroundings.
2. The experience taught them gratitude, empathy and the value of education.

19. How can society ensure that underprivileged children receive education?

Answer:

1. Society can provide free schools, learning materials, meals and safe study spaces.
2. Citizens can volunteer, support educational programmes and prevent children from dropping out.

20. How do Residents' Welfare Associations demonstrate participatory decision-making?

Answer:

1. Residents discuss common concerns and help formulate neighbourhood rules.
2. Their participation makes members jointly responsible for following those rules.

21. Why can a Residents' Welfare Association not function completely on its own?

Answer:

1. It depends on traders and service providers for essential supplies.
2. It also relies on municipal workers for services such as waste collection.

22. How does belonging to a school club develop community values?

Answer:

1. A school club teaches students to work with others who share a common interest.
2. It develops participation, cooperation, responsibility and leadership.

23. Why should community rules be reviewed from time to time?

Answer:

1. Some old rules may no longer meet the changing needs of the community.
2. Reviewing them helps ensure that they remain relevant, fair and inclusive.

24. How are a family and a community similar?

Answer:

1. Both depend on cooperation, shared responsibilities and mutual support.
2. Both function smoothly when members perform their duties and care for one another.

25. How can an individual's small action bring a large change in a community?

Answer:

1. A helpful action can inspire others to participate and combine their efforts.
2. Kamal Parmar's small tuition initiative grew into regular classes serving about 150 children.

9.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers — LOTS Type:

1. What is a joint family? Describe its composition.

Answer:

1. A joint family consists of several generations living together.
2. It may include grandparents, parents, uncles, aunts, brothers, sisters and cousins.

3. Its members share responsibilities and support one another.

2. **What is a nuclear family? Mention its main features.**

Answer:

1. A nuclear family generally consists of a couple and their children.
2. Sometimes it may consist of one parent and children.
3. It is smaller than a joint family and usually lives separately from other relatives.

3. **Explain the roles and responsibilities of family members.**

Answer:

1. Parents raise, protect and guide their children.
2. Children gradually help with household work and support other members.
3. Every member cooperates to meet the family's needs and maintain its well-being.

4. **Why is the family considered a school of values?**

Answer:

1. Children first learn proper behaviour, duties and responsibilities within the family.
2. They learn values such as ahimsa, dāna, sevā and tyāga.
3. They also learn their family's traditions and practices through daily life.

5. **Explain the values of dāna, sevā and tyāga.**

Answer:

1. Dāna means giving or sharing with others.
2. Sevā means serving or helping others selflessly.
3. Tyāga means sacrificing personal needs for the welfare of others.

6. **Describe how Shalini's family supported Chittappa's family.**

Answer:

1. Chittappa had lost his job and was experiencing financial difficulties.
2. Shalini's parents bought new clothes for Chittappa, Chitti and Chinni for Onam.
3. Shalini accepted a simple cotton dress and felt happy that everyone received new clothes.

7. **Describe the work performed by Tenzing's parents.**

Answer:

1. Tenzing's father ran a small grocery shop.
2. His mother worked in a local handicraft cooperative.
3. His father also helped clean the house, care for the garden and prepare food.

8. **How did Tenzing's grandparents contribute to the family?**

Answer:

1. His grandmother helped prepare food and told stories filled with humour and wisdom.
2. His grandfather helped Tenzing with his homework.
3. He also took Tenzing to the school bus stop and helped people in the neighbourhood.

9. **What financial practices were followed by Tenzing's family?**

Answer:

1. Tenzing's parents provided for the family's basic needs, such as food and clothing.
2. They discussed special expenses together before making decisions.
3. They saved money to meet unexpected future needs.

10. What is a community? Mention why community members come together.**Answer:**

1. A community is a group of connected people or families.
2. Its members come together to celebrate festivals, weddings and other events.
3. They also cooperate to solve problems and support one another.

11. How do rural communities cooperate in their daily lives?**Answer:**

1. Villagers may help one another in preparing land, sowing seeds and harvesting crops.
2. They share natural resources such as water, forests and grazing lands.
3. They follow common practices and perform duties to manage these resources properly.

12. Describe the Bhil community's efforts to overcome the water crisis.**Answer:**

1. The Bhils followed their halma tradition and worked together voluntarily.
2. They planted thousands of trees in hundreds of villages.
3. They dug trenches and constructed water-harvesting structures to conserve rainwater.

13. How did people help during the Chennai floods of 2015?**Answer:**

1. Floodwater covered roads, shops closed and essential services were interrupted.
2. Private groups, especially spiritual and religious organisations, prepared large quantities of food.
3. They distributed the food to people who needed it.

14. Describe Kamal Parmar's educational initiative.**Answer:**

1. Kamal Parmar began teaching underprivileged children after his regular working hours.
2. He conducted free classes from 5:30 p.m. to 9:30 p.m. and provided dinner.
3. About 150 children eventually began attending his classes regularly.

15. Who supported Kamal Parmar's classes, and how?**Answer:**

1. A few teachers from a local school joined the classes and taught for some time.
2. Older children attending regular schools volunteered to teach younger learners.
3. Together, they helped underprivileged children continue their education.

16. What are Residents' Welfare Associations, and what do they do?**Answer:**

1. Residents' Welfare Associations are community organisations found in many urban areas.
2. Residents participate in making rules for their neighbourhood.
3. These rules may concern cleanliness, waste management, common areas and pet care.

17. Explain why communities are interdependent.**Answer:**

1. No community can fulfil all its needs independently.
2. Residents depend on traders and workers for essential goods and services.

3. For example, Residents' Welfare Associations rely on traders for supplies and municipal workers for waste collection.

18. Mention three different ways in which communities may be formed.

Answer:

1. Communities may be formed by people belonging to the same religion or region.
2. They may consist of people sharing an occupation, such as farming or scientific work.
3. They may also be formed around common interests, such as art, sports or drama.

19. Name three communities or groups that students may join at school.

Answer:

1. Students may be part of a sports community or science club.
2. They may join an art or drama club.
3. They may also participate in the National Service Scheme or National Cadet Corps.

20. State three main ideas presented in the chapter.

Answer:

1. The family is the foundation of society and its members should support one another.
2. Communities bring people together to cooperate and serve common needs.
3. Families and communities function through responsibility, mutual support and interdependence.

9.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers — HOTS Type:

1. Compare the advantages of joint and nuclear families.

Answer:

1. A joint family provides shared responsibilities, guidance from elders and support during difficulties.
2. A nuclear family may offer greater privacy, independence and quicker decision-making.
3. Both can function successfully when members practise love, cooperation and responsibility.

2. How does a joint family help children develop social values?

Answer:

1. Living with different generations teaches children to respect people of various ages.
2. Sharing space and responsibilities develops patience, adjustment and cooperation.
3. Guidance from elders helps children understand traditions and moral values.

3. Why should household work not be assigned according to gender?

Answer:

1. Every capable family member has a responsibility to contribute to household work.
2. Equal sharing reduces the burden on one person and prevents unfairness.
3. It promotes dignity, equality and mutual respect within the family.

4. How did Shalini's response strengthen her family's unity?

Answer:

1. Shalini accepted a cotton dress instead of insisting on the silk dress she wanted.
2. Her acceptance allowed the family's resources to be shared with relatives facing difficulties.
3. Her sacrifice promoted happiness, inclusion and unity during the festival.

5. What would you have done in Shalini's situation? Give reasons.

Answer:

1. I would have accepted a simpler dress so that my relatives could also receive new clothes.
2. The needs of family members facing financial hardship are more important than an expensive personal choice.
3. Sharing during a festival would make the celebration more joyful and meaningful for everyone.

6. What does Tenzing's family teach us about shared responsibilities?

Answer:

1. Tenzing's father balances his business with household work, gardening and food preparation.
2. His mother contributes through her work, while his grandparents support the home and Tenzing's education.
3. Their example shows that a family becomes stronger when responsibilities are shared according to ability.

7. Why is joint decision-making important in managing family expenses?

Answer:

1. It allows family members to express their needs and understand the available income.
2. It helps them distinguish essential expenses from unnecessary ones.
3. It results in fair decisions and reduces disagreement over money.

8. How can a family prepare for unexpected financial difficulties?

Answer:

1. The family should prepare a budget and control unnecessary spending.
2. It should regularly save a portion of its income for emergencies.
3. Important expenses should be discussed so that resources are used responsibly.

9. Why must community rights be accompanied by duties?

Answer:

1. Rights allow people to use shared facilities and natural resources.
2. Duties require them to protect these resources and respect the needs of others.
3. Without responsible participation, shared resources may be misused or exhausted.

10. What could happen if a community had no rules for using shared resources?

Answer:

1. Some individuals might use more than their fair share of water, forests or grazing lands.
2. This could create shortages, environmental damage and conflict among members.
3. Common rules ensure fair access and help conserve resources for the future.

11. How does the halma tradition combine community service with environmental protection?

Answer:

1. Halma encourages Bhil community members to work voluntarily for the common good.

2. They plant trees, dig trenches and construct rainwater-harvesting structures together.
3. These efforts strengthen community unity while protecting land and water resources.

12. What lessons can communities learn from the response to the Chennai floods?

Answer:

1. Communities should prepare to support vulnerable people when regular services fail.
2. Organisations and volunteers can pool food, skills and other resources during emergencies.
3. Cooperation and selfless service can reduce suffering and speed up recovery.

13. How did Kamal Parmar's individual effort develop into a community initiative?

Answer:

1. Kamal began by personally teaching a small group of underprivileged children after work.
2. His dedication attracted around 150 learners as well as local teachers and student volunteers.
3. This shows that one person's sincere effort can inspire wider community participation.

14. Why did the older volunteers feel that they learned from the underprivileged children?

Answer:

1. They observed the children studying attentively despite noise and a lack of proper classrooms.
2. The children's determination taught them to value educational opportunities.
3. The experience also developed empathy, humility and respect in the volunteers.

15. What should society do to ensure education for every child?

Answer:

1. Society should provide accessible schools, trained teachers, meals and learning materials.
2. Governments and communities should identify and support children who have dropped out or never enrolled.
3. Citizens can volunteer or contribute resources to create inclusive learning opportunities.

16. How can a Residents' Welfare Association make fair community rules?

Answer:

1. It should invite all residents to discuss common problems and possible solutions.
2. The rules should respect the needs of children, older persons, workers and pet owners.
3. Decisions should be transparent, reasonable and reviewed when circumstances change.

17. Why are urban communities interdependent even when families live independently?

Answer:

1. Urban families depend on traders for food and other essential supplies.
2. They rely on municipal workers, transport providers, teachers and healthcare workers for services.

3. Therefore, independent households still require the cooperation of many people and communities.

18. How can students strengthen their school community?

Answer:

1. Students can follow rules, maintain cleanliness and respect their classmates and staff.
2. They can participate actively in clubs, service programmes and group projects.
3. They can support struggling classmates and help create an inclusive school environment.

19. How are the values practised in a family extended to a community?

Answer:

1. Care within a family becomes compassion for neighbours and vulnerable people.
2. Sharing household responsibilities develops into cooperation in community activities.
3. Values such as dāna, sevā and tyāga encourage people to serve the wider society.

20. “Strong communities begin with responsible families.” Justify the statement.

Answer:

1. Families teach children cooperation, respect, responsibility and service.
2. Children who practise these values are more likely to become caring and active community members.
3. Therefore, responsible families contribute to the development of united and supportive communities.

9.11 Five-mark questions with Answers of LOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — LOTS Type:

1. Explain the importance of the family and the responsibilities of its members.

Answer:

1. The family is the fundamental and most ancient unit of society.
2. Family relationships are based on love, care, cooperation and interdependence.
3. Parents raise, protect and guide their children to become responsible members of society.
4. Children gradually help with household duties and support other family members.
5. The family also teaches traditions and values such as dharma, ahimsa, dāna, sevā and tyāga.

2. Differentiate between joint and nuclear families.

Answer:

1. A joint family consists of several generations and relatives living together.
2. It may include grandparents, parents, uncles, aunts, brothers, sisters and cousins.
3. A nuclear family generally consists of a couple and their children.
4. Sometimes, a nuclear family may consist of one parent and children.
5. Joint families have more members sharing duties, while nuclear families are smaller and usually live separately from relatives.

3. Describe how Shalini’s family demonstrated love, sharing and sacrifice.

Answer:

1. Shalini lived in a joint family with her parents, brother, grandmother, uncle, aunt and cousin.
2. Her uncle had lost his job and was experiencing financial difficulties before Onam.

3. Shalini's parents bought new clothes for her uncle, aunt and cousin along with their own children.
4. As a result, Shalini accepted a simple cotton dress instead of the silk dress she wanted.
5. She felt happy because the family shared its resources and ensured that everyone received new clothes.

4. Explain how the members of Tenzing's family shared their responsibilities.

Answer:

1. Tenzing's father ran a grocery shop, while his mother worked in a handicraft cooperative.
2. His father also cleaned the house, cared for the vegetable garden and helped prepare food.
3. His grandmother prepared food and shared stories filled with humour and wisdom.
4. His grandfather helped Tenzing with homework and took him to the school bus stop.
5. The family discussed special expenses together and saved money for unexpected needs.

5. Define a community and explain its major functions.

Answer:

1. A community is a group of connected people or families who support one another.
2. Community members come together to celebrate festivals, weddings and other events.
3. In villages, they may cooperate in preparing land, sowing seeds and harvesting crops.
4. They make common rules for using resources such as water, forests and grazing lands.
5. A community functions smoothly when all its members perform their duties responsibly.

6. Describe the Bhil community's halma tradition and its efforts to conserve water.

Answer:

1. Halma is a Bhil tradition of coming together to support people during a crisis.
2. The region around Jhabua in Madhya Pradesh had suffered from a serious water crisis.
3. The Bhils voluntarily planted thousands of trees in hundreds of villages.
4. They dug trenches and constructed water-harvesting structures to conserve rainwater.
5. They performed this work without payment as a duty towards their community and Mother Earth.

7. Describe the community support provided during the Chennai floods of 2015.

Answer:

1. During the Chennai floods, roads turned into rivers and people could not move around easily.
2. Most shops were closed, and many essential services were interrupted.
3. Private groups, especially spiritual and religious organisations, came forward to help.
4. They cooked large quantities of food and distributed it to people in need.
5. Their work demonstrated cooperation, compassion and selfless community service.

8. Explain Kamal Parmar's contribution to the education of underprivileged children.

Answer:

1. Kamal Parmar noticed underprivileged children who had dropped out of school or had never attended school.
2. He began giving them free tuition after completing his regular work at his workshop.
3. He taught every day from 5:30 p.m. to 9:30 p.m. and also provided free dinner.
4. Soon, around 150 children began attending his classes regularly.
5. Local teachers and older schoolchildren later joined him as volunteer teachers.

9. Explain the role of Residents' Welfare Associations in urban communities.

Answer:

1. Residents' Welfare Associations are community organisations found in many urban areas.

- Residents participate in making rules and regulations for their neighbourhoods.
- These rules may cover waste management, cleanliness and the maintenance of common areas.
- They may also establish guidelines for keeping and caring for pets.
- These associations depend on traders, municipal workers and other communities for supplies and services.

10. Describe the different kinds of communities mentioned in the chapter.

Answer:

- A jāti or one of its subdivisions may be described as a community.
- People belonging to a particular religion or region may form a community.
- People sharing common work, such as farming or scientific research, may also form communities.
- Groups based on a common interest, such as art, sports or drama, are also communities.
- Within a school, a class, club, National Service Scheme or National Cadet Corps group can function as a community.

9.12 Five-mark questions with Answers of HOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers — HOTS Type:

1. Compare joint and nuclear families, highlighting their advantages and challenges.

Answer:

- A joint family offers guidance from elders, shared responsibilities and support during emergencies.
- However, its members may have less privacy and may sometimes disagree over decisions.
- A nuclear family offers greater independence, privacy and faster decision-making.
- However, it may have fewer people to share household work and provide support during difficulties.
- Either type can function successfully when its members practise love, cooperation, respect and responsibility.

2. “A family is the first school of values.” Justify the statement.

Answer:

- Children first learn love, respect, discipline and responsibility within their family.
- By helping with household work, they develop cooperation and independence.
- Family members teach them values such as ahimsa, dāna, sevā and tyāga through daily actions.
- Children also learn traditions and appropriate behaviour by observing parents and elders.
- These early lessons prepare them to become responsible and caring members of society.

3. Analyse Shalini’s decision to accept a simple cotton dress instead of a silk dress.

Answer:

- Shalini understood that her uncle’s family was facing financial difficulties.
- By accepting a cotton dress, she allowed the available money to be shared with her relatives.
- Her decision reflected tyāga because she gave up a personal desire for the welfare of others.
- It also ensured that every family member felt included in the Onam celebration.
- Her action shows that family happiness and unity can be more valuable than material possessions.

4. How does Tenzing’s family present a model of equality and shared responsibility?

Answer:

1. Both of Tenzing's parents worked to support the family's needs.
2. His father also cleaned the house, maintained the garden and helped prepare food.
3. His grandparents contributed through cooking, guidance, homework assistance and community service.
4. His parents jointly discussed special expenses and planned their savings.
5. Their example shows that duties should be shared according to ability rather than age or gender.

5. What might happen if family members fail to perform their roles and responsibilities?**Answer:**

1. Household work may fall unfairly on one or two members, causing stress and exhaustion.
2. Children may not receive adequate guidance, care or emotional support.
3. Frequent misunderstandings may weaken trust and cooperation within the family.
4. Financial and household needs may not be managed properly.
5. Therefore, responsible participation by every member is necessary for a peaceful family life.

6. Evaluate how the halma tradition helped the Bhils address both social and environmental problems.**Answer:**

1. Halma brought community members together to solve a serious water crisis through voluntary work.
2. Planting thousands of trees helped protect the soil and improve the local environment.
3. Digging trenches and constructing water-harvesting structures conserved rainwater.
4. Working collectively strengthened unity, responsibility and cooperation among the Bhils.
5. Thus, halma improved natural resources while reinforcing the community's tradition of selfless service.

7. How can communities prepare for and respond effectively to natural disasters?**Answer:**

1. Communities can identify vulnerable people and prepare emergency plans before disasters occur.
2. Members can collect food, clean water, medicines and other necessary supplies.
3. Volunteers can organise rescue work, temporary shelters and the distribution of essential goods.
4. Local groups can coordinate with government agencies and service organisations.
5. The response during the Chennai floods shows that cooperation can reduce suffering when normal services fail.

8. Assess the social importance of Kamal Parmar's educational initiative.**Answer:**

1. Kamal Parmar provided learning opportunities to children who had dropped out of school or had never enrolled.
2. Free tuition and dinner reduced some of the barriers faced by underprivileged children.
3. His consistent effort attracted about 150 children and encouraged them to study regularly.
4. His example inspired teachers and older students to volunteer their time and knowledge.
5. Therefore, his initiative promoted educational equality and demonstrated how one person can transform a community.

9. How can a Residents' Welfare Association make its rules fair and effective?**Answer:**

1. It should allow residents from different groups to participate in discussions and decision-making.
2. Its rules should respect the needs of children, older people, workers, persons with disabilities and pet owners.
3. The rules must clearly explain responsibilities related to cleanliness, waste and common spaces.
4. They should be applied equally without favouring particular residents.
5. The association should periodically review the rules and revise those that are unfair or ineffective.

10. “Rights over community resources must be accompanied by duties.” Explain.

Answer:

1. Every member may have the right to use common resources such as water, forests and grazing lands.
2. Members also have a duty to avoid wasting, damaging or overusing these resources.
3. If people demand rights without fulfilling duties, resources may become scarce or unavailable to others.
4. Common rules ensure fair access and encourage responsible use.
5. Balancing rights with duties protects resources for both present and future generations.

11. Explain how families and communities are connected and interdependent.

Answer:

1. Families depend on communities for education, healthcare, goods, transport and public services.
2. Communities depend on families to raise responsible and cooperative individuals.
3. Values learned at home, such as sharing and service, are practised in neighbourhoods and public life.
4. Different occupational communities provide one another with essential products and services.
5. Therefore, the well-being of families and communities is closely connected.

12. Suggest how students can apply the chapter’s values in their school community.

Answer:

1. Students can cooperate in group activities and share responsibilities fairly.
2. They can help classmates who experience academic, emotional or financial difficulties.
3. They can practise sevā by participating in cleanliness drives and community-service programmes.
4. They can show dāna by sharing books, materials or other useful resources with those in need.
5. By respecting differences and following fair rules, students can build an inclusive school community.

9.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — Applied Type:

1. Your friend’s parents are away, and the friend needs help completing daily tasks. How would you apply family and community values to assist?

Answer:

1. I would first ask my friend what essential help was required.
2. I would assist with simple tasks such as arranging study materials or getting food.
3. I would inform a trusted adult or neighbour so that proper support could be provided.
4. I would help my friend complete schoolwork and avoid feeling lonely.
5. These actions would demonstrate cooperation, sevā, care and community responsibility.

2. A family member has lost a job shortly before a festival. How should the family respond?

Answer:

1. The family should discuss the difficulty calmly and avoid blaming the unemployed member.
2. Members should prioritise essential needs and reduce unnecessary festival expenses.
3. Those who can afford it should share food, clothes and other resources.
4. Children may accept simpler gifts so that everyone can participate in the celebration.
5. Such support reflects love, dāna, sevā and tyāga in family life.

3. Both parents in a family work outside the home, but only one person performs all the household duties. Suggest a fair solution.

Answer:

1. The family should list all regular household tasks and discuss them together.
2. Duties should be divided according to each member's age, ability and available time.
3. Children can arrange their rooms, organise books and help set the dining table.
4. Adults can share cooking, cleaning, shopping and financial responsibilities.
5. A fair division of work promotes cooperation, equality and mutual respect.

4. Your neighbourhood faces a severe water shortage. Prepare a community action plan based on the Bhil tradition of halma.

Answer:

1. Residents should meet to identify the causes of the shortage and make common water-use rules.
2. Volunteers can clean existing water bodies and dig suitable rainwater-conservation trenches.
3. Houses and public buildings can install rainwater-harvesting systems.
4. Community members can plant and protect trees to improve water retention.
5. Everyone should participate voluntarily and monitor water use for long-term conservation.

5. Heavy rainfall floods your locality and interrupts normal services. How can the community respond?

Answer:

1. Residents should first identify and safely assist children, older people and persons with disabilities.
2. Volunteers can arrange temporary shelter, cooked food, drinking water and basic medicines.
3. People with vehicles or boats may help with safe transportation where officially permitted.
4. Community leaders should coordinate with emergency services and local authorities.
5. These actions apply cooperation, compassion and selfless service during a crisis.

6. Some underprivileged children near your school do not receive regular education. Suggest an initiative inspired by Kamal Parmar.

Answer:

1. The school can identify the children and understand the reasons preventing them from attending classes.
2. Teachers and senior students can organise free evening or weekend lessons.
3. The community can donate books, stationery, uniforms and nutritious snacks.
4. Classes can be conducted in a safe and accessible place with parental consent.
5. The school should also help connect the children with formal educational opportunities.

7. Residents in an apartment repeatedly argue about waste disposal. How can their Residents' Welfare Association solve the problem?

Answer:

1. The association should conduct a meeting where all residents can explain their concerns.
2. It should create clear rules for separating wet, dry and hazardous waste.
3. Labelled bins should be placed in convenient common locations.
4. Residents and municipal workers should jointly decide a regular collection schedule.
5. The rules should be applied equally and reviewed periodically for effectiveness.

8. A community uses a common forest, but some members cut too many trees. How should the problem be addressed?**Answer:**

1. The community should establish limits on cutting trees and collecting forest produce.
2. Every family should receive fair access according to agreed needs and rules.
3. Members should plant new trees to replace those that have been cut.
4. A community group can monitor the forest and report repeated violations.
5. These steps balance people's rights with their duty to conserve shared resources.

9. A classmate cannot afford materials for a school project. How can the class respond without embarrassing the student?**Answer:**

1. The teacher can organise a common pool of reusable project materials for the entire class.
2. Students can contribute spare items without identifying who needs assistance.
3. The project may be completed in groups so that resources and responsibilities are shared.
4. Every student should receive an equal opportunity to participate and present ideas.
5. This approach demonstrates dāna, cooperation, dignity and inclusion.

10. Your school club has members from different backgrounds, but only a few students make all the decisions. How would you improve its functioning?**Answer:**

1. The club should allow every member to suggest ideas and express concerns.
2. Leadership roles and responsibilities should rotate among students.
3. Decisions can be made through discussion or fair voting.
4. Tasks should be distributed according to members' interests and abilities.
5. These measures encourage participation, fairness, responsibility and a stronger sense of community.

9.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:**Olympiad-Type Multiple-Choice Questions:****1. Which characteristic best distinguishes a joint family from a nuclear family?**

- A. Members celebrate festivals together
- B. Several generations and relatives live together
- C. Parents take care of children
- D. Children attend school

Answer: B. Several generations and relatives live together**2. Which option correctly explains "interdependence" in family life?**

- A. Members live without rules
- B. Members perform only personal tasks
- C. Members depend upon and support one another
- D. Members avoid making collective decisions

Answer: C. Members depend upon and support one another

3. Which pair is correctly matched?

- A. Ahimsa — sacrifice
- B. Dāna — giving
- C. Sevā — non-violence
- D. Tyāga — earning

Answer: B. Dāna — giving

4. Shalini accepted a cotton dress so that her relatives could receive new clothes. Which value did she primarily practise?

- A. Ahimsa
- B. Tyāga
- C. Competition
- D. Independence

Answer: B. Tyāga

5. Which sequence best represents responsible family financial management?

- A. Borrow → spend → discuss → save
- B. Spend → save → identify needs → discuss
- C. Identify needs → discuss → budget → save
- D. Save → ignore needs → spend → borrow

Answer: C. Identify needs → discuss → budget → save

6. Which action by Tenzing's father best challenges fixed gender roles?

- A. Running a grocery shop
- B. Discussing community problems
- C. Cleaning the house and helping prepare food
- D. Taking care of shop customers

Answer: C. Cleaning the house and helping prepare food

7. Tenzing's parents discussed special expenses together. This is an example of:

- A. individual authority
- B. joint decision-making
- C. community regulation
- D. unnecessary delay

Answer: B. joint decision-making

8. Which activity is least likely to be a function of a family?

- A. Teaching values to children
- B. Providing care and support
- C. Sharing household responsibilities
- D. Managing an entire city's drainage system

Answer: D. Managing an entire city's drainage system

9. Why did traditional communities establish rules for shared resources?

- A. To prevent everyone from using them
- B. To ensure fair and secure access
- C. To sell all resources immediately
- D. To eliminate community duties

Answer: B. To ensure fair and secure access

10. Which activity formed part of the Bhil community's response to the water crisis?

- A. Constructing shopping centres
- B. Closing agricultural fields
- C. Digging trenches to conserve rainwater
- D. Moving permanently to cities

Answer: C. Digging trenches to conserve rainwater

11. What is the central principle of the Bhil tradition of halma?

- A. Competing for natural resources
 - B. Working together voluntarily during a crisis
 - C. Depending entirely on paid workers
 - D. Preventing outsiders from entering villages
- Answer:** B. Working together voluntarily during a crisis

12. Consider the following actions:

- 1. Planting trees
- 2. Digging rainwater-conservation trenches
- 3. Expecting payment for every task
- 4. Serving Mother Earth

Which actions are associated with halma?

- A. 1 and 3 only
- B. 2 and 3 only
- C. 1, 2 and 4 only
- D. 1, 2, 3 and 4

Answer: C. 1, 2 and 4 only

13. During the Chennai floods of 2015, private organisations mainly helped people by:

- A. opening new shopping centres
- B. cooking and distributing food
- C. building permanent houses immediately
- D. organising festivals

Answer: B. Cooking and distributing food

14. What common value is most clearly reflected in both halma and the response to the Chennai floods?

- A. Personal profit
- B. Selfless community service
- C. Political competition
- D. Individual independence

Answer: B. Selfless community service

15. Why was Kamal Parmar's initiative especially significant?

- A. It increased the income of his workshop
- B. It provided education to underprivileged children
- C. It introduced new traffic regulations
- D. It created a Residents' Welfare Association

Answer: B. It provided education to underprivileged children

16. Which statement about Kamal Parmar's classes is correct?

- A. They were held only on weekends.
- B. Every child had to pay tuition fees.
- C. They were conducted after his regular working hours.
- D. Only regular school students could attend them.

Answer: C. They were conducted after his regular working hours.

17. Older students joined Kamal Parmar's classes mainly to:

- A. teach underprivileged children voluntarily
- B. earn money after school
- C. inspect his workshop
- D. organise sports competitions

Answer: A. Teach underprivileged children voluntarily

18. Which conclusion can best be drawn from Kamal Parmar's story?

- A. Only governments can improve communities.
- B. Education requires an expensive building.

- C. One person's initiative can inspire collective action.
- D. Children cannot learn in difficult surroundings.

Answer: C. One person's initiative can inspire collective action.

19. Which matter is most likely to be managed by a Residents' Welfare Association?

- A. National defence
- B. Waste management in an apartment complex
- C. International trade
- D. State-level elections

Answer: B. Waste management in an apartment complex

20. A Residents' Welfare Association depends on traders for supplies and municipal workers for waste collection. This proves that:

- A. urban communities are completely independent
- B. community rules are unnecessary
- C. communities are interdependent
- D. traders control all associations

Answer: C. Communities are interdependent

21. Which of the following can be regarded as a community?

- A. People sharing a religion
- B. Members of a science club
- C. Residents of a neighbourhood
- D. All of the above

Answer: D. All of the above

22. Which school group is based primarily on a shared interest?

- A. A drama club
- B. A nuclear family
- C. A municipal department
- D. A trading association

Answer: A. A drama club

23. A neighbourhood has one common water source. Which rule would be fairest?

- A. The strongest family may take water first.
- B. Every family may take an unlimited amount.
- C. Water should be distributed according to agreed needs and availability.
- D. Only wealthy families may use the water.

Answer: C. Water should be distributed according to agreed needs and availability.

24. Which situation best demonstrates cooperation rather than individual action?

- A. A child completes a personal drawing alone.
- B. Villagers work together to harvest one another's crops.
- C. A shopkeeper closes the shop early.
- D. A family member keeps all resources for personal use.

Answer: B. Villagers work together to harvest one another's crops.

25. Which statement best explains why rights must be accompanied by duties?

- A. Rights permit people to ignore others.
- B. Duties prevent people from receiving benefits.
- C. Responsible duties protect shared benefits and resources for everyone.
- D. Rights and duties are unrelated.

Answer: C. Responsible duties protect shared benefits and resources for everyone.

26. Read the statements:

- **Statement I:** A community can be formed only by people living in the same location.
- **Statement II:** People with a shared profession or interest may also form a community.

Choose the correct option:

- A. Both statements are true.
- B. Both statements are false.
- C. Statement I is true, but Statement II is false.
- D. Statement I is false, but Statement II is true.

Answer: D. Statement I is false, but Statement II is true.

27. Which option shows the correct progression from the smaller social unit to the larger one?

- A. Community → family → individual
- B. Individual → family → community
- C. Family → individual → community
- D. Individual → community → family

Answer: B. Individual → family → community

28. If a community's rules unfairly exclude some members, what should be done?

- A. The rules should never be questioned.
- B. The affected members should leave the community.
- C. The rules should be discussed and revised fairly.
- D. Only powerful members should make decisions.

Answer: C. The rules should be discussed and revised fairly.

29. Which value connects the actions of Shalini's family, Tenzing's grandfather, the Bhils and Kamal Parmar?

- A. Desire for recognition
- B. Service and concern for others
- C. Preference for nuclear families
- D. Dependence on financial rewards

Answer: B. Service and concern for others

30. Which statement best expresses the chapter's central message?

- A. Families and communities can function without responsibilities.
- B. Personal interests should always come before common needs.
- C. Mutual support, shared duties and interdependence strengthen society.
- D. Only joint families can practise cooperation.

Answer: C. Mutual support, shared duties and interdependence strengthen society.

9.15 Best Practices Opportunity List from the Chapter: (10 Ideas)

Olympiad-Type Multiple-Choice Questions:

1. Which characteristic best distinguishes a joint family from a nuclear family?

- A. Members celebrate festivals together
- B. Several generations and relatives live together
- C. Parents take care of children
- D. Children attend school

Answer: B. Several generations and relatives live together

2. Which option correctly explains "interdependence" in family life?

- A. Members live without rules
- B. Members perform only personal tasks
- C. Members depend upon and support one another
- D. Members avoid making collective decisions

Answer: C. Members depend upon and support one another

3. Which pair is correctly matched?

- A. Ahimsa — sacrifice
- B. Dāna — giving
- C. Sevā — non-violence
- D. Tyāga — earning

Answer: B. Dāna — giving

4. Shalini accepted a cotton dress so that her relatives could receive new clothes. Which value did she primarily practise?

- A. Ahimsa
- B. Tyāga
- C. Competition
- D. Independence

Answer: B. Tyāga

5. Which sequence best represents responsible family financial management?

- A. Borrow → spend → discuss → save
- B. Spend → save → identify needs → discuss
- C. Identify needs → discuss → budget → save
- D. Save → ignore needs → spend → borrow

Answer: C. Identify needs → discuss → budget → save

6. Which action by Tenzing's father best challenges fixed gender roles?

- A. Running a grocery shop
- B. Discussing community problems
- C. Cleaning the house and helping prepare food
- D. Taking care of shop customers

Answer: C. Cleaning the house and helping prepare food

7. Tenzing's parents discussed special expenses together. This is an example of:

- A. individual authority
- B. joint decision-making
- C. community regulation
- D. unnecessary delay

Answer: B. joint decision-making

8. Which activity is least likely to be a function of a family?

- A. Teaching values to children
- B. Providing care and support
- C. Sharing household responsibilities
- D. Managing an entire city's drainage system

Answer: D. Managing an entire city's drainage system

9. Why did traditional communities establish rules for shared resources?

- A. To prevent everyone from using them
- B. To ensure fair and secure access
- C. To sell all resources immediately
- D. To eliminate community duties

Answer: B. To ensure fair and secure access

10. Which activity formed part of the Bhil community's response to the water crisis?

- A. Constructing shopping centres
- B. Closing agricultural fields
- C. Digging trenches to conserve rainwater
- D. Moving permanently to cities

Answer: C. Digging trenches to conserve rainwater

11. What is the central principle of the Bhil tradition of halma?

- A. Competing for natural resources
 - B. Working together voluntarily during a crisis
 - C. Depending entirely on paid workers
 - D. Preventing outsiders from entering villages
- Answer:** B. Working together voluntarily during a crisis

12. Consider the following actions:

- 1. Planting trees
- 2. Digging rainwater-conservation trenches
- 3. Expecting payment for every task
- 4. Serving Mother Earth

Which actions are associated with halma?

- A. 1 and 3 only
- B. 2 and 3 only
- C. 1, 2 and 4 only
- D. 1, 2, 3 and 4

Answer: C. 1, 2 and 4 only

13. During the Chennai floods of 2015, private organisations mainly helped people by:

- A. opening new shopping centres
- B. cooking and distributing food
- C. building permanent houses immediately
- D. organising festivals

Answer: B. Cooking and distributing food

14. What common value is most clearly reflected in both halma and the response to the Chennai floods?

- A. Personal profit
- B. Selfless community service
- C. Political competition
- D. Individual independence

Answer: B. Selfless community service

15. Why was Kamal Parmar's initiative especially significant?

- A. It increased the income of his workshop
- B. It provided education to underprivileged children
- C. It introduced new traffic regulations
- D. It created a Residents' Welfare Association

Answer: B. It provided education to underprivileged children

16. Which statement about Kamal Parmar's classes is correct?

- A. They were held only on weekends.
- B. Every child had to pay tuition fees.
- C. They were conducted after his regular working hours.
- D. Only regular school students could attend them.

Answer: C. They were conducted after his regular working hours.

17. Older students joined Kamal Parmar's classes mainly to:

- A. teach underprivileged children voluntarily
- B. earn money after school
- C. inspect his workshop
- D. organise sports competitions

Answer: A. Teach underprivileged children voluntarily

18. Which conclusion can best be drawn from Kamal Parmar's story?

- A. Only governments can improve communities.
- B. Education requires an expensive building.

- C. One person's initiative can inspire collective action.
- D. Children cannot learn in difficult surroundings.

Answer: C. One person's initiative can inspire collective action.

19. Which matter is most likely to be managed by a Residents' Welfare Association?

- A. National defence
- B. Waste management in an apartment complex
- C. International trade
- D. State-level elections

Answer: B. Waste management in an apartment complex

20. A Residents' Welfare Association depends on traders for supplies and municipal workers for waste collection. This proves that:

- A. urban communities are completely independent
- B. community rules are unnecessary
- C. communities are interdependent
- D. traders control all associations

Answer: C. Communities are interdependent

21. Which of the following can be regarded as a community?

- A. People sharing a religion
- B. Members of a science club
- C. Residents of a neighbourhood
- D. All of the above

Answer: D. All of the above

22. Which school group is based primarily on a shared interest?

- A. A drama club
- B. A nuclear family
- C. A municipal department
- D. A trading association

Answer: A. A drama club

23. A neighbourhood has one common water source. Which rule would be fairest?

- A. The strongest family may take water first.
- B. Every family may take an unlimited amount.
- C. Water should be distributed according to agreed needs and availability.
- D. Only wealthy families may use the water.

Answer: C. Water should be distributed according to agreed needs and availability.

24. Which situation best demonstrates cooperation rather than individual action?

- A. A child completes a personal drawing alone.
- B. Villagers work together to harvest one another's crops.
- C. A shopkeeper closes the shop early.
- D. A family member keeps all resources for personal use.

Answer: B. Villagers work together to harvest one another's crops.

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9.16 Innovations Opportunity List from the Chapter: (10 Ideas)

Innovations in Teaching–Learning:

1. Interactive Digital Family Tree:

Students can create digital family trees using a presentation or diagram-making application. They may add relationship terms in English and their mother tongue to understand India's linguistic and cultural diversity.

2. Virtual Community Simulation:

Create a simulated neighbourhood in which students take roles such as residents, shopkeepers, municipal workers and volunteers. Present problems like water scarcity or waste disposal and ask them to reach a collective solution.

3. Family and Community Podcast:

Students can interview parents, grandparents or community helpers about family traditions, changing responsibilities and community cooperation. They can convert the interviews into short classroom podcasts or audio stories.

4. Digital Storytelling:

Students can create an illustrated digital story based on Shalini, Tenzing, the Bhil community or Kamal Parmar. The story should highlight values such as dāna, sevā, tyāga, cooperation and interdependence.

5. Gamified Values Challenge:

Design a classroom board game or digital quiz in which students solve family and community situations. They earn points by selecting responses that demonstrate fairness, responsibility, sharing and service.

6. Community Problem-Solving Lab:

Give groups real-life challenges such as water shortage, unequal household work, school dropout or neighbourhood waste. Students can design a five-step solution, prepare a poster and present it to the class.

7. Multilingual Relationship Dictionary:

Students can collaboratively build a digital dictionary of family relationship terms in different Indian languages. This helps them understand how language reflects close and specific family bonds.

8. Augmented Neighbourhood Map

Students can draw or digitally create a neighbourhood map showing homes, schools, shops, hospitals and public-service offices. QR codes or clickable labels can explain how each person or institution supports the community.

9. “Halma for School” Project

Adapt the Bhil tradition of halma into a voluntary school initiative such as planting trees, saving water or cleaning a shared area. Students can record participation and measure the project’s impact.

10. Community Helpers Video Diary

Students can record short, supervised videos describing the work of people such as sanitation workers, teachers, shopkeepers and healthcare workers. The final class video can demonstrate how different communities are interdependent.

11. Decision-Making Poll

Present situations such as sharing festival expenses, dividing household work or managing common water. Students vote anonymously using digital polling and then discuss the reasons behind their choices.

12. Community Kindness Tracker

Maintain a classroom chart or digital dashboard where students record acts of cooperation, sharing and service performed during the week. The class can reflect on how small individual actions strengthen families, schools and communities.

9.17: Practicing Questions/Question Bank:

A. Fill in the Blanks:

1. The _____ is the fundamental and most ancient unit of society.
Answer: family
2. A family in which several generations live together is called a _____ family.
Answer: joint
3. A couple and their children generally form a _____ family.
Answer: nuclear
4. Cooperation means _____ together.
Answer: working

5. The value of giving is known as _____.
Answer: dāna
 6. The word _____ means selfless service.
Answer: sevā
 7. Giving up one's personal needs for others is called _____.
Answer: tyāga
 8. Shalini's family was preparing for the festival of _____.
Answer: Onam
 9. The Bhil tradition of collective voluntary service is called _____.
Answer: halma
 10. Kamal Parmar provided free tuition to _____ children.
Answer: underprivileged
 11. The Bhils constructed water-harvesting structures to conserve _____.
Answer: rainwater
 12. Communities are ultimately _____ upon one another.
Answer: interdependent
-

B. One-Mark Questions:

1. **What is a joint family?**
Answer: A joint family consists of several generations and relatives living together.
2. **What is a nuclear family?**
Answer: A nuclear family generally consists of a couple and their children.
3. **What is cooperation?**
Answer: Cooperation means working together for a shared purpose.
4. **What does dharma mean?**
Answer: Dharma means performing one's duty responsibly.
5. **Why is the family called a school of values?**
Answer: The family teaches children values, responsibilities, traditions and good behaviour.
6. **What is a community?**
Answer: A community is a group of connected people who cooperate and support one another.
7. **What is halma?**
Answer: Halma is a Bhil tradition of collectively helping people, the community and the environment.
8. **How did Kamal Parmar help children?**
Answer: He provided underprivileged children with free tuition and dinner.
9. **What did organisations do during the Chennai floods?**
Answer: They prepared and distributed food to people in need.

10. Why are communities interdependent?

Answer: Communities are interdependent because they rely on one another for goods, services and support.

C. Two-Mark Questions:**1. State two differences between joint and nuclear families.**

Answer:

1. A joint family includes several generations and relatives, whereas a nuclear family generally includes parents and children.
2. A joint family has more members to share responsibilities, while a nuclear family has fewer members.

2. Mention two responsibilities of children in a family.

Answer:

1. Children should help with age-appropriate household duties.
2. They should respect and support parents, siblings and other family members.

3. What did Shalini learn from her grandmother?

Answer:

1. She learned that family members should support one another during financial difficulties.
2. She understood the importance of sharing resources and sacrificing personal desires.

4. How did Tenzing's father contribute to the household?

Answer:

1. He helped clean the house and look after the vegetable garden.
2. He also helped Tenzing's grandmother prepare food.

5. How did the Bhils respond to the water crisis?

Answer:

1. They planted thousands of trees in hundreds of villages.
2. They dug trenches and constructed structures to harvest rainwater.

6. Why are rules needed for shared natural resources?

Answer:

1. Rules prevent the misuse and overuse of common resources.
2. They ensure fair and secure access for all community members.

7. Mention two functions of a Residents' Welfare Association.

Answer:

1. It makes rules concerning cleanliness and waste management.

2. It helps residents manage common areas and matters such as pet care.

D. Three-Mark Questions:

1. Explain the importance of cooperation in family life.

Answer:

1. Cooperation allows family members to share household responsibilities.
2. It reduces the burden placed on any one individual.
3. It strengthens unity, respect and affection within the family.

2. Describe three important values learned within a family.

Answer:

1. Dāna teaches children to give and share with others.
2. Sevā teaches them to help others selflessly.
3. Tyāga teaches them to sacrifice personal desires for the welfare of others.

3. How did Shalini's family practise sharing and sacrifice?

Answer:

1. Shalini's uncle had lost his job and could not afford new clothes for his family.
2. Shalini's parents purchased clothes for her uncle, aunt and cousin.
3. Shalini accepted a cotton dress instead of a silk dress so that everyone could celebrate Onam happily.

4. Describe Tenzing's grandparents' contributions.

Answer:

1. His grandmother helped prepare food and shared stories containing wisdom.
2. His grandfather helped Tenzing with his homework and took him to the bus stop.
3. He also helped neighbours and participated actively in social work.

5. Explain Kamal Parmar's educational initiative.

Answer:

1. Kamal taught underprivileged children after completing his regular work.
2. He provided them with free evening lessons and dinner.
3. His initiative eventually attracted around 150 learners and several volunteers.

6. How can students contribute to their school community?

Answer:

1. They can follow school rules and maintain cleanliness.

2. They can help classmates and participate in clubs or service activities.
 3. They can treat everyone fairly and protect shared school resources.
-

E. Five-Mark Questions

1. Explain how a family helps children become responsible members of society.

Answer:

1. A family provides children with love, care, protection and security.
2. Parents teach them discipline and responsible behaviour.
3. Household duties help children develop cooperation and independence.
4. Family traditions teach cultural identity and respect for elders.
5. Values such as ahimsa, dāna, sevā and tyāga prepare them to serve society.

2. Compare the advantages and challenges of joint and nuclear families.

Answer:

1. A joint family provides support from elders and distributes responsibilities among many members.
2. Children in joint families can learn traditions from different generations.
3. However, joint-family members may have less privacy and may disagree over decisions.
4. A nuclear family offers independence, privacy and quicker decision-making.
5. However, it may have fewer people to provide support during emergencies.

3. Explain how the halma tradition benefited the Bhil community and the environment.

Answer:

1. Halma brought the Bhils together to address their region's serious water crisis.
2. Community members voluntarily planted thousands of trees.
3. They dug trenches and built water-harvesting structures.
4. Their work conserved rainwater and improved environmental conditions.
5. It also strengthened unity, cooperation and responsibility towards Mother Earth.

4. Discuss the importance of Kamal Parmar's work.

Answer:

1. Kamal noticed that several underprivileged children lacked access to education.
2. He began teaching them every evening after his regular work.
3. He also provided free dinner so that hunger would not prevent them from learning.
4. His dedication attracted around 150 children, teachers and student volunteers.

5. His initiative promoted educational equality and demonstrated the power of community service.

5. Explain why rights and duties must go together in a community.

Answer:

1. Community members have the right to use shared resources and facilities.
2. They also have a duty to use those resources responsibly.
3. Ignoring duties may cause waste, shortages and conflict.
4. Fair rules protect the needs and rights of every member.
5. A balance between rights and duties helps a community function smoothly.

6. Your neighbourhood is facing a water shortage. Suggest five community actions to solve it.

Answer:

1. Residents should meet and establish fair rules for water use.
2. Houses and public buildings should install rainwater-harvesting systems.
3. Community volunteers can clean and restore local water bodies.
4. Residents should plant trees and prevent unnecessary water wastage.
5. A committee should regularly monitor water consumption and conservation activities.

6th Standard Social Science Book Chapter 10

Chapter 10: Grassroots Democracy – Part 1 Governance

10.1 Summary of the Chapter:

- (1) People living together need rules and laws to maintain order, harmony and the smooth functioning of society.
- (2) **Governance** is the process of making decisions, organising society through rules and ensuring that these rules are followed.
- (3) A **government** is the group of people or system responsible for making rules and ensuring their implementation.
- (4) Government rules can be changed or improved according to society's changing needs, and citizens can participate in this process.
- (5) A modern government has three organs: the **legislature, executive and judiciary**.
- (6) The **legislature** makes, changes or removes laws through assemblies consisting of people's representatives.
- (7) The **executive** implements laws and maintains law and order through ministers, officials, police and other government agencies.
- (8) The **judiciary** interprets laws, decides whether laws have been broken and delivers justice through courts.
- (9) The three organs remain separate but work together. This **separation of powers** creates checks and balances and prevents any organ from misusing its authority.
- (10) India has three levels of government: the **Central or Union Government, State Governments and Local Governments**. Each level handles matters appropriate to its area.
- (11) **Democracy** means "rule of the people." India follows representative democracy, in which citizens aged 18 and above elect MPs and MLAs to represent them.
- (12) **Grassroots democracy** encourages ordinary citizens to participate in decisions affecting their daily lives, especially at the village, town and local levels.

10.2 Important Formulas:

Chapter 10, "Grassroots Democracy – Part 1: Governance," is a conceptual Social Science chapter. Therefore, it does not contain standard mathematical formulas. However, the following basic calculations may help solve data-based questions related to elections and democracy:

1. Total Number of Votes Cast

$$\text{Total votes cast} = \text{Votes for A} + \text{Votes for B} + \dots$$

2. Voting Percentage

$$\text{Voting percentage} = \frac{\text{Number of votes cast}}{\text{Total eligible voters}} \times 100$$

3. Candidate's Vote Percentage

$$\text{Vote percentage} = \frac{\text{Votes received by the candidate}}{\text{Total valid votes}} \times 100$$

4. Majority of Votes

$$\text{Majority} = \text{Votes secured by the winner} - \text{Votes secured by the nearest rival}$$

5. Simple Majority Requirement

$$\text{Simple majority} = \left(\frac{\text{Total members or valid votes}}{2} \right) + 1$$

For an odd total, use the next whole number above one-half.

6. Number of People Who Did Not Vote

$$\text{Non-voters} = \text{Total eligible voters} - \text{Number of voters who voted}$$

7. Percentage of Non-Voters

$$\text{Non-voter percentage} = \frac{\text{Number of non-voters}}{\text{Total eligible voters}} \times 100$$

8. Difference in Voting Percentages

$$\text{Difference} = \text{Higher voting percentage} - \text{Lower voting percentage}$$

9. Ratio of Votes

$$\text{Ratio of votes for A and B} = \text{Votes for A} : \text{Votes for B}$$

10. Average Number of Voters per Constituency

$$\text{Average voters per constituency} = \frac{\text{Total number of voters}}{\text{Number of constituencies}}$$

11. Representation Ratio

$$\text{Representation ratio} = \frac{\text{Total population or voters}}{\text{Number of representatives}}$$

12. Percentage Increase or Decrease in Voter Turnout

$$\text{Percentage change} = \frac{\text{New turnout} - \text{Old turnout}}{\text{Old turnout}} \times 100$$

A positive result shows an increase, while a negative result shows a decrease.

Note: These formulas are supplementary and useful for application-based questions. The uploaded chapter mainly focuses on governance, the organs and levels of government, democracy, elections and citizens' participation.

10.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)
Fill in the Blanks – LOTS Type:

1. Rules are necessary to maintain order and _____ in society.
Answer: harmony
2. The process of making decisions, organising society and ensuring that rules are followed is called _____.
Answer: governance
3. The system that makes rules and ensures that they are followed is called the _____.
Answer: government
4. Some of the most important rules made by the government are called _____.
Answer: laws
5. A modern government has _____ main organs.
Answer: three
6. The organ of government that makes laws is called the _____.
Answer: legislature
7. The organ that implements laws is known as the _____.
Answer: executive
8. The system of courts is called the _____.
Answer: judiciary
9. The judiciary decides whether a person has broken the _____.
Answer: law
10. Crimes committed using computers or digital technology are called _____.
Answer: cybercrimes
11. The agency responsible for dealing with online crimes is called the _____.
Answer: cyber police.

12. Keeping the three organs of government separate is called the separation of _____.
Answer: powers
13. The separation of powers creates a system of checks and _____.
Answer: balances
14. India has _____ levels of government.
Answer: three
15. The government working at the village or town level is called the _____ government.
Answer: local
16. The government functioning at the national level is called the Central or _____ Government.
Answer: Union
17. The government functioning at the regional level is called the _____ Government.
Answer: State
18. The highest court in India is the _____ Court of India.
Answer: Supreme
19. The highest court at the State level is called the _____ Court.
Answer: High
20. The two Houses of Parliament are the Lok Sabha and the _____ Sabha.
Answer: Rajya
21. A State Legislative Assembly is also called the _____ Sabha.
Answer: Vidhan
22. The executive head of the Central Government is the _____ Minister.
Answer: Prime
23. The executive head of a State Government is the _____ Minister.
Answer: Chief
24. The nominal head of the Indian Union is the _____ of India.
Answer: President
25. The nominal head of a State is the _____.
Answer: Governor
26. The word “democracy” comes from the Greek words *dēmos* and _____.
Answer: kratos
27. The Greek word *dēmos* means _____.
Answer: people
28. The Greek word *kratos* means rule or _____.
Answer: power
29. Democracy literally means the rule of the _____.
Answer: people
30. India follows a _____ democracy in which people elect their representatives.
Answer: representative
31. Elected members at the State level are called Members of the Legislative _____.
Answer: Assembly
32. Elected representatives at the national level are called Members of _____.
Answer: Parliament
33. All Indian citizens above the age of _____ have the right to vote.
Answer: 18

34. India had approximately _____ million voters in 2024.
Answer: 970
35. When every individual directly participates in making a decision, it is called _____ democracy.
Answer: direct
36. The process of choosing an option or representative by casting votes is called _____.
Answer: voting
37. Democracy that encourages ordinary citizens' participation is called _____ democracy.
Answer: grassroots
38. "Truth alone triumphs" is the meaning of _____.
Answer: Satyameva Jayate
39. Dr A.P.J. Abdul Kalam served as the _____ President of India.
Answer: 11th
40. Dr A.P.J. Abdul Kalam was popularly known as the "_____ Man of India."
Answer: Missile

10.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill in the Blanks with Answers – HOTS Type:

- When citizens request the government to change an outdated law, they are participating in the process of _____.
Answer: governance
- If cybercriminals steal money online, the organ that must first create suitable laws to control such crimes is the _____.
Answer: legislature
- When cyber police arrest a person accused of online fraud, they are performing the function of the _____.
Answer: executive
- When a court examines the evidence against an accused cybercriminal, the _____ is performing its duty.
Answer: judiciary
- If one organ of government prevents another organ from exceeding its authority, it demonstrates a system of checks and _____.
Answer: balances
- If the same group controls law-making, law enforcement and the courts, the principle of separation of _____ is violated.
Answer: powers
- When Parliament changes an old law to meet present-day needs, it is performing a _____ function.
Answer: legislative
- If a court examines whether a law is fair to all citizens, it is exercising its _____ responsibility.
Answer: judicial
- If a flood affects only one village, it should normally be handled first by the _____ government.
Answer: local
- If a flood affects several towns and villages within one State, the _____ Government should coordinate the rescue operation.
Answer: State

11. When a massive disaster affects vast areas of the country, the _____ Government may provide relief supplies and military assistance.
Answer: Central/Union
12. Police, law and order within a State are mainly the responsibility of the _____ Government.
Answer: State
13. Matters involving defence and foreign affairs are mainly handled by the _____ Government.
Answer: Central/Union
14. When citizens elect people to speak and make decisions on their behalf, the system is called _____ democracy.
Answer: representative
15. When all students directly vote to select a picnic destination, they practise _____ democracy.
Answer: direct
16. A citizen who has completed 18 years becomes eligible to participate in elections as a _____.
Answer: voter
17. If people are not allowed to participate in decisions affecting their community, the idea of _____ democracy becomes weak.
Answer: grassroots
18. When elected members discuss different opinions before passing a law, they use dialogue and _____.
Answer: debate
19. A representative elected to the State Legislative Assembly is known as an _____.
Answer: MLA
20. A representative elected to Parliament at the national level is known as an _____.
Answer: MP
21. If a government creates laws but fails to put them into practice, the _____ has not performed its role effectively.
Answer: executive
22. If the executive wrongly punishes a citizen, the citizen may approach the _____ for justice.
Answer: judiciary
23. When the legislature updates laws to control newly emerging online offences, it responds to the challenge of _____.
Answer: cybercrime
24. If representatives ignore the concerns of the people who elected them, the purpose of _____ democracy is weakened.
Answer: representative
25. When the Union, State and local governments cooperate during a disaster, they demonstrate coordination among the three _____ of government.
Answer: levels/tiers
26. If citizens discuss local problems and participate in finding solutions, they strengthen _____ democracy.
Answer: grassroots

27. When power is distributed among the legislature, executive and judiciary, the possibility of its _____ is reduced.
Answer: misuse
28. If a law is passed without discussion by elected representatives, the role of the _____ is weakened.
Answer: legislature
29. When the option supported by the larger number of voters is selected, the decision is based on the principle of _____ rule.
Answer: majority
30. A society without commonly accepted rules may experience disorder instead of social _____.
Answer: harmony

10.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

- What is governance?**
Governance is the process of making decisions, organising society through rules and ensuring that those rules are followed.
- Why are rules necessary in society?**
Rules are necessary to maintain order, harmony and the smooth functioning of society.
- What is a government?**
A government is a group of people or a system that makes rules and ensures that they are followed.
- What are laws?**
Laws are important rules made and enforced by the government.
- Name the three organs of government.**
The three organs of government are the legislature, executive and judiciary.
- What is the legislature?**
The legislature is the organ of government that makes, changes or removes laws.
- What is the executive?**
The executive is the organ of government that implements laws and maintains law and order.
- What is the judiciary?**
The judiciary is the system of courts that interprets laws and delivers justice.
- What is cybercrime?**
Cybercrime refers to criminal activities committed using computers, digital devices or the internet.
- What is meant by the separation of powers?**
Separation of powers means keeping the legislature, executive and judiciary separate from one another.
- What is the purpose of checks and balances?**
Checks and balances prevent any organ of government from exceeding or misusing its authority.
- Name the three levels of government in India.**
The three levels are the local, State and Central or Union governments.
- At which level does the local government function?**
The local government functions at the village or town level.
- Who is the nominal head of the Central Government?**
The President of India is the nominal head of the Central Government.

15. **Who is the executive head of the Central Government?**
The Prime Minister is the executive head of the Central Government.
16. **Who is the nominal head of a State Government?**
The Governor is the nominal head of a State Government.
17. **Who is the executive head of a State Government?**
The Chief Minister is the executive head of a State Government.
18. **Which is the highest court in India?**
The Supreme Court of India is the highest court in the country.
19. **Which is the highest court at the State level?**
The High Court is the highest court at the State level.
20. **Name the two Houses of the Indian Parliament.**
The two Houses of Parliament are the Lok Sabha and the Rajya Sabha.
21. **What is the State Legislative Assembly also called?**
The State Legislative Assembly is also called the Vidhan Sabha.
22. **What is democracy?**
Democracy is a system of government in which the people participate in governing themselves.
23. **What does the word 'democracy' literally mean?**
The word 'democracy' literally means "rule of the people."
24. **From which language does the word 'democracy' originate?**
The word 'democracy' originates from the Greek language.
25. **What does the Greek word 'dēmos' mean?**
The Greek word 'dēmos' means "people."
26. **What does the Greek word 'kratos' mean?**
The Greek word 'kratos' means "rule" or "power."
27. **What is representative democracy?**
Representative democracy is a system in which people elect representatives to govern and make decisions on their behalf.
28. **Who is called an MLA?**
An elected member of a State Legislative Assembly is called an MLA.
29. **Who is called an MP?**
An elected member of Parliament is called an MP.
30. **What is direct democracy?**
Direct democracy is a system in which citizens directly participate in making decisions.
31. **What is voting?**
Voting is the process through which people choose an option or elect a representative.
32. **What is grassroots democracy?**
Grassroots democracy is a system that encourages ordinary citizens to participate in decisions affecting them.
33. **What is the minimum voting age in India?**
The minimum voting age in India is 18 years.
34. **Approximately how many voters did India have in 2024?**
India had approximately 970 million voters in 2024.
35. **What is the motto of the Government of India?**
The motto of the Government of India is "Satyameva Jayate."
36. **What does 'Satyameva Jayate' mean?**
"Satyameva Jayate" means "Truth alone triumphs."
37. **What is the motto of the Supreme Court of India?**
The motto of the Supreme Court is "Yato Dharmastato Jayah."

38. Who was known as the ‘Missile Man of India’?

Dr A.P.J. Abdul Kalam was known as the “Missile Man of India.”

39. Which President of India was Dr A.P.J. Abdul Kalam?

Dr A.P.J. Abdul Kalam was the 11th President of India.

40. What is the primary function of elections in a democracy?

Elections allow citizens to choose representatives who govern and make decisions on their behalf.

10.6 One-mark questions with Answers of HOTS Type: (30 Questions)**One-Mark Descriptive Questions with Answers – HOTS Type:****1. What might happen if people did not follow rules in society?**

Society would face disorder and would not be able to function smoothly.

2. Why must laws be changed from time to time?

Laws must be changed to address new situations, problems and the evolving needs of society.

3. Why does a democratic government allow citizens to express their opinions about laws?

It allows citizens to help shape the rules and laws that affect their lives.

4. Which organ should create a new law to control cybercrime?

The legislature should create a new law to control cybercrime.

5. Which organ takes action when cybercriminals violate a law?

The executive, through agencies such as the cyber police, takes action against cybercriminals.

6. Which organ decides whether an accused cybercriminal is guilty?

The judiciary examines the evidence and decides whether the accused is guilty.

7. Why should the three organs of government remain separate?

They should remain separate to prevent the concentration and misuse of governmental power.

8. How do checks and balances support good governance?

They allow each organ to check the actions of the others and correct any imbalance.

9. What could happen if the judiciary were controlled by the executive?

Court decisions might become unfair and influenced by the government.

10. Why does India need three levels of government?

India needs three levels of government to manage local, State and national matters effectively.

11. Which level of government should first handle a minor flood affecting one village?

The local government should first handle a minor flood affecting one village.

12. Which government should take charge when a flood affects several districts within one State?

The State Government should take charge when several districts within the State are affected.

13. Why may the Central Government intervene during a massive flood?

It may intervene because a massive flood can require national resources, relief supplies and military assistance.

14. Why is direct democracy difficult to practise at the national level?

It is difficult because every citizen cannot directly participate in every national decision.

15. **How does representative democracy solve the difficulty of involving everyone in governance?**
It allows citizens to elect a smaller group of representatives to make decisions on their behalf.
16. **Why are dialogue and debate important in legislative assemblies?**
They help representatives examine different opinions before making laws and decisions.
17. **How does voting help a group reach a decision?**
Voting identifies the option supported by the largest number of participants.
18. **Why is a classroom vote on a picnic destination an example of direct democracy?**
It is direct democracy because every student personally participates in making the final decision.
19. **Why is electing a class representative similar to representative democracy?**
The elected student speaks and acts on behalf of the entire class.
20. **How can an MLA represent the interests of citizens?**
An MLA can raise citizens' problems and discuss possible solutions in the State Legislative Assembly.
21. **Why is voting considered both a right and a responsibility?**
Voting gives citizens a choice while requiring them to participate responsibly in democracy.
22. **How does grassroots democracy empower ordinary citizens?**
It gives ordinary citizens a voice in decisions that directly affect their communities.
23. **What may happen if elected representatives ignore public concerns?**
People may lose trust in their representatives and the democratic system.
24. **Why is local government important in grassroots democracy?**
Local government enables people to participate in solving problems within their villages and towns.
25. **How can citizens contribute to good governance?**
Citizens can obey laws, vote responsibly, express their views and hold representatives accountable.
26. **Why is the judiciary necessary even when laws already exist?**
The judiciary is necessary to interpret laws, settle disputes and ensure that laws are applied fairly.
27. **How does the executive depend on the legislature?**
The executive depends on the legislature for the laws that it must implement.
28. **How does the judiciary protect citizens from unfair government action?**
The judiciary can examine government decisions and provide justice when citizens' rights are violated.
29. **Why are the President and Governor described as nominal heads?**
They are called nominal heads because the Prime Minister and Chief Minister normally exercise executive authority.
30. **How did Dr A.P.J. Abdul Kalam show that a nominal head can influence society?**
He inspired citizens, especially young people, through his vision, humility and commitment to education and innovation.

10.7 Two-mark questions with Answers of LOTS Type: (30 Questions)

Two-Mark Descriptive Questions with Answers – LOTS Type:

1. **What is governance? Why is it necessary?**

- Governance is the process of making decisions, organising society through rules and ensuring that the rules are followed.
 - It is necessary to maintain order, harmony and the smooth functioning of society.
2. **What is a government? What are laws?**
- A government is a group of individuals or a system that makes rules and ensures that they are followed.
 - Laws are the more important rules made and enforced by the government.
3. **Why do communities need rules?**
- Rules help prevent disagreements, confusion and disorder among people.
 - They enable people to live together peacefully and perform their activities systematically.
4. **Name the three organs of government and state their main functions.**
- The legislature makes laws, while the executive implements them.
 - The judiciary interprets laws, settles disputes and delivers justice.
5. **What are the two main functions of the legislature?**
- The legislature makes new laws according to the needs of society.
 - It also updates or removes existing laws when necessary.
6. **What are the functions of the executive?**
- The executive implements the laws made by the legislature.
 - It maintains law and order through ministers, officials, police and other government agencies.
7. **What are the functions of the judiciary?**
- The judiciary decides whether a law has been broken and determines the appropriate action or punishment.
 - It may also examine whether executive decisions and laws are fair and properly formulated.
8. **What is cybercrime? How does the government deal with it?**
- Cybercrime refers to criminal activities committed using computers, digital systems or the internet.
 - The government makes cyber laws, uses the cyber police to investigate offences and brings offenders before courts.
9. **What is meant by the separation of powers?**
- Separation of powers means keeping the legislature, executive and judiciary separate from one another.
 - It prevents excessive power from being concentrated in a single organ of government.
10. **What are checks and balances?**
- Checks and balances allow each organ of government to examine the actions of the other organs.
 - They help restore balance when any organ acts beyond its expected authority.
11. **Name the three levels of government in India.**
- India has local, State and Central or Union governments.
 - These governments function at the village or town, State and national levels respectively.
12. **What is the role of the local government?**
- Local government deals with the immediate needs and problems of villages and towns.
 - It encourages citizens to participate in decisions that affect their local communities.
13. **What is the role of the State Government during a flood?**

- The State Government intervenes when a flood affects several towns, villages or districts within the State.
- It arranges rescue teams, relief materials and other assistance for affected people.
- 14. **When does the Central Government assist in managing a natural disaster?**
 - The Central Government assists when a disaster is massive and affects a very large area.
 - It may send relief supplies, funds, specialised teams and the armed forces.
- 15. **Name the legislative bodies at the national and State levels.**
 - At the national level, Parliament consists of the Lok Sabha and the Rajya Sabha.
 - At the State level, laws are mainly discussed and passed by the Vidhan Sabha or State Legislative Assembly.
- 16. **Name the highest judicial institutions at the national and State levels.**
 - The Supreme Court of India is the highest judicial institution at the national level.
 - The High Court is the highest judicial institution at the State level.
- 17. **Who heads the Central Government?**
 - The President of India is the nominal head and Supreme Commander of the Indian Armed Forces.
 - The Prime Minister is the executive head of the Central Government.
- 18. **Who heads a State Government?**
 - The Governor is the nominal head of a State.
 - The Chief Minister is the executive head of the State Government.
- 19. **Mention any two functions of the Central Government.**
 - The Central Government is responsible for national defence and foreign affairs.
 - It also deals with matters such as currency, atomic energy and inter-State commerce.
- 20. **Mention any two functions of a State Government.**
 - The State Government is responsible for police, law and order and public health.
 - It also deals with agriculture, irrigation, education and local government.
- 21. **What is democracy? Explain its literal meaning.**
 - Democracy is a system of governance in which people participate directly or through elected representatives.
 - It comes from the Greek words *dēmos*, meaning “people,” and *kratos*, meaning “rule” or “power.”
- 22. **What is representative democracy?**
 - Representative democracy is a system in which citizens elect representatives to govern on their behalf.
 - These representatives discuss laws, problems and solutions in legislative assemblies.
- 23. **Who are MLAs and MPs?**
 - MLAs are elected members who represent people in the State Legislative Assembly.
 - MPs are elected members who represent people in Parliament at the national level.
- 24. **What is direct democracy? Give one example.**
 - Direct democracy is a system in which every person directly participates in making a decision.
 - A class voting to select one of two picnic destinations is an example of direct democracy.
- 25. **What is grassroots democracy?**
 - Grassroots democracy encourages ordinary citizens to participate in governance.
 - It allows people to have a say in decisions that directly affect their lives and communities.
- 26. **State two facts about voting rights in India.**
 - All Indian citizens aged 18 years and above are generally eligible to vote.
 - India had approximately 970 million eligible voters in 2024.

27. Write the mottos of the Government of India and the Supreme Court.

- The Government of India's motto is *Satyameva Jayate*, meaning "Truth alone triumphs."
- The Supreme Court's motto is *Yato Dharmastato Jayah*, meaning "Where there is dharma, there is victory."

28. Write two facts about Dr A.P.J. Abdul Kalam.

- Dr A.P.J. Abdul Kalam was a renowned scientist known as the "Missile Man of India."
- He served as the 11th President of India from 2002 to 2007.

29. Why is India called a representative democracy?

- Indian citizens elect representatives through regular elections.
- These representatives make laws and discuss public issues in Parliament and State Assemblies.

30. How do elected representatives make decisions in assemblies?

- They discuss laws, public problems and possible solutions in their respective assemblies.
- They use dialogue and debate to examine different opinions and arrive at decisions.

10.8. Two-mark questions with Answers of HOTS Type: (15 Questions)**Two-Mark Descriptive Questions with Answers – HOTS Type:**

- 1. What would happen if there were no rules in society?**
 - Disagreements, confusion and disorder would increase among people.
 - Society would not be able to function peacefully and systematically.
- 2. Why should citizens be allowed to suggest changes to existing laws?**
 - Citizens are directly affected by laws and can identify problems in their implementation.
 - Their participation helps the government make laws more relevant, fair and democratic.
- 3. Why do governments need to make new laws to control cybercrime?**
 - Digital technology has created new types of crimes that may not be covered by older laws.
 - New laws help government agencies investigate cybercrimes and punish offenders effectively.
- 4. How do the three organs of government work together in a cybercrime case?**
 - The legislature makes cyber laws, and the executive investigates offences and arrests suspects.
 - The judiciary examines the evidence, determines guilt and awards appropriate punishment.
- 5. Why is the separation of powers essential for good governance?**
 - It prevents all governmental power from becoming concentrated in one organ or group.
 - It allows each organ to check the actions of the others and reduce the misuse of authority.
- 6. What might happen if the executive also controlled the judiciary?**
 - Court decisions could be influenced by government officials instead of being based on law and evidence.
 - Citizens might be denied impartial justice and lose confidence in the government.
- 7. How do checks and balances protect citizens?**

- They prevent any organ of government from acting beyond its constitutional role.
 - They help ensure that laws and government decisions remain fair and accountable.
8. **Why does a large country such as India require three levels of government?**
- A single government cannot efficiently manage every local, State and national issue.
 - Dividing responsibilities enables problems to be handled at the most appropriate level.
9. **How would the three levels of government respond to floods of different severity?**
- The local government handles a small flood, while the State Government manages one affecting several towns or districts.
 - The Central Government assists when a massive flood requires national resources and large-scale support.
10. **Why should a village sanitation problem be handled mainly by the local government?**
- Local authorities understand the village's conditions and immediate needs better.
 - They can consult residents and take quicker action to solve the problem.
11. **Why are defence and foreign affairs managed by the Central Government?**
- These matters concern the security and international relations of the entire country.
 - A single national policy ensures unity, coordination and consistent decision-making.
12. **Why are police and public health mainly responsibilities of State Governments?**
- Law-and-order and health needs may vary from one State to another.
 - State Governments can plan and implement suitable measures according to regional conditions.
13. **Why is direct democracy difficult to practise at the national level in India?**
- India has a very large population, making it impractical for every citizen to discuss every issue directly.
 - Citizens therefore elect representatives to make laws and decisions on their behalf.
14. **How is electing a class monitor similar to representative democracy?**
- Students choose one person to communicate their concerns and opinions to the teacher or principal.
 - Similarly, citizens elect representatives to speak and make decisions on their behalf.
15. **How is voting for a picnic destination an example of direct democracy?**
- Every student directly expresses a preference by voting for one of the available places.
 - The option receiving the larger number of votes becomes the collective decision.
16. **Why are dialogue and debate necessary in a democracy?**
- They allow representatives to present different views and examine the advantages and disadvantages of proposals.
 - They help assemblies make thoughtful decisions instead of accepting one opinion without discussion.
17. **What could happen if elected representatives ignored the concerns of citizens?**
- People's problems might remain unresolved, and government policies might not reflect public needs.
 - Citizens could lose trust in their representatives and the democratic system.
18. **How does grassroots democracy strengthen governance?**
- It involves ordinary citizens in decisions concerning their villages, towns and communities.
 - Their participation makes governance more responsive, inclusive and accountable.
19. **Why is the right to vote important in a representative democracy?**

- It enables citizens to choose people who will represent their interests in government.
 - It also allows them to replace representatives whose performance is unsatisfactory.
20. **How can citizens contribute to good governance apart from voting?**
- Citizens can obey laws, report problems, participate in public discussions and suggest improvements.
 - They can also monitor government actions and hold elected representatives accountable.
21. **Why must the judiciary be independent of the legislature and executive?**
- An independent judiciary can decide cases fairly without political or administrative pressure.
 - It can also examine whether laws and executive decisions are just and lawful.
22. **How can the legislature correct an outdated law?**
- It can study how the law affects society and discuss the changes required.
 - It can then amend the existing law or replace it with a more suitable one.
23. **Why might a law be valid but still require judicial examination?**
- A law may appear to treat certain citizens unfairly or conflict with fundamental principles.
 - The judiciary can examine whether the law is properly conceived and fair to everyone.
24. **How did Dr A.P.J. Abdul Kalam influence people despite being a nominal head?**
- He connected with citizens, particularly young people, through his support for education and innovation.
 - His humility, vision and inspiring ideas encouraged millions to dream and work for the nation.
25. **Why does grassroots democracy begin at the local level?**
- Local issues directly affect citizens and are easier for them to understand and discuss.
 - Local participation gives people practical experience in democratic decision-making.
26. **What may happen if the legislature makes laws but the executive does not enforce them?**
- The laws will remain ineffective because people who violate them may not face action.
 - This can weaken law and order and reduce public confidence in government.
27. **Why should citizens examine candidates carefully before voting?**
- Elected candidates will make decisions and laws on behalf of the people.
 - Choosing capable and responsible representatives improves the quality of governance.
28. **How can misuse of power weaken democracy?**
- It may result in unfair laws, biased decisions and violations of citizens' rights.
 - It can reduce public trust and prevent people from participating freely in governance.
29. **Why must different levels of government cooperate during a major disaster?**
- A major disaster may require local knowledge, State-level coordination and national resources.
 - Cooperation helps rescue operations and relief assistance reach affected people more effectively.
30. **Why is democracy more than merely holding elections?**
- Democracy also requires citizen participation, dialogue, accountability and respect for different opinions.
 - Elected governments must respond to people's needs and exercise power responsibly.

10.9. Three-mark questions with Answers of LOTS Type: (25 Questions)

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. What is governance, and why is it necessary?

- Governance is the process of making decisions, organising society through rules and ensuring that those rules are followed.
 - It helps maintain order and harmony among people living in a community.
 - Without governance, society would face confusion, disagreements and disorder.
2. **Explain the three organs of government.**
- The legislature makes, updates or removes laws.
 - The executive implements laws and maintains law and order.
 - The judiciary interprets laws, settles disputes and delivers justice.
3. **Describe the main functions of the legislature.**
- The legislature makes new laws according to the needs of society.
 - It changes or updates existing laws when circumstances change.
 - It may also remove laws that are outdated or no longer required.
4. **Describe the main functions of the executive.**
- The executive implements the laws passed by the legislature.
 - It maintains law and order through the police and other agencies.
 - It administers government policies and manages public services.
5. **Describe the main functions of the judiciary.**
- The judiciary decides whether a person has broken the law.
 - It determines the action or punishment required when an offence is proved.
 - It may examine whether laws and executive decisions are fair and properly framed.
6. **How do the three organs of government deal with cybercrime?**
- The legislature makes or updates laws to control cybercrime.
 - The executive, through agencies such as the cyber police, investigates offences and arrests suspects.
 - The judiciary examines the evidence and decides the appropriate punishment.
7. **What is the separation of powers? Explain its importance.**
- Separation of powers means keeping the legislature, executive and judiciary separate.
 - It prevents excessive power from being concentrated in one organ.
 - It creates checks and balances among the three organs of government.
8. **Explain the system of checks and balances.**
- Checks and balances allow each organ to examine the actions of the other organs.
 - They prevent any organ from acting beyond its expected role.
 - They help maintain balance, fairness and accountability in government.
9. **Name and explain the three levels of government in India.**
- The local government functions at the village or town level.
 - The State Government manages matters concerning a particular State.
 - The Central or Union Government deals with matters affecting the whole country.
10. **How do the three levels of government respond to floods?**
- Local authorities handle a small flood affecting a limited area.
 - The State Government intervenes when several towns and villages are affected.
 - The Central Government provides national resources and assistance during a massive flood.
11. **Describe the legislature at the national and State levels.**
- At the national level, Parliament consists of the Lok Sabha and Rajya Sabha.
 - At the State level, the legislature is generally called the Vidhan Sabha or State Legislative Assembly.

- These legislative bodies discuss and pass laws for their respective areas.
- 12. **Describe the judiciary at the national and State levels.**
 - The Supreme Court of India is the highest court at the national level.
 - The High Court is the highest judicial institution at the State level.
 - These courts interpret laws and administer justice within their jurisdictions.
- 13. **Who leads the executive at the Central and State levels?**
 - The President is the nominal head, while the Prime Minister is the executive head of the Central Government.
 - The Governor is the nominal head of a State.
 - The Chief Minister is the executive head of the State Government.
- 14. **Mention any three responsibilities of the Central Government.**
 - The Central Government is responsible for national defence and foreign affairs.
 - It manages matters such as currency, atomic energy and communications.
 - It also handles inter-State commerce and formulates national policies.
- 15. **Mention any three responsibilities of a State Government.**
 - The State Government maintains police, law and order within the State.
 - It manages public health, agriculture and irrigation.
 - It also looks after education and local government administration.
- 16. **What is democracy? Explain the origin of the word.**
 - Democracy is a system in which people participate in governance directly or through representatives.
 - The word comes from the Greek term *dēmos*, meaning “people.”
 - It also comes from *kratos*, meaning “rule” or “power,” so democracy means “rule of the people.”
- 17. **Explain representative democracy.**
 - Representative democracy is a system in which citizens elect people to govern on their behalf.
 - MLAs represent citizens in State Legislative Assemblies, while MPs represent them in Parliament.
 - These representatives discuss laws, public problems and possible solutions.
- 18. **Distinguish between MLAs and MPs.**
 - An MLA is a Member of the Legislative Assembly elected at the State level.
 - An MP is a Member of Parliament elected at the national level.
 - Both represent citizens and participate in discussing and making laws.
- 19. **What is direct democracy? Give an example.**
 - Direct democracy is a system in which all eligible people directly participate in making a decision.
 - Each person expresses an opinion or preference through voting.
 - A class voting to choose between two picnic destinations is an example of direct democracy.
- 20. **Explain the process of voting using the classroom picnic example.**
 - Students first discuss the advantages and disadvantages of the available picnic destinations.
 - They then vote by raising their hands for the place they prefer.
 - The destination receiving the larger number of votes is selected.
- 21. **What is grassroots democracy?**
 - Grassroots democracy encourages ordinary citizens to participate in governance.
 - It gives people a voice in decisions that directly affect their daily lives.
 - It is especially important at the village, town and other local levels.
- 22. **State three facts about elections in India.**

- India follows representative democracy and elects representatives at the State and national levels.
 - Indian citizens aged 18 years and above have the right to participate in elections.
 - India had approximately 970 million eligible voters in 2024.
23. **Write a short note on Dr A.P.J. Abdul Kalam.**
- Dr A.P.J. Abdul Kalam was a renowned scientist popularly called the “Missile Man of India.”
 - He served as the 11th President of India from 2002 to 2007.
 - He inspired young people through his commitment to education, innovation and national development.
24. **Explain the terms ‘nominal head’ and ‘executive head.’**
- A nominal head holds the highest position mainly in name and normally does not manage everyday government affairs.
 - The President is the nominal head of the Central Government, while the Governor is the nominal head of a State.
 - The Prime Minister and Chief Minister are the executive heads at the Central and State levels respectively.
25. **Write the meanings of two important national mottos mentioned in the chapter.**
- The Government of India’s motto, *Satyameva Jayate*, means “Truth alone triumphs.”
 - The Supreme Court’s motto is *Yato Dharmastato Jayah*.
 - It means “Where there is dharma, there is victory.”

10.10. Three-mark questions with Answers of HOTS Type: (25 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. **What might happen if a society had no commonly accepted rules or laws?**
 - Disagreements and conflicts among people would increase because there would be no common standards of behaviour.
 - Public services, institutions and daily activities would become difficult to organise.
 - Society would experience disorder and would not function peacefully or efficiently.
2. **Why should laws be reviewed and updated regularly?**
 - Social conditions and technology change over time, creating new needs and problems.
 - Outdated laws may become ineffective or unfair in present circumstances.
 - Regular revision keeps laws relevant, effective and beneficial to society.
3. **Explain how citizens can influence governance in a democracy.**
 - Citizens elect representatives who raise their concerns in legislative assemblies.
 - They can express opinions, request changes to laws and participate in local decision-making.
 - They can also hold representatives accountable by evaluating their performance during elections.
4. **Analyse how the three organs of government work together in a cybercrime case.**
 - The legislature creates or updates laws to define cybercrimes and their punishments.
 - The executive, through the cyber police, investigates the offence and arrests suspects.
 - The judiciary examines the evidence, determines guilt and awards punishment according to law.

5. **What problems could arise if one group controlled all three organs of government?**
 - The group could make laws that serve its own interests instead of the public interest.
 - It could enforce those laws unfairly and prevent citizens from receiving impartial justice.
 - The absence of checks and balances could lead to dictatorship and misuse of power.
6. **Why is an independent judiciary essential in a democracy?**
 - It can decide cases according to law and evidence without political pressure.
 - It protects citizens when executive actions or laws are unjust or unfair.
 - It maintains public confidence by ensuring equal and impartial justice.
7. **How does the separation of powers promote good governance?**
 - It assigns different responsibilities to the legislature, executive and judiciary.
 - It enables each organ to check whether the others are acting within their authority.
 - It prevents the concentration of power and promotes fairness and accountability.
8. **Why are checks and balances necessary even when government officials are elected?**
 - Elected officials may still make mistakes or misuse their authority.
 - Checks and balances ensure that their decisions can be examined by other organs.
 - They protect democratic institutions and citizens' interests between elections.
9. **Why does India require local, State and Central governments?**
 - India is too large and diverse for one government to manage every issue effectively.
 - Local and State governments can respond to regional needs using their knowledge of local conditions.
 - The Central Government can address national matters and coordinate action across States.
10. **A flood begins in one village but later spreads across several States. How should the government respond?**
 - The local government should initially organise immediate rescue and relief within the affected village.
 - State Governments should coordinate assistance when several districts and towns become affected.
 - The Central Government should provide national resources, armed forces and inter-State coordination when the flood spreads widely.
11. **Why should local problems normally be addressed first by local governments?**
 - Local authorities are closer to the people and understand their immediate needs.
 - They can consult residents directly and respond more quickly.
 - Local action also encourages citizens to participate in solving community problems.
12. **Why are national defence and foreign affairs not left to individual States?**
 - These matters affect the security and international position of the entire country.
 - Different State policies could create confusion and weaken national unity.
 - Central control ensures a coordinated and consistent national approach.
13. **Why is direct democracy impractical for most national decisions in India?**
 - India has a very large population spread across an extensive geographical area.
 - It would be difficult for every citizen to discuss and vote on every national issue.
 - Representative democracy provides a practical method by allowing elected members to decide on people's behalf.

14. How is choosing a class representative similar to electing an MLA or MP?

- In both cases, a group selects one person to communicate its needs and concerns.
- The chosen person speaks and acts on behalf of those who selected them.
- The representative is expected to remain accountable to the people represented.

15. Why are dialogue and debate more democratic than imposing a decision?

- Dialogue allows different opinions and concerns to be expressed.
- Debate enables the advantages and disadvantages of each proposal to be examined.
- Decisions made after discussion are generally more informed, inclusive and acceptable.

16. How can voting solve a disagreement within a group?

- Voting gives every eligible participant an opportunity to express a preference.
- The votes reveal which option has greater support among the group members.
- Accepting the majority decision provides a peaceful and organised solution.

17. What could happen if people voted without learning about the candidates?

- They might elect representatives who are incapable, irresponsible or dishonest.
- Poor representatives may ignore public needs and make unsuitable decisions.
- Therefore, citizens should make informed and responsible choices while voting.

18. How does grassroots democracy improve decision-making?

- It includes the experiences and opinions of people directly affected by local issues.
- It helps authorities understand actual community needs and identify practical solutions.
- Citizen participation makes decisions more inclusive, responsive and accountable.

19. What might happen if elected representatives stopped listening to citizens after an election?

- Public problems could remain unresolved because people's concerns would not reach the government.
- Government decisions might reflect the representatives' interests instead of community needs.
- Citizens could lose trust in both their representatives and the democratic system.

20. Why is democracy more than the act of conducting elections?

- Democracy also requires public participation, open discussion and respect for different opinions.
- Elected representatives must remain accountable and respond to people's needs.
- Government institutions must protect justice, equality and the rule of law.

21. How can a strong executive become dangerous without an effective legislature and judiciary?

- It might implement policies without proper legislative approval or public discussion.
- It could misuse enforcement agencies and violate citizens' rights.
- Without judicial review, affected citizens might not receive protection or justice.

22. How can citizens support good governance in their daily lives?

- Citizens can follow laws and respect rules created for public welfare.
- They can report community problems and participate in discussions and elections.
- They can monitor government actions and peacefully demand accountability.

23. Why is cooperation necessary among the three organs of government?

- Laws made by the legislature are effective only when the executive implements them.
- Executive actions must follow the law and may be examined by the judiciary.
- Cooperation enables the government to maintain order, solve problems and deliver justice.

24. How did Dr A.P.J. Abdul Kalam demonstrate that influence does not depend only on executive power?

- Although the President is a nominal head, Dr Kalam used his position to connect with citizens.

- He inspired young people to value education, innovation, hard work and national service.
 - His example shows that moral leadership can influence society without controlling everyday administration.
25. **Why should minority opinions be heard even when decisions are taken by majority vote?**
- Minority views may reveal important problems or consequences overlooked by the majority.
 - Listening to them makes decision-making fairer and more inclusive.
 - Democracy requires respect for every citizen, not merely acceptance of the majority's choice.

10.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Additional Five-Mark Descriptive Questions with Answers – LOTS Type:

1. **Explain why rules and laws are necessary in society.**
 1. People living together may have different opinions, interests and needs.
 2. Rules guide people's behaviour and help prevent confusion and conflict.
 3. Rules are followed in homes, schools, workplaces and on roads.
 4. Important rules made and enforced by the government are called laws.
 5. Rules and laws maintain order, harmony and the smooth functioning of society.
2. **Explain how the three organs of government deal with cybercrime.**
 1. The legislature makes or updates laws to control crimes committed through digital technology.
 2. The executive implements these laws through agencies such as the cyber police.
 3. The cyber police investigate complaints, collect evidence and arrest suspected offenders.
 4. The judiciary examines the evidence and decides whether the accused has broken the law.
 5. If found guilty, the offender may be fined or imprisoned according to the law.
3. **Describe the national-level system of government in India.**
 1. At the national level, the legislature consists of the Lok Sabha and Rajya Sabha.
 2. These two Houses of Parliament discuss and formulate national laws.
 3. The President is the nominal head, while the Prime Minister is the executive head.
 4. The Supreme Court of India is the highest judicial institution in the country.
 5. The Central Government handles defence, foreign affairs, currency, communications and other national matters.
4. **Describe the State-level system of government in India.**
 1. The Vidhan Sabha or State Legislative Assembly discusses and passes laws at the State level.
 2. Most States have one legislative assembly, while a few have two Houses.
 3. The Governor is the nominal head of a State.
 4. The Chief Minister is the executive head of the State Government.
 5. The High Court is the highest judicial institution at the State level.
5. **Explain the major responsibilities of the Central Government.**
 1. The Central Government protects the country through national defence.
 2. It manages India's relations with other countries through foreign affairs.
 3. It deals with atomic energy, communications and currency.
 4. It regulates inter-State commerce and frames national policies.

5. It also plays an important role in education and provides assistance during major disasters.
6. **Explain the major responsibilities of State Governments.**
 1. State Governments maintain police, law and order within their respective States.
 2. They manage public health services and implement suitable health programmes.
 3. They look after agriculture and irrigation.
 4. They share responsibility for education and adapt Central laws at the State level.
 5. They also supervise and support local government institutions.
7. **Describe the election and representation process in Indian democracy.**
 1. Indian citizens aged 18 years and above have the right to vote.
 2. Citizens choose their representatives through elections.
 3. Elected representatives at the State level are known as MLAs.
 4. Elected representatives at the national level are known as MPs.
 5. These representatives discuss laws, public problems and possible solutions in their assemblies.
8. **Explain how decisions are made in a representative democracy.**
 1. Citizens elect representatives to speak and act on their behalf.
 2. The representatives meet in Parliament or State Legislative Assemblies.
 3. They discuss public issues, proposed laws and possible solutions.
 4. Different opinions are considered through dialogue and debate.
 5. Decisions are then taken according to established democratic procedures.
9. **Write five points about direct democracy.**
 1. Direct democracy allows every eligible person to participate personally in decision-making.
 2. People express their preferences directly through voting.
 3. The option receiving greater support is usually accepted.
 4. A classroom vote to choose a picnic destination is an example of direct democracy.
 5. It is generally easier to practise direct democracy in small groups or communities.
10. **Write five points about India as a representative democracy.**
 - India follows a system in which citizens elect representatives.
 - MLAs represent people in the State Legislative Assemblies.
 - MPs represent people in Parliament at the national level.
 - All Indian citizens above 18 years of age can participate in elections.
 - India is the world's largest democracy and had about 970 million voters in 2024.
11. **Explain the importance of dialogue and debate in democracy.**
 - Dialogue enables representatives to express their opinions and concerns.
 - Debate helps them examine different aspects of a public issue.
 - Representatives can compare the advantages and disadvantages of proposed solutions.
 - Discussion helps persuade others when there are differences of opinion.
 - It supports informed and democratic decision-making in legislative assemblies.
12. **Explain the meaning and importance of voting.**
 - Voting is a process through which people express their choices.
 - It may be used to select an option or elect a representative.
 - It allows each eligible participant to have a say in decision-making.
 - In India, citizens aged 18 years and above have the right to vote.

- Voting is essential for the functioning of both direct and representative democracy.

13. Describe how the government provides checks and balances.

- Governmental power is divided among the legislature, executive and judiciary.
- The legislature makes laws, while the executive implements them.
- The judiciary interprets laws and examines whether they are fair.
- Each organ can check whether the others are acting within their authority.
- This system maintains balance and prevents the misuse of power.

14. Explain why different levels of government are necessary.

- Different public problems occur at local, State and national levels.
- Local governments address the immediate needs of villages and towns.
- State Governments handle matters affecting larger regions within a State.
- The Central Government manages issues affecting the entire country.
- This division enables the government to respond to problems efficiently.

15. Write five points about the public life and contribution of Dr A.P.J. Abdul Kalam.

- Dr Kalam came from a humble family in Rameswaram, Tamil Nadu.
- He became a distinguished scientist and contributed to India's space and missile programmes.
- His achievements earned him the title "Missile Man of India."
- He served as India's 11th President from 2002 to 2007.
- He inspired young people to dream, work hard and contribute to national development.

10.12 Five-mark questions with Answers of HOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – HOTS Type:

- 1. Analyse what might happen if a country had no separation of powers.**
 1. A single person or group could control law-making, law enforcement and the courts.
 2. Laws might be created to protect the rulers' interests rather than the welfare of citizens.
 3. The executive could misuse the police and other agencies without effective supervision.
 4. Citizens might not receive impartial justice because the judiciary would lack independence.
 5. Therefore, the absence of separation of powers could lead to authoritarian rule and violations of people's rights.
- 2. Explain how the three organs of government should respond to a major cybercrime.**
 1. The legislature should make or update laws defining cyber offences and suitable punishments.
 2. The executive, through the cyber police, should investigate the complaint and collect digital evidence.
 3. Law-enforcement agencies should arrest suspects by following proper legal procedures.
 4. The judiciary should examine the evidence impartially and decide whether the accused is guilty.
 5. This coordinated response ensures effective enforcement while protecting fairness and justice.

3. **A flood begins in one village and later spreads across several States. Explain how the three levels of government should respond.**
 1. The local government should begin immediate rescue, evacuation and relief operations in the village.
 2. The State Government should coordinate assistance when several towns and districts become affected.
 3. It should deploy rescue teams, medical support and relief materials across the affected region.
 4. The Central Government should intervene when the flood spreads across States and requires national resources.
 5. Cooperation among all three levels would make disaster management faster and more effective.
4. **Evaluate why India follows representative democracy instead of direct democracy for national governance.**
 1. India has a vast population spread across a large and diverse geographical area.
 2. It is impractical for every citizen to discuss and vote directly on every proposed law.
 3. Citizens therefore elect MPs and MLAs to represent their needs and opinions.
 4. Representatives examine issues through dialogue and debate before taking decisions.
 5. Representative democracy makes large-scale governance practical while preserving citizens' participation through elections.
5. **Explain how grassroots democracy can improve life in a village or town.**
 1. It allows residents to identify local problems such as poor roads, sanitation or water shortages.
 2. Citizens can communicate their needs directly to local representatives and authorities.
 3. Local knowledge helps the government develop practical solutions suited to the community.
 4. Public participation encourages transparency and makes representatives more accountable.
 5. Grassroots democracy therefore creates responsive governance and gives ordinary citizens a meaningful voice.
6. **“Democracy is more than simply conducting elections.” Justify the statement.**
 1. Elections allow citizens to choose representatives, but participation should continue after voting.
 2. Representatives must listen to citizens and discuss their concerns in legislative assemblies.
 3. Government decisions should be made through dialogue, debate and respect for different opinions.
 4. Independent institutions must ensure justice, accountability and protection from misuse of power.
 5. Democracy therefore requires continuous citizen participation and responsible governance, not merely periodic elections.
7. **Examine the consequences of an executive that refuses to implement laws passed by the legislature.**
 1. Laws would remain only on paper and would fail to achieve their intended purpose.
 2. Offenders might act without fear because enforcement agencies would not take action.

3. Public order and citizens' confidence in government could decline.
 4. The legislature might question the executive, while the judiciary could examine its failure.
 5. This situation shows why cooperation and accountability among the organs of government are essential.
8. **Why is an independent judiciary necessary to protect democracy and citizens' rights?**
1. An independent judiciary decides cases according to law and evidence rather than political pressure.
 2. It can protect citizens from illegal or unfair executive action.
 3. It can examine whether a law passed by the legislature is fair and properly framed.
 4. It ensures that powerful individuals and ordinary citizens are treated according to the same law.
 5. Judicial independence therefore preserves justice, equality and public trust in democracy.
9. **A newly elected representative ignores the people after winning an election. Analyse the effects of such behaviour.**
1. Citizens' problems may not be raised or discussed in the legislative assembly.
 2. Government policies may fail to reflect the community's actual needs.
 3. People may lose confidence in their representative and democratic institutions.
 4. Citizens can question the representative, participate in public discussions and demand accountability.
 5. They may choose a more responsible candidate in the next election.
10. **Explain how responsible citizens can contribute to good governance.**
- Citizens should obey laws and respect rules designed for public welfare.
 - They should learn about candidates and vote carefully during elections.
 - They can report public problems and participate in community discussions.
 - They should monitor government actions and peacefully question unfair decisions.
 - Informed and active citizens make governance more accountable, responsive and democratic.
11. **A law benefits the majority but unfairly affects a smaller group. How should a democratic government respond?**
- The legislature should listen to the concerns of the affected group and review the law.
 - Representatives should debate whether the law treats all citizens fairly.
 - The executive should avoid implementing the law in a discriminatory manner.
 - The judiciary may examine whether the law violates principles of justice and equality.
 - The law should be amended if necessary to protect both public welfare and minority rights.
12. **Analyse why dialogue and debate are necessary before passing a law.**
- Dialogue allows representatives to express the needs and concerns of different communities.
 - Debate helps identify the strengths, weaknesses and unintended consequences of a proposal.
 - Different opinions can lead to improvements in the proposed law.
 - Discussion reduces the possibility of hurried, biased or poorly designed legislation.
 - Laws made after careful debate are more likely to be fair, practical and publicly acceptable.

13. How can checks and balances prevent the misuse of governmental power?

- The legislature can question executive policies and examine their implementation.
- The executive must act according to laws made by the legislature.
- The judiciary can review laws and executive decisions for fairness and legality.
- No single organ can exercise unlimited authority without scrutiny.
- This mutual supervision protects citizens and promotes accountable governance.

14. Compare direct democracy with representative democracy and assess where each is suitable.

- Direct democracy allows every eligible person to participate personally in a decision.
- It is suitable for small groups, such as a class voting for a picnic destination.
- Representative democracy allows elected members to decide on behalf of a large population.
- It is more practical at the State and national levels in a populous country like India.
- Both systems encourage participation, but they differ in whether citizens decide directly or through representatives.

15. Explain how Dr A.P.J. Abdul Kalam showed that leadership is not limited to exercising formal power.

- The President is normally a nominal head and does not manage everyday government affairs.
- Dr Kalam nevertheless used his position to connect closely with ordinary people.
- He encouraged young Indians to value education, innovation and hard work.
- His humility and commitment to the nation inspired millions of citizens.
- His example shows that moral influence and public service are important forms of leadership.

10.13 Five-mark questions with Answers of Applied Type: (10 Questions)**Five-Mark Descriptive Questions with Answers – Applied Type:**

1. **Your school has only one drinking-water tap, causing long queues and disagreements. Using the principles of governance, explain how the problem can be solved.**
 1. Students should identify the problem and collect information about the number of users and waiting time.
 2. They can select a class representative to present the issue to the school management.
 3. The management should discuss possible solutions with teachers, students and maintenance staff.
 4. It may create temporary rules for orderly use and arrange additional drinking-water facilities.
 5. The solution should be reviewed regularly to ensure fairness, order and proper implementation.
2. **A person loses money through an online banking fraud. Explain how the three organs of government help address the case.**
 1. The legislature makes cybercrime laws that define online fraud and prescribe punishment.
 2. The victim should report the incident to the cyber police, which forms part of the executive.

3. The cyber police investigate the complaint, trace digital transactions and collect evidence.
4. The judiciary examines the evidence and decides whether the accused is guilty.
5. If the offence is proved, the court may impose a fine or imprisonment according to law.
3. **Heavy rain causes flooding in one village and later affects several districts. Explain how the levels of government should respond.**
 1. The local government should organise immediate evacuation, temporary shelters and food distribution.
 2. When the flood spreads, the State Government should deploy rescue teams and medical services.
 3. State authorities should coordinate relief operations among the affected districts.
 4. If the disaster becomes severe, the Central Government should provide funds, relief materials and specialised forces.
 5. All three levels should exchange information and work together until normal conditions are restored.
4. **Your class must choose between visiting a museum and a science centre. Apply direct democracy to make the decision.**
 1. The teacher should explain both choices and allow students to gather relevant information.
 2. Students should discuss the distance, cost, educational value and available facilities of each place.
 3. Every student should receive an equal opportunity to express an opinion.
 4. The class should vote for the museum or the science centre.
 5. The place receiving the majority of votes should be selected as the class decision.
5. **Residents of a village face an irregular water supply. Explain how grassroots democracy can help solve the problem.**
 1. Residents should discuss the issue and record details about the shortage and affected areas.
 2. They should raise the matter before their local representatives or village authorities.
 3. Citizens and officials should jointly examine causes such as damaged pipes or insufficient storage.
 4. The local government should prepare and implement a suitable water-supply plan.
 5. Residents should monitor the work and hold the authorities accountable for timely completion.
6. **A law passed by the legislature appears unfair to a section of society. Explain how the democratic system can address the issue.**
 1. Affected citizens can express their concerns through representatives and peaceful democratic methods.
 2. Elected representatives can discuss the law and propose suitable amendments in the legislature.
 3. The executive must implement the law fairly while the matter is being reviewed.
 4. Citizens may approach the judiciary to examine whether the law is lawful and just.
 5. The law may be amended or corrected if it is found to be unfair.

7. **Suppose the executive arrests a citizen without following the law. Apply checks and balances to explain how the citizen can receive justice.**
 1. The citizen or family members can approach a court and challenge the arrest.
 2. The judiciary can ask the executive to explain the legal reasons for its action.
 3. The court can examine whether the police followed the required procedures.
 4. It can order the citizen's release if the arrest is found to be unlawful.
 5. The legislature may also review the relevant law if such misuse occurs repeatedly.
8. **Garbage is accumulating in your neighbourhood and causing health problems. Apply the concept of local governance to suggest a solution.**
 1. Residents should document the affected locations and report the problem to the local authority.
 2. They should contact their elected local representative and request regular waste collection.
 3. The local government should provide bins, collection vehicles and sanitation workers.
 4. Residents should segregate waste and follow the rules regarding its disposal.
 5. Citizens and officials should jointly monitor cleanliness and correct any continuing problems.
9. **A Member of the Legislative Assembly stops responding to the needs of the constituency. What can citizens do in a democracy?**
 1. Citizens should collect accurate information about unresolved public problems.
 2. They can submit petitions and request meetings with the MLA.
 3. They may raise awareness through peaceful meetings and public discussions.
 4. Citizens can question the representative's performance and demand accountability.
 5. During the next election, they can vote for a more responsible candidate.
10. **A new type of crime using artificial intelligence is not clearly covered by existing laws. Explain how the government should respond.**
 - Experts and citizens should inform the government about the nature and dangers of the new crime.
 - The legislature should study the issue and make or amend suitable laws.
 - The executive should train police officers and develop systems to investigate such offences.
 - The judiciary should interpret the new provisions and decide cases on the basis of evidence.
 - The law should be reviewed periodically because technology and methods of crime may continue to change.
11. **Your school appoints one group to make rules, enforce them and punish students. Apply the separation of powers to improve this arrangement.**
 - A representative committee should discuss and frame school rules.
 - Teachers and authorised staff should implement the rules fairly.
 - A separate disciplinary panel should examine alleged violations.
 - Students should be allowed to explain their side before a decision is made.
 - Dividing these functions would reduce bias and create checks and balances.
12. **A public-health emergency spreads from one town to many States. Explain the role of the three levels of government.**

- Local governments should identify cases, spread awareness and provide immediate community assistance.
- State Governments should coordinate hospitals, medical staff and health measures within their territories.
- The Central Government should frame national guidelines and arrange large-scale resources.
- All three levels should share accurate information and coordinate their actions.
- This combined response would control the emergency more effectively and protect citizens.

13. Residents want a playground instead of a commercial building on vacant public land. How can democratic participation help them?

- Residents should discuss the need for a playground and gather community support.
- They may submit a signed request to the local government.
- Local authorities should invite public opinions and examine both proposals.
- A transparent discussion or vote may be conducted according to applicable rules.
- The final decision should consider public welfare, fairness and the needs of the community.

14. A village receives funds for road repairs, but the work remains incomplete. Apply grassroots democracy and accountability to address the problem.

- Villagers should inspect the road and record the incomplete work.
- They should ask local representatives for details about the funds and project schedule.
- The matter should be discussed openly in a village-level meeting.
- Authorities should investigate delays and ensure that the contractor completes the work properly.
- Citizens should continue monitoring the project until the road meets the required standard.

15. Two groups in a community disagree about how a public hall should be used. Suggest a democratic solution.

- Both groups should be given equal opportunities to explain their needs.
- Local representatives should organise a peaceful discussion involving community members.
- Possible solutions, including shared schedules, should be carefully considered.
- If agreement is not reached, eligible members may vote on the available options.
- The final decision should respect the majority view while protecting the reasonable needs of the minority.

10.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. Which statement best defines governance?

- A. Conducting elections once every five years
- B. Making decisions, organising society through rules and ensuring their implementation
- C. Punishing every person who disagrees with the government
- D. Allowing only courts to make rules

Answer: B

2. Which of the following is correctly matched?

- A. Legislature — implements laws
- B. Executive — interprets laws
- C. Judiciary — administers justice
- D. Local government — conducts foreign affairs

Answer: C

3. Parliament passes a law to control online financial fraud. Which organ of government has acted?

- A. Judiciary
- B. Legislature
- C. Executive
- D. Local government

Answer: B

4. Cyber police investigate a case of online fraud and arrest the suspected offender. They are performing the function of the:

- A. executive
- B. legislature
- C. judiciary
- D. electorate

Answer: A

5. A court examines evidence and convicts a cybercriminal. Which organ has performed this function?

- A. Executive
- B. Legislature
- C. Judiciary
- D. Parliament

Answer: C

6. Which sequence correctly shows the working of the three organs in a criminal case?

- A. Judiciary makes the law → legislature investigates → executive judges
- B. Legislature makes the law → executive enforces it → judiciary delivers judgment
- C. Executive makes the law → judiciary enforces it → legislature punishes
- D. Legislature punishes → executive judges → judiciary makes the law

Answer: B

7. The main purpose of the separation of powers is to:

- A. allow one organ to control the entire government.
- B. prevent interaction among government institutions.
- C. prevent the concentration and misuse of power.
- D. give the judiciary the power to conduct elections.

Answer: C

8. Which situation best demonstrates checks and balances?

- A. The executive makes, enforces and interprets every law.
- B. The judiciary examines whether an executive decision is lawful.
- C. The legislature follows every executive decision without discussion.
- D. The local government manages India's foreign relations.

Answer: B

9. Which of the following would most seriously weaken the separation of powers?

- A. The legislature updating an old law
- B. The executive enforcing a new law
- C. One group controlling the legislature, executive and judiciary
- D. The judiciary examining a criminal case

Answer: C

10. Consider the following statements:

11. The legislature makes and modifies laws.

12. The executive implements laws.

13. The judiciary determines whether laws have been violated.

Which statements are correct?

A. 1 only

B. 1 and 2 only

C. 2 and 3 only

D. 1, 2 and 3

Answer: D

11. Which arrangement correctly presents the levels of government from the smallest administrative area to the largest?

A. Central → State → Local

B. State → Local → Central

C. Local → State → Central

D. Local → Central → State

Answer: C

12. A flood affects only one village and can be managed using nearby resources.

Which authority should normally act first?

A. Central Government

B. State Government

C. Local government

D. Supreme Court

Answer: C

13. A flood affects several towns and villages within a single State. Which level of government should primarily coordinate the response?

A. Local government alone

B. State Government

C. Central judiciary

D. Parliament

Answer: B

14. The Central Government is most likely to take a major role when:

A. one streetlight stops working.

B. one village drain becomes blocked.

C. a massive flood affects several States.

D. a class must select its monitor.

Answer: C

15. Which subject is mainly associated with the Central Government?

A. Local drainage

B. Village sanitation

C. Foreign affairs

D. Municipal waste collection

Answer: C

16. Which set contains responsibilities mainly associated with State Governments?

A. Defence, currency and foreign affairs

B. Police, public health and agriculture

C. Atomic energy, communications and defence

D. Foreign affairs, currency and inter-State commerce

Answer: B

17. Which of the following is incorrectly matched?

- A. Supreme Court — national-level judiciary
- B. High Court — State-level judiciary
- C. Rajya Sabha — local legislature
- D. Vidhan Sabha — State legislature

Answer: C

18. Which statement correctly describes the Central executive?

- A. The Prime Minister is the nominal head, and the President is the executive head.
- B. The President is the nominal head, and the Prime Minister is the executive head.
- C. The Chief Minister is the nominal head, and the Governor is the executive head.
- D. The Chief Justice is the executive head of the government.

Answer: B

19. Which statement correctly describes the State executive?

- A. The Governor is the nominal head, and the Chief Minister is the executive head.
- B. The Chief Minister is the nominal head, and the Governor is the executive head.
- C. The President is the nominal head, and the Governor is the executive head.
- D. The High Court judge is the executive head.

Answer: A

20. The word “democracy” is derived from the Greek words *dēmos* and *kratos*.

Together, they mean:

- A. law and justice
- B. king and kingdom
- C. people and rule
- D. State and government

Answer: C

21. Why is India described as a representative democracy?

- A. Every citizen directly makes every law.
- B. Judges are elected to make laws.
- C. Citizens elect representatives who make decisions on their behalf.
- D. Government officials select all representatives.

Answer: C

22. Which situation is the best example of direct democracy?

- A. Citizens electing an MP
- B. Students personally voting to choose a picnic destination
- C. A minister implementing a law
- D. A court deciding a dispute

Answer: B

23. A student elected by the class presents its concerns to the principal. This situation most closely resembles:

- A. judicial review
- B. representative democracy
- C. separation of powers
- D. executive punishment

Answer: B

24. Who represents citizens in a State Legislative Assembly?

- A. MPs
- B. MLAs
- C. Judges
- D. Governors

Answer: B

25. Who represents citizens in Parliament at the national level?

- A. MLAs
- B. Governors
- C. MPs
- D. Chief Ministers

Answer: C

26. An Indian citizen normally becomes eligible to vote on completing:

- A. 16 years
- B. 17 years
- C. 18 years
- D. 21 years

Answer: C

27. What is the most important feature of grassroots democracy?

- A. Concentration of power at the national level
- B. Participation of ordinary citizens in decisions affecting them
- C. Removal of all local institutions
- D. Transfer of judicial powers to citizens

Answer: B

28. Which action would most effectively strengthen grassroots democracy?

- A. Preventing residents from attending local meetings
- B. Allowing only national leaders to discuss village problems
- C. Involving residents in decisions about local water supply
- D. Transferring every local issue to the Supreme Court

Answer: C

29. Consider the following statements about direct and representative democracy:

- 30. Direct democracy involves citizens personally in decision-making.
- 31. Representative democracy involves elected persons making decisions for citizens.
- 32. Direct democracy is generally more practical for very large populations.

Which statements are correct?

- A. 1 only
- B. 1 and 2 only
- C. 2 and 3 only
- D. 1, 2 and 3

Answer: B

30. Why are dialogue and debate important in a legislative assembly?

- A. They eliminate the need for laws.
- B. They allow different views and possible solutions to be examined.
- C. They transfer executive power to the judiciary.
- D. They prevent representatives from expressing disagreement.

Answer: B

31. Which option correctly matches the institution with its level?

- A. Lok Sabha — village level
- B. Vidhan Sabha — national level
- C. High Court — State level
- D. Supreme Court — local level

Answer: C

32. Read the Assertion (A) and Reason (R):

Assertion (A): India needs three levels of government.

Reason (R): Local, State and national matters require decisions at different levels.

- A. Both A and R are true, and R correctly explains A.
- B. Both A and R are true, but R does not explain A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: A

33. Read the Assertion (A) and Reason (R):

Assertion (A): The judiciary should be independent.

Reason (R): It may need to examine the fairness of laws and executive decisions.

- A. Both A and R are true, and R correctly explains A.
- B. Both A and R are true, but R does not explain A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: A

34. Read the Assertion (A) and Reason (R):

Assertion (A): Direct democracy is generally easier in a small group.

Reason (R): Every participant can directly express an opinion and vote.

- A. Both A and R are true, and R correctly explains A.
- B. Both A and R are true, but R does not explain A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: A

35. Which statement about Dr A.P.J. Abdul Kalam is incorrect?

- A. He was known as the “Missile Man of India.”
- B. He served as the 11th President of India.
- C. He contributed to India’s space and missile programmes.
- D. He was the executive head of the Central Government.

Answer: D

36. The motto *Satyameva Jayate* means:

- A. Where there is dharma, there is victory.
- B. Truth alone triumphs.
- C. Knowledge is power.
- D. Justice protects democracy.

Answer: B

37. The motto *Yato Dharmastato Jayah* is associated with the:

- A. Election Commission
- B. Supreme Court
- C. Lok Sabha
- D. State executive

Answer: B

38. A government passes a law but makes no effort to enforce it. Which organ has failed to perform its responsibility?

- A. Legislature
- B. Executive
- C. Judiciary
- D. Electorate

Answer: B

39. A court declares that an executive action did not follow the law. This is an example of:

- A. direct democracy
- B. local self-government

- C. checks and balances
- D. majority voting

Answer: C

40. Which combination is essential for effective democratic governance?

- A. Concentrated power, secrecy and absence of debate
- B. Elections alone without accountability
- C. Participation, accountability, separation of powers and rule of law
- D. Control of all institutions by a single organ

Answer: C

10.15 Best Practices Opportunity List from the Chapter: (15 Ideas)

Best Practices for Teaching the Chapter:

1. Begin with Familiar Rules:

Ask students to list rules followed at home, school and on roads. Connect these examples to the need for laws, governance and government in society.

2. Use a Three-Organ Role Play:

Divide the class into the legislature, executive and judiciary. Present a simple situation such as cybercrime and ask each group to demonstrate its respective role.

3. Create a Governance Structure Chart:

Use a clear chart showing the three organs and three levels of government. Encourage students to add examples of the responsibilities handled by each.

4. Conduct a Classroom Election:

Organise an election to choose a class representative. Follow democratic steps such as nomination, campaigning, secret voting, counting and declaration of results.

5. Demonstrate Direct Democracy:

Allow students to vote directly on a classroom matter, such as choosing an activity or project topic. Compare this process with electing a class representative.

6. Use Local Real-Life Examples:

Discuss nearby roads, waste collection, streetlights, public health centres or water supply. Ask students to identify which level of government is responsible for each service.

7. Apply Scenario-Based Learning:

Present situations such as a village flood, State-wide health emergency or national security issue. Ask students to determine which government level should respond and explain why.

8. Encourage Collaborative Learning:

Form small groups and assign topics such as governance, separation of powers, democracy and grassroots participation. Each group can discuss its topic and present its findings to the class.

9. Hold a Mock Legislative Debate:

Introduce a simple proposal, such as reducing plastic use in school. Let student representatives debate, suggest amendments and vote on the final classroom law.

10. Teach Through Comparison:

Help students compare legislature, executive and judiciary, as well as local, State and Central governments. Use examples to clarify their different but interconnected roles.

11. Use Current but Age-Appropriate Examples:

Relate concepts to familiar public issues such as traffic regulations, digital safety, disaster relief and sanitation. Avoid politically sensitive or partisan discussions.

12. Promote Constitutional Values:

Emphasise justice, equality, dignity, participation, responsibility and respect for different opinions. Encourage students to listen politely during discussions and debates.

13. Integrate Digital Citizenship:

Use the chapter's cybercrime example to teach safe internet behaviour. Explain the importance of protecting passwords, avoiding suspicious links and reporting online fraud to trusted adults.

14. Assess Learning Continuously:

Use oral questions, exit slips, short quizzes, concept maps and situation-based worksheets. Correct misconceptions before moving to more complex ideas.

15. Maintain a Democracy Learning Journal:

Ask students to record classroom decisions, local governance observations and reflections on democratic participation. Review their entries periodically to assess conceptual understanding.

10.15 Innovations Opportunity List from the Chapter: (10 Ideas)

Innovations in Teaching–Learning:

1. Interactive Digital Government Map:

Create a clickable digital map showing the local, State and Central governments. Students can select a level to view its leaders, institutions, responsibilities and examples of public services.

2. “Build Your Own Government” Simulation:

Divide students into imaginary communities and ask them to create a small government. They should form a legislature, executive and judiciary and demonstrate how these organs solve a community problem.

3. Governance Escape-Room Challenge:

Prepare clue cards based on laws, the three organs, levels of government and democracy. Students must solve each challenge correctly to move to the next stage and complete the mission.

4. Digital Cybercrime Courtroom:

Present a fictional case involving online fraud. Students can act as lawmakers, cyber police officers, judges, victims and witnesses to understand how the three organs work together.

5. Augmented-Reality Governance Wall:

Display posters of Parliament, the Supreme Court, a State Assembly and local government offices with QR codes. Scanning each code can open a short video, quiz or student-recorded explanation.

6. Classroom Democracy Application:

Use a secure classroom polling tool to conduct votes on activity choices or project themes. Display the results instantly and discuss direct democracy, majority decisions and respect for minority opinions.

7. Disaster-Response Decision Game:

Give students cards describing floods of different severity. They must decide whether the local, State or Central Government should respond and allocate suitable rescue resources.

8. Government-Service Detective Hunt:

Students photograph or list public services observed around their neighbourhood, such as roads, streetlights and health centres. They then identify the likely level of government responsible for each service.

9. Three-Organ Rotating Stations:

Establish three learning stations representing the legislature, executive and judiciary. Students rotate through them to make a rule, implement it and judge a fictional violation.

10. Student Newsroom:

Groups prepare short news reports on imaginary governance events, such as Parliament passing a cyber law or a State responding to floods. They can present the reports as television news, podcasts or digital bulletins.

11. Democracy Comic-Strip Creation:

Ask students to design a comic showing citizens identifying a local problem, contacting representatives and participating in a solution. This makes grassroots democracy visual and memorable.

12. AI-Assisted Question Corner:

Under teacher supervision, students can use an age-appropriate AI tool to generate questions about democracy and governance. They must verify every response using the chapter before accepting it.

13. “Who Should Handle It?” Card Game:

Create cards describing problems such as broken streetlights, inter-State trade, public health and national defence. Students sort them under local, State or Central Government and justify their choices.

14. Democracy Experience Portfolio:

Students maintain a digital or paper portfolio containing voting records, concept maps, reflections, role-play notes and local governance observations. It provides evidence of learning beyond written tests.

15. Virtual Youth Parliament:

Organise a simplified youth parliament in which student representatives introduce a proposal, debate it, suggest amendments and vote. The activity develops communication, reasoning, cooperation and democratic decision-making.

10.17: Practicing Questions/Question Bank

A. Fill in the Blanks:

1. The process of making decisions and ensuring that rules are followed is called _____.
Answer: governance
2. Important rules made by the government are called _____.
Answer: laws
3. The _____ makes new laws and updates existing ones.
Answer: legislature
4. The organ that implements laws is called the _____.
Answer: executive
5. The system of courts is known as the _____.
Answer: judiciary
6. India has _____ levels of government.
Answer: three
7. Keeping the three organs of government separate is called separation of _____.
Answer: powers
8. The word democracy literally means the rule of the _____.
Answer: people
9. Elected members of State Legislative Assemblies are called _____.
Answer: MLAs
10. Members elected to Parliament are known as _____.
Answer: MPs

11. All Indian citizens aged _____ years and above have the right to vote.
Answer: 18
12. When people participate personally in making a decision, it is called _____ democracy.
Answer: direct
13. The highest court in India is the _____ Court.
Answer: Supreme
14. The Prime Minister is the _____ head of the Central Government.
Answer: executive
15. Democracy that encourages ordinary citizens' participation is called _____ democracy.
Answer: grassroots

B. One-Mark Questions:

1. **What is governance?**
Answer: Governance is the process of making decisions, organising society through rules and ensuring that those rules are followed.
2. **What is a government?**
Answer: A government is a group of people or system that makes rules and ensures that they are followed.
3. **What are laws?**
Answer: Laws are important rules made and enforced by the government.
4. **Name the three organs of government.**
Answer: The three organs are the legislature, executive and judiciary.
5. **What is the principal function of the legislature?**
Answer: The legislature makes, updates and removes laws.
6. **What is the principal function of the executive?**
Answer: The executive implements laws and maintains law and order.
7. **What is the principal function of the judiciary?**
Answer: The judiciary interprets laws, settles disputes and delivers justice.
8. **What is meant by separation of powers?**
Answer: Separation of powers means keeping the legislature, executive and judiciary separate.
9. **What is democracy?**
Answer: Democracy is a system in which people govern themselves directly or through elected representatives.
10. **What is direct democracy?**
Answer: Direct democracy is a system in which people personally participate in making decisions.
11. **What is representative democracy?**
Answer: Representative democracy is a system in which citizens elect people to govern on their behalf.

12. What is grassroots democracy?

Answer: Grassroots democracy encourages ordinary citizens to participate in decisions affecting their communities.

C. Two-Mark Questions:**1. Why are rules necessary in society?**

- Rules prevent confusion, disagreement and disorder.
- They help people live and work together peacefully.

2. What are the functions of the legislature?

- The legislature makes new laws according to society's needs.
- It also changes or removes outdated laws.

3. What are the functions of the judiciary?

- The judiciary decides whether a law has been broken.
- It delivers justice and determines suitable punishment when necessary.

4. What are checks and balances?

- Checks and balances allow each organ to examine the actions of the others.
- They prevent any organ from exceeding or misusing its power.

5. Name the three levels of government and their areas of operation.

- Local government functions in villages and towns, while State Government functions throughout a State.
- The Central or Union Government functions at the national level.

6. Who are MLAs and MPs?

- MLAs are elected representatives in State Legislative Assemblies.
- MPs are elected representatives in Parliament.

7. Differentiate between direct and representative democracy.

- In direct democracy, citizens personally participate in making decisions.
- In representative democracy, elected representatives make decisions on citizens' behalf.

8. Why does India need three levels of government?

- Different problems occur at local, State and national levels.
- Dividing responsibilities helps the government manage them efficiently.

D. Three-Mark Questions:**1. Explain the three organs of government.**

- The legislature makes, updates and removes laws.
- The executive implements laws and maintains law and order.

- The judiciary interprets laws, settles disputes and delivers justice.
2. **How do the three organs of government deal with cybercrime?**
- The legislature makes laws to define and control cybercrime.
 - The executive, through the cyber police, investigates offences and arrests suspects.
 - The judiciary examines the evidence and decides the appropriate punishment.
3. **Explain the three levels of government in India.**
- Local government handles the needs of villages, towns and cities.
 - State Government manages matters affecting a particular State.
 - The Central Government handles matters concerning the entire country.
4. **How do different levels of government respond to floods?**
- Local authorities manage a minor flood affecting a limited area.
 - The State Government intervenes when several villages, towns or districts are affected.
 - The Central Government provides national resources during a massive disaster.
5. **Explain representative democracy in India.**
- Indian citizens aged 18 years and above elect their representatives.
 - MLAs represent people at the State level, while MPs represent them nationally.
 - These representatives discuss laws and public issues in their respective assemblies.
6. **Why is the separation of powers important?**
- It prevents all government power from being concentrated in one organ.
 - It enables each organ to check the actions of the others.
 - It reduces the possibility of unfair decisions and misuse of authority.

E. Five-Mark Questions

1. **Explain the importance of governance in society.**
1. Governance involves making decisions and organising society through rules.
 2. It ensures that rules and laws are properly followed.
 3. It helps maintain order, harmony and peaceful relationships.
 4. It enables the government to provide services and resolve public problems.
 5. Without governance, society would face confusion, conflict and disorder.
2. **Describe the three organs of government and explain how they work together.**
1. The legislature makes, modifies and removes laws.
 2. The executive implements these laws through ministers, officials and government agencies.

3. The judiciary interprets laws and decides whether they have been violated.
4. Each organ performs a separate function but interacts with the other two.
5. This arrangement creates checks and balances and supports good governance.
3. **Explain direct democracy, representative democracy and grassroots democracy.**
 1. Direct democracy allows every eligible person to participate personally in decisions.
 2. A classroom vote to select a picnic destination is an example of direct democracy.
 3. Representative democracy allows citizens to elect people who make decisions on their behalf.
 4. India follows representative democracy through elected MLAs and MPs.
 5. Grassroots democracy involves ordinary citizens in decisions affecting their local communities.
4. **A flood spreads from one village to several States. Explain how the three levels of government should respond.**
 1. The local government should begin rescue work and provide immediate community assistance.
 2. The State Government should coordinate relief when several towns and districts are affected.
 3. It should arrange shelters, medical facilities, rescue teams and essential supplies.
 4. The Central Government should provide national resources and inter-State coordination.
 5. Cooperation among all three levels will ensure an effective disaster response.
5. **Explain how citizens can contribute to good governance and democracy.**
 1. Citizens should obey laws and respect rules made for public welfare.
 2. They should learn about candidates and vote responsibly in elections.
 3. They can raise community problems before their elected representatives.
 4. They should participate peacefully in discussions and respect different opinions.
 5. Citizens should monitor government performance and hold representatives accountable.

6th Standard Social Science Book Chapter 11

Chapter 11: Grassroots Democracy – Part 2: Local Government in Rural Areas

11.1 Summary of the Chapter:

Local Government in Rural Areas — Summary:

- (1) India has nearly 600,000 villages, and almost two-thirds of its population lives in rural areas. Therefore, local government is essential for addressing village-level needs effectively.
- (2) The system of local self-government in rural areas is called the **Panchayati Raj System**. It brings governance closer to the people and enables them to participate in decision-making.
- (3) Panchayati Raj institutions address local issues, promote rural development and ensure that government schemes reach people at the grassroots level.
- (4) The Panchayati Raj System has three tiers: **Gram Panchayat** at the village level, **Panchayat Samiti** at the block level and **Zila Parishad** at the district level.
- (5) The **Gram Sabha** consists of all adult registered voters of a village or a group of neighbouring villages. Its members discuss local matters and participate directly in decisions.
- (6) The members of the Gram Panchayat are elected by the Gram Sabha. The elected head of the Gram Panchayat is known as the **Sarpanch** or **Pradhan**.
- (7) The Gram Panchayat works on matters such as agriculture, housing, roads, water resources, education, healthcare, sanitation, social welfare and cultural activities.
- (8) The **Panchayat Secretary** manages administrative duties, including calling meetings and maintaining records. The **Patwari** maintains land records and maps of the village.
- (9) Successful Sarpanchs such as Dnyaneshwar Kamble, Vandana Bahadur Maida and Popatrao Baguji Pawar show how inclusive leadership and public participation can transform villages.
- (10) The **Child-Friendly Panchayat Initiative**, Bal Sabhas and Bal Panchayats allow children to express their views on education, sanitation, child labour, child marriage and other matters affecting them.
- (11) The Panchayat Samiti coordinates development plans among different Gram Panchayats, while the Zila Parishad manages development activities at the district level and helps secure funds for projects and government schemes.
- (12) Panchayati Raj institutions reserve seats for women and disadvantaged sections. Although their structure may differ across states, their common aim is to promote democracy, participation, self-governance and rural development.

11.2 Important Formulas:

Grassroots Democracy – Part 2: Local Government in Rural Areas:

This is mainly a conceptual Social Science chapter, so it does not contain fixed mathematical formulas. However, the following formulas may be used to solve chapter-related quantitative problems:

1. Percentage of Rural Population

$$\text{Rural Population Percentage} = \frac{\text{Rural Population}}{\text{Total Population}} \times 100$$

2. Rural Population

$$\text{Rural Population} = \frac{\text{Rural Population Percentage}}{100} \times \text{Total Population}$$

3. Population of a Village

Village Population = Number of Households $\times$ Average Family Size

4. Average Family Size

$$\text{Average Family Size} = \frac{\text{Total Village Population}}{\text{Number of Households}}$$

5. Population Density

$$\text{Population Density} = \frac{\text{Total Population}}{\text{Area in km}^2}$$

6. Percentage of Reserved Seats

$$\text{Reserved Seats Percentage} = \frac{\text{Number of Reserved Seats}}{\text{Total Seats}} \times 100$$

7. Number of Seats Reserved for Women

The chapter states that one-third of the seats are reserved for women.

$$\text{Seats Reserved for Women} = \frac{1}{3} \times \text{Total Number of Seats}$$

8. Percentage of Voters Participating

$$\text{Voter Participation Percentage} = \frac{\text{Number of Votes Cast}}{\text{Total Registered Voters}} \times 100$$

9. Winning Margin in an Election

Winning Margin = Winner's Votes – Runner-up's Votes

10. Percentage of Budget Allocated to a Project

$$\text{Budget Allocation Percentage} = \frac{\text{Amount Allocated to the Project}}{\text{Total Panchayat Budget}} \times 100$$

11. Remaining Panchayat Budget

Remaining Budget = Total Budget – Total Expenditure

12. Per-Person Expenditure

$$\text{Per-Person Expenditure} = \frac{\text{Total Expenditure}}{\text{Total Population}}$$

13. Percentage Increase in Funds or Population

$$\text{Percentage Increase} = \frac{\text{New Value} - \text{Original Value}}{\text{Original Value}} \times 100$$

14. Percentage Decrease in Funds or Population

$$\text{Percentage Decrease} = \frac{\text{Original Value} - \text{New Value}}{\text{Original Value}} \times 100$$

15. Administrative Grouping Mentioned in the *Arthashastra*

1 Sangrahana = 10 villages

1 Karvatika = 100 villages

1 Dronamukha = 400 villages

1 Sthaniya = 800 villages

Note: These formulas are supplementary applications for data-based, election-based and Panchayat-budget problems. The uploaded chapter itself is primarily theoretical and contains no prescribed mathematical formulas.

11.3 Fill-Up the Blank LOTS type questions with Answers: (30 Questions)**Fill-in-the-Blank Questions with Answers — LOTS Type:****Local Government in Rural Areas:**

- The system of local government in rural areas is called the _____ system.

Answer: Panchayati Raj

2. A village council is known as a _____.
Answer: Panchayat
3. Panchayati Raj is a form of local _____.
Answer: self-government
4. The Panchayati Raj System works at _____ levels.
Answer: three
5. The three-level structure of rural local government is called the _____ system.
Answer: three-tier
6. The local government institution at the village level is called the _____.
Answer: Gram Panchayat
7. The institution at the block level is known as the _____.
Answer: Panchayat Samiti
8. The local government institution at the district level is called the _____.
Answer: Zila Parishad
9. The group consisting of all adult registered voters in a village is called the _____.
Answer: Gram Sabha
10. The members of the Gram Panchayat are directly elected by the _____.
Answer: Gram Sabha
11. The elected head of a Gram Panchayat is called the _____ or Pradhan.
Answer: Sarpanch
12. The _____ assists the Gram Panchayat in performing administrative duties.
Answer: Panchayat Secretary
13. Calling meetings and maintaining records are important duties of the _____.
Answer: Panchayat Secretary
14. The officer who maintains the land records of villagers is called the _____.
Answer: Patwari
15. The Panchayat Samiti functions at the _____ level.
Answer: block
16. The Zila Parishad operates at the _____ level.
Answer: district
17. The Panchayat Samiti connects the Gram Panchayat with the _____.
Answer: Zila Parishad
18. The Pradhan Mantri Gram Sadak Yojana promotes the construction of _____ roads in rural areas.
Answer: all-weather
19. One-third of the seats in Panchayati Raj institutions are reserved for _____.
Answer: women
20. Meetings organised to encourage children's participation are called _____.
Answer: Bal Sabhas
21. Children's local self-governing groups are known as _____.
Answer: Bal Panchayats
22. Some Bal Panchayats in Maharashtra have worked to eliminate child labour and child _____.
Answer: marriage
23. Sangkhu Radhu Khandu Gram Panchayat is located in _____.
Answer: Sikkim
24. The Children's Parliament in Rajasthan was associated with the _____ **College initiative.**
Answer: Barefoot

25. The Children's Parliament received the World's Children's Honorary Award in _____.

Answer: 2001

26. Popatrao Baguji Pawar transformed ** _____ Bazar into a green and prosperous village.

Answer: Hiware

27. The ancient text on governance written by Kautilya is called the _____.

Answer: Arthashastra

28. Kautilya was later also known as _____.

Answer: Chanakya

29. Panchayati Raj institutions help government schemes reach the _____ level.

Answer: grassroots

30. The principal objective of Panchayati Raj is to enable villagers to participate in the management and _____ of their villages.

Answer: development

11.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill-in-the-Blank Questions with Answers — HOTS Type:

Local Government in Rural Areas

1. When villagers directly discuss and decide matters affecting their area, they practise _____ democracy.

Answer: participatory

2. If a damaged village road needs immediate repair, the villagers should first approach the _____.

Answer: Gram Panchayat

3. When development plans from several villages must be combined, the responsibility primarily belongs to the _____.

Answer: Panchayat Samiti

4. A development issue affecting the entire district should mainly be addressed by the _____.

Answer: Zila Parishad

5. Panchayati Raj promotes decentralisation because decision-making power is brought _____ to the people.

Answer: closer

6. If villagers want to examine and discuss a proposed water-supply project collectively, the matter should be raised in the _____.

Answer: Gram Sabha

7. When a dispute arises over the boundaries of agricultural land, the records maintained by the _____ can provide useful evidence.

Answer: Patwari

8. If the records of a Gram Panchayat meeting are required, they should be obtained from the _____.

Answer: Panchayat Secretary

9. The participation of villagers in preparing development plans makes local government more _____ and accountable.

Answer: democratic

10. The reservation of seats for women promotes greater gender _____ in rural governance.

Answer: equality

11. Giving representation to disadvantaged communities makes the Panchayati Raj System more _____.
Answer: inclusive
12. If children request safer school surroundings through an organised village forum, they may present their concerns in a _____.
Answer: Bal Sabha
13. A Bal Panchayat persuading parents to send children back to school is helping protect the children's right to _____.
Answer: education
14. Constructing kitchens for hygienically prepared midday meals demonstrates concern for children's health and _____.
Answer: wellbeing
15. Rainwater harvesting and watershed conservation helped Hiware Bazar recharge its _____.
Answer: groundwater
16. Hiware Bazar's transformation illustrates that community participation combined with effective _____ can promote rural development.
Answer: leadership
17. The Panchayat Samiti acts as a link between village-level and _____-level local governments.
Answer: district
18. Combining the development plans of different Gram Panchayats helps authorities distribute _____ for local projects.
Answer: funds
19. The construction of all-weather roads under the Pradhan Mantri Gram Sadak Yojana improves rural _____.
Answer: connectivity
20. Since states control Panchayati Raj institutions, their structures and functions may _____ from one state to another.
Answer: differ
21. Although Panchayati Raj structures differ across states, their common goal is rural self-governance and _____.
Answer: development
22. The Children's Parliament develops leadership by allowing children to experience elections and democratic _____.
Answer: participation
23. If a village's problems are solved locally instead of being referred to the national capital, governance becomes more _____.
Answer: efficient
24. When elected representatives consider the opinions of the Gram Sabha, representative democracy is supported by _____ participation.
Answer: direct
25. The inclusion of women, children and disadvantaged groups ensures that diverse _____ are heard in local governance.
Answer: voices
26. A Sarpanch who consults villagers before starting a development project demonstrates _____ decision-making.
Answer: collective

27. Ancient administrative divisions described in the *Arthashastra* suggest that organised local governance has deep _____ roots in India.
Answer: historical
28. The success of Vandana Bahadur Maida in encouraging women to attend Gram Sabha meetings challenged _____ norms.
Answer: patriarchal
29. Electing a transgender person such as Dnyaneshwar Kamble as Sarpanch demonstrates the democratic value of _____.
Answer: inclusion
30. Panchayati Raj strengthens democracy by turning villagers from passive recipients into active _____ in governance.
Answer: participants

11.5 One-mark questions with Answers of LOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — LOTS Type:

Local Government in Rural Areas:

- What is a Panchayat?**
A Panchayat is a village council that functions as an institution of local government.
- What is Panchayati Raj?**
Panchayati Raj is the system of local self-government in rural areas.
- How many levels are there in the Panchayati Raj System?**
The Panchayati Raj System has three levels.
- Name the three tiers of the Panchayati Raj System.**
The three tiers are the Gram Panchayat, Panchayat Samiti and Zila Parishad.
- Which institution functions at the village level?**
The Gram Panchayat functions at the village level.
- Which institution operates at the block level?**
The Panchayat Samiti operates at the block level.
- Which institution functions at the district level?**
The Zila Parishad functions at the district level.
- What is a Gram Sabha?**
A Gram Sabha is the body of all adult registered voters of a village or a group of neighbouring villages.
- Who elects the members of the Gram Panchayat?**
The members of the Gram Panchayat are directly elected by the Gram Sabha.
- What is the elected head of a Gram Panchayat called?**
The elected head of a Gram Panchayat is called the Sarpanch or Pradhan.
- Who performs the administrative duties of a Gram Panchayat?**
The Panchayat Secretary performs the administrative duties of a Gram Panchayat.
- Mention one duty of the Panchayat Secretary.**
The Panchayat Secretary calls Panchayat meetings and maintains official records.
- Who maintains the land records of villagers?**
The Patwari maintains the land records of villagers.
- What is the main role of the Panchayat Samiti?**
The Panchayat Samiti coordinates development activities among different Gram Panchayats.
- What is the relationship between the Panchayat Samiti and the Zila Parishad?**
The Panchayat Samiti links the Gram Panchayats with the Zila Parishad.

16. **Mention one area of work undertaken by Panchayati Raj institutions.**
Panchayati Raj institutions undertake works related to roads, water, education, healthcare or social welfare.
17. **What is the purpose of the Pradhan Mantri Gram Sadak Yojana?**
The Pradhan Mantri Gram Sadak Yojana promotes the construction of all-weather roads in rural areas.
18. **What proportion of seats is reserved for women in Panchayati Raj institutions?**
One-third of the seats in Panchayati Raj institutions is reserved for women.
19. **What is a Bal Panchayat?**
A Bal Panchayat is a forum through which children participate in matters affecting their lives and community.
20. **What is the purpose of the Child-Friendly Panchayat Initiative?**
The initiative provides children with opportunities to express their ideas and concerns.
21. **Mention one social problem addressed by Bal Panchayats in Maharashtra.**
Bal Panchayats in Maharashtra have worked to prevent child labour and child marriage.
22. **Why was Sangkhu Radhu Khandu declared a child-friendly Gram Panchayat?**
It was recognised for improving school safety and constructing kitchens for hygienic midday meals.
23. **What was the Children's Parliament in Rajasthan?**
It was an initiative that involved rural children in education and democratic participation.
24. **Who transformed Hiware Bazar into a green and prosperous village?**
Sarpanch Popatrao Baguji Pawar helped transform Hiware Bazar.
25. **Which methods were used to improve Hiware Bazar?**
Rainwater harvesting, watershed conservation and large-scale tree planting were used to improve the village.
26. **Who was Dnyaneshwar Kamble?**
Dnyaneshwar Kamble was a transgender person elected Sarpanch of Tarangfal village in Maharashtra.
27. **Who was Vandana Bahadur Maida?**
Vandana Bahadur Maida was the first female Sarpanch of Khankhandvi village in Madhya Pradesh.
28. **Who wrote the Arthashastra?**
The *Arthashastra* was written by Kautilya, who was also known as Chanakya.
29. **What is the main objective of Panchayati Raj institutions?**
Their main objective is to enable villagers to participate in local administration and development.
30. **Why is Panchayati Raj called local self-government?**
It is called local self-government because local people participate in managing and developing their own areas.

11.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — HOTS Type:

Local Government in Rural Areas:

1. **Why is local government necessary in a large and diverse country like India?**
Local government is necessary because it can understand and address people's local needs quickly and effectively.

2. Why can villagers not depend on the State or national government for every local problem?

Villagers cannot depend on higher governments for every issue because many problems require immediate decisions based on local knowledge.

3. How does the Gram Sabha promote direct democracy?

The Gram Sabha promotes direct democracy by allowing all registered adult voters to discuss and decide local matters.

4. Why is the Gram Panchayat described as the institution closest to rural people?

The Gram Panchayat directly deals with the everyday needs and problems of villagers.

5. How does the three-tier system improve rural administration?

It distributes responsibilities among village, block and district institutions for better coordination and governance.

6. Why should villagers participate in Gram Sabha meetings?

Villagers should participate so that their needs and opinions are considered while making local decisions.

7. How does the Panchayati Raj System promote self-government?

It enables rural people to elect representatives and participate in managing their own local affairs.

8. Why is a Panchayat Secretary important for a Gram Panchayat?

A Panchayat Secretary ensures organised administration by arranging meetings and maintaining official records.

9. How can a Patwari help resolve a land-boundary dispute?

A Patwari can provide land records and maps to verify ownership and boundaries.

10. Why is the Panchayat Samiti considered a connecting institution?

It connects Gram Panchayats with the Zila Parishad and coordinates development plans across villages.

11. How does the Zila Parishad contribute to rural development?

The Zila Parishad coordinates and supports development programmes that affect the district as a whole.

12. Why are development plans collected from different Gram Panchayats?

They are collected to identify common needs and obtain funds for coordinated development projects.

13. Why are all-weather roads important for rural areas?

All-weather roads provide reliable access to schools, hospitals and markets throughout the year.

14. Why is reservation for women necessary in Panchayati Raj institutions?

Reservation ensures women's representation and participation in local decision-making.

15. How does representation of disadvantaged communities strengthen democracy?

It ensures that their needs and problems are heard while public decisions are made.

16. What does the election of Dnyaneshwar Kamble as Sarpanch demonstrate?

It demonstrates that democratic leadership can include people of different gender identities.

17. How did Vandana Bahadur Maida challenge patriarchal norms?

She became her village's first female Sarpanch and encouraged women to attend Gram Sabha meetings.

18. Why was community cooperation important in transforming Hiware Bazar?

Community cooperation enabled villagers to implement water conservation and tree-planting programmes successfully.

19. **How did rainwater harvesting improve conditions in Hiware Bazar?**
Rainwater harvesting recharged groundwater and supported better agricultural production.
20. **Why should Panchayats listen to children's voices?**
Panchayats should listen to children because local decisions about education, safety and sanitation directly affect them.
21. **How can Bal Panchayats prevent child labour?**
Bal Panchayats can create awareness and persuade families to send children to school instead of work.
22. **How does a Children's Parliament develop leadership skills?**
It allows children to experience elections, representation, discussion and collective decision-making.
23. **Why were school compound walls built by the Sangkhu Radhu Khandu Gram Panchayat?**
The walls were built to provide children with a safer school environment.
24. **How does constructing school kitchens protect children's wellbeing?**
School kitchens help ensure that midday meals are prepared under safe and hygienic conditions.
25. **Why may the structure of Panchayati Raj differ across Indian states?**
Its structure may differ because state governments have authority over Panchayati Raj institutions.
26. **How do Panchayati Raj institutions make government schemes more effective?**
They identify local beneficiaries and help government benefits reach people at the grassroots level.
27. **Why is collective decision-making better for village development?**
It includes different viewpoints and produces solutions that reflect the community's actual needs.
28. **How is Panchayati Raj both direct and representative democracy?**
People participate directly through the Gram Sabha and indirectly through their elected Panchayat representatives.
29. **What does the administrative structure described in the *Arthashastra* indicate?**
It indicates that organised local and regional administration existed in India in ancient times.
30. **How does Panchayati Raj strengthen Indian democracy?**
It strengthens democracy by giving rural citizens an active role in governance and development.

11.7 Two-mark questions with Answers of LOTS Type: (20 Questions)

Two-Mark Descriptive Questions with Answers — LOTS Type:

Local Government in Rural Areas:

1. **What is the Panchayati Raj System?**

Answer:

1. Panchayati Raj is the system of local self-government in rural areas.
2. It allows rural people to participate in decision-making and village development.

2. **Name the three tiers of the Panchayati Raj System.**

Answer:

1. The Gram Panchayat functions at the village level.

2. The Panchayat Samiti and Zila Parishad function at the block and district levels, respectively.

3. What is a Gram Sabha?

Answer:

1. A Gram Sabha consists of all adults of a village or neighbouring villages who are enrolled as voters.
2. Its members discuss and decide matters concerning their local area.

4. How are the members and head of a Gram Panchayat selected?

Answer:

1. The members of a Gram Panchayat are directly elected by the Gram Sabha.
2. The elected head of the Gram Panchayat is called the Sarpanch or Pradhan.

5. Mention any two functions of the Gram Panchayat.

Answer:

1. It maintains village roads and manages local water resources.
2. It supports education, healthcare, sanitation and social welfare activities.

6. What are the responsibilities of the Panchayat Secretary?

Answer:

1. The Panchayat Secretary calls and organises Panchayat meetings.
2. The Secretary maintains the official records of the Gram Panchayat.

7. Who is a Patwari, and what does the Patwari maintain?

Answer:

1. A Patwari is an official who assists the village administration.
2. The Patwari maintains villagers' land records and old land maps.

8. What is the role of a Panchayat Samiti?

Answer:

1. The Panchayat Samiti functions at the block level and connects Gram Panchayats with the Zila Parishad.
2. It coordinates the development plans received from different Gram Panchayats.

9. What is the role of the Zila Parishad?

Answer:

1. The Zila Parishad is the Panchayati Raj institution functioning at the district level.
2. It coordinates development plans and programmes covering the entire district.

10. What is the Child-Friendly Panchayat Initiative?

Answer:

1. It creates opportunities for children to express their ideas on matters affecting their wellbeing.
2. It encourages children's participation through Bal Sabhas and Bal Panchayats.

11. Mention two activities undertaken by Bal Panchayats in Maharashtra.

Answer:

1. Bal Panchayats have worked to prevent child labour and child marriage.
2. They have persuaded parents to send children back to school.

12. Why was Sangkhu Radhu Khandu declared a child-friendly Gram Panchayat?

Answer:

1. It constructed compound walls to make schools safer for children.
2. It built school kitchens to ensure hygienically prepared midday meals.

13. What was the Children's Parliament initiative in Rajasthan?

Answer:

1. It involved children between 8 and 14 years of age in elections and governance activities.

2. It taught them about democracy, leadership and social responsibility.

14. Mention two issues addressed by the Children's Parliament.

Answer:

1. The Children's Parliament addressed problems related to access to education and sanitation.
2. It also promoted social equality and community development.

15. How did Popatrao Baguji Pawar transform Hiware Bazar?

Answer:

1. He introduced rainwater harvesting, watershed conservation and large-scale tree planting.
2. These measures recharged groundwater and made the village green and prosperous.

16. Write two points about Vandana Bahadur Maida.

Answer:

1. She became the first female Sarpanch of Khankhandvi village in Madhya Pradesh.
2. She encouraged women to attend Sabha meetings and addressed education and sanitation issues.

17. Write two points about Dnyaneshwar Kamble.

Answer:

1. Dnyaneshwar Kamble is a transgender person elected Sarpanch of Tarangfal village in Maharashtra in 2017.
2. Kamble's motto was "Service to the village is service to the public."

18. What is the Pradhan Mantri Gram Sadak Yojana?

Answer:

1. It is a government scheme promoting the construction of all-weather roads in rural areas.
2. Panchayati Raj institutions help implement such development schemes at the local level.

19. What provisions promote inclusion in Panchayati Raj institutions?

Answer:

1. Special rules provide representation to disadvantaged sections of society.
2. One-third of the seats in Panchayati Raj institutions are reserved for women.

20. What does the *Arthashastra* explain about administration?

Answer:

1. The *Arthashastra*, written by Kautilya, describes how a state should be organised and governed.
2. It presents an administrative structure extending from villages to regional and provincial headquarters.

11.8. Two-mark questions with Answers of HOTS Type: (15 Questions)

Two-Mark Descriptive Questions with Answers — HOTS Type:

Local Government in Rural Areas

1. Why is the Panchayati Raj System important for a large country like India?

Answer:

1. It allows local problems to be addressed according to the needs and conditions of each village.
 2. It reduces dependence on State and national governments for every minor issue.
- 2. How does the Gram Sabha strengthen democracy in rural areas?**

Answer:

1. It allows all registered adult voters to participate directly in discussions about local matters.
2. It makes local representatives more responsible and accountable to the villagers.
3. **Why is the Gram Panchayat considered the foundation of the Panchayati Raj System?**

Answer:

1. It is the institution closest to rural people and directly deals with their everyday needs.
2. Its development plans form the basis for planning at the block and district levels.
4. **How does the three-tier system improve rural governance?**

Answer:

1. It distributes administrative responsibilities among the village, block and district levels.
2. It enables local problems and larger regional issues to be handled at the appropriate level.
5. **A village road has been damaged by heavy rain. How can the Panchayati Raj System address the problem?**

Answer:

1. The villagers can raise the matter before the Gram Sabha and request the Gram Panchayat to prepare a repair plan.
2. If additional funds are required, the proposal can be forwarded through the Panchayat Samiti to higher authorities.
6. **How can a Patwari help settle a dispute over agricultural land?**

Answer:

1. The Patwari can examine official land records and maps to verify ownership and boundaries.
2. These records can provide evidence for resolving the dispute fairly.
7. **Why is it important for a Panchayat Secretary to maintain accurate records?**

Answer:

1. Accurate records preserve details of decisions, expenses and development activities.
2. They promote transparency and help the Panchayat remain accountable to the public.
8. **Why does the Panchayat Samiti collect development plans from different Gram Panchayats?**

Answer:

1. It combines the needs of several villages into a coordinated block-level development plan.
2. The combined plan helps higher authorities allocate funds and implement schemes effectively.
9. **How can all-weather roads improve the lives of rural people?**

Answer:

1. They provide continuous access to schools, hospitals and markets during every season.
2. They also support trade, employment and the movement of agricultural products.
10. **Why is reserving seats for women important in Panchayati Raj institutions?**

Answer:

1. It provides women with opportunities to participate in leadership and public decision-making.
2. It helps ensure that women's needs and concerns receive attention in development programmes.

11. How does representation of disadvantaged sections improve local governance?

Answer:

1. It enables marginalised communities to express their needs and problems.
2. It makes development decisions more inclusive, equitable and democratic.

12. What can villages learn from the transformation of Hiware Bazar?

Answer:

1. Effective leadership and community cooperation can solve serious environmental and economic problems.
2. Water conservation and tree planting can improve groundwater, agriculture and village prosperity.

13. How did Vandana Bahadur Maida help challenge patriarchal norms?

Answer:

1. She became the first female Sarpanch of her village despite traditional restrictions on women.
2. She encouraged other women to attend meetings and participate in local decision-making.

14. What democratic value is demonstrated by Dnyaneshwar Kamble's election as Sarpanch?

Answer:

1. The election demonstrates that leadership opportunities should be open to people of all gender identities.
2. It highlights the democratic values of equality, dignity and inclusion.

15. Why should children be included in Panchayat-related discussions?

Answer:

1. Decisions concerning education, safety, sanitation and child welfare directly affect children.
2. Their participation helps adults understand children's needs and develops responsible future citizens.

16. How can Bal Panchayats help prevent child labour and child marriage?

Answer:

1. They can create awareness among families about children's rights and the importance of education.
2. They can persuade parents to keep children in school and delay marriage until the legally appropriate age.

17. How does the Children's Parliament prepare children for responsible citizenship?

Answer:

1. It gives children practical experience in elections, campaigning and collective decision-making.
2. It develops their leadership skills, social awareness and sense of responsibility.

18. A village school lacks a safe kitchen for preparing midday meals. What should children and villagers do?

Answer:

1. They can raise the issue through a Bal Sabha or Gram Sabha and explain its effect on children's health.
2. The Gram Panchayat can allocate resources or seek assistance to construct a hygienic kitchen.

19. How does Panchayati Raj combine direct and representative democracy?**Answer:**

1. Villagers participate directly by discussing local issues in the Gram Sabha.
- Answer:** 2. They also elect Panchayat members to represent them and carry out administrative responsibilities.

20. Why may Panchayati Raj institutions differ across states but still have the same importance?**Answer:**

1. Their structures may differ because state governments have authority over their organisation and functions.
2. However, they all aim to promote local participation, self-government and rural development.

11.9. Three-mark questions with Answers of LOTS Type: (18 Questions)**Three-Mark Descriptive Questions with Answers — LOTS Type:****Local Government in Rural Areas:****1. Explain the meaning and importance of the Panchayati Raj System.****Answer:**

1. Panchayati Raj is the system of local self-government in rural areas.
2. It enables villagers to participate in decisions affecting their daily lives.
3. It addresses local issues and helps government schemes reach the grassroots level.

2. Describe the three-tier structure of the Panchayati Raj System.**Answer:**

1. The Gram Panchayat functions at the village level.
2. The Panchayat Samiti functions at the block level.
3. The Zila Parishad functions at the district level.

3. What is a Gram Sabha? Explain its composition and role.**Answer:**

1. The Gram Sabha consists of all adult registered voters of a village or a group of neighbouring villages.
2. Its members discuss matters and problems affecting their local area.
3. It directly elects the members of the Gram Panchayat.

4. Explain the composition and leadership of a Gram Panchayat.**Answer:**

1. A Gram Panchayat consists of representatives elected directly by the Gram Sabha.
2. Its elected head or president is called the Sarpanch or Pradhan.
3. The Panchayat works with villagers to manage local administration and development.

5. Mention any three functions of Panchayati Raj institutions.**Answer:**

1. They support agriculture, housing and the maintenance of rural roads.
2. They manage water resources, education and healthcare services.
3. They promote social welfare, sanitation and cultural activities.

6. Explain the role of the Panchayat Secretary and the Patwari.**Answer:**

1. The Panchayat Secretary calls meetings and maintains the official records of the Gram Panchayat.

2. The Patwari maintains villagers' land records and maps.
3. These officials provide administrative and record-keeping assistance to the Panchayat.

7. Describe the role of the Panchayat Samiti.

Answer:

1. The Panchayat Samiti functions at the block level.
2. It acts as a link between the Gram Panchayats and the Zila Parishad.
3. It coordinates development plans submitted by different Gram Panchayats.

8. Explain how Panchayat Samitis assist in rural development.

Answer:

1. They collect development plans from the Gram Panchayats within a block.
2. They combine and present these plans at the district or State level.
3. This process facilitates the allocation of funds for projects and government schemes.

9. What is the Child-Friendly Panchayat Initiative?

Answer:

1. It creates opportunities for children to express their ideas and concerns.
2. It encourages children to participate regularly in Bal Sabhas and Bal Panchayats.
3. Village elders consider children's concerns and try to find suitable solutions.

10. Describe the work of Bal Panchayats in Maharashtra.

Answer:

1. Bal Panchayats have worked to eliminate child labour and child marriage.
2. Their members persuade parents to send children back to school.
3. They also discourage families from arranging early marriages for school-going girls.

11. Mention three child-friendly initiatives of Sangkhu Radhu Khandu Gram Panchayat.

Answer:

1. It gave importance to children's needs and rights.
2. It constructed compound walls to make schools safer.
3. It built school kitchens for the hygienic preparation of midday meals.

12. Describe the Children's Parliament initiative in Rajasthan.

Answer:

1. It was associated with Bunker Roy's Barefoot College initiative.
2. It involved rural children aged 8 to 14 in elections and governance processes.
3. It taught children about democracy, leadership and social responsibility.

13. Explain how the Children's Parliament functioned.

Answer:

1. It followed formal procedures such as voter identification and campaigning.
2. Elected representatives formed a Cabinet and supervised school management.
3. The children addressed education, sanitation, social equality and community needs.

14. Describe the transformation of Hiware Bazar.

Answer:

1. Hiware Bazar earlier experienced frequent droughts and poor agricultural yields.
2. Sarpanch Popatrao Baguji Pawar introduced rainwater harvesting, watershed conservation and extensive tree planting.

3. These efforts recharged groundwater and made the village green and prosperous.

15. Write three points about Vandana Bahadur Maida's leadership.

Answer:

1. She became the first female Sarpanch of Khankhandvi village in Madhya Pradesh.
2. She encouraged village women to participate in Sabha meetings.
3. She addressed important issues such as education and sanitation.

16. Write three points about Dnyaneshwar Kamble.

Answer:

1. Dnyaneshwar Kamble is a transgender person elected Sarpanch of Tarangfal village in Maharashtra in 2017.
2. Kamble defeated six other candidates in the election.
3. Kamble's motto was "Service to the village is service to the public."

17. Explain the provisions made for inclusive participation in Panchayati Raj institutions.

Answer:

1. Special rules enable disadvantaged sections to express their needs and problems.
2. One-third of the seats in Panchayati Raj institutions are reserved for women.
3. These provisions make rural governance more representative and inclusive.

18. What does the *Arthashastra* say about administrative organisation?

Answer:

1. The *Arthashastra* was written by Kautilya about 2,300 years ago.
2. It describes administrative units organised from villages to the provincial headquarters.
3. It mentions the Sangrahana, Karvatika, Dronamukha and Sthaniya as different administrative centres.

11.10. Three-mark questions with Answers of HOTS Type: (18 Questions)

Three-Mark Descriptive Questions with Answers — HOTS Type:

Local Government in Rural Areas:

1. Why is Panchayati Raj essential for governing India's large rural population?

Answer:

1. Panchayati Raj brings governance closer to people living in villages.
2. Local representatives can understand village problems better than distant authorities.
3. It enables villagers to participate in decisions and find timely solutions to their needs.

2. How does the Gram Sabha make local government democratic and accountable?

Answer:

1. It allows all registered adult voters to discuss matters affecting their village.
2. Villagers can question representatives and review proposed development activities.
3. Such direct participation makes elected members accountable to the community.

3. A village faces a shortage of drinking water. How can the Panchayati Raj institutions solve the problem?

Answer:

1. The villagers can raise the problem in the Gram Sabha and suggest possible solutions.
 2. The Gram Panchayat can prepare a water-supply or conservation project.
 3. The Panchayat Samiti and Zila Parishad can help coordinate the plan and obtain funds.
- 4. How does the three-tier Panchayati Raj System support effective rural administration?**

Answer:

1. The Gram Panchayat handles problems concerning an individual village.
 2. The Panchayat Samiti coordinates issues and plans involving several villages.
 3. The Zila Parishad manages larger development programmes at the district level.
- 5. Why is local knowledge important when making village-development decisions?**

Answer:

1. Villagers understand their local resources, difficulties and priorities.
 2. Their knowledge helps Panchayats design practical solutions suited to the area.
 3. It also reduces the possibility of spending money on unnecessary projects.
- 6. How can the Panchayat Secretary promote transparency in local governance?**

Answer:

1. The Secretary can accurately record the decisions taken during Panchayat meetings.
 2. Proper records of funds and projects can be made available for public examination.
 3. This enables villagers to monitor the Panchayat's activities and expenditure.
- 7. A dispute arises over the boundary between two farms. How can village records help resolve it?**

Answer:

1. The Patwari can examine the official land records and old village maps.
 2. These documents can show the ownership and recognised boundaries of the farms.
 3. The evidence can help the parties and authorities reach a fair settlement.
- 8. Why is coordination between the Gram Panchayat and Panchayat Samiti necessary?**

Answer:

1. Some development problems affect more than one village and cannot be solved independently.
 2. The Panchayat Samiti combines village plans and identifies common requirements.
 3. Coordination also helps obtain funds and implement larger projects efficiently.
- 9. How does the reservation of seats for women strengthen rural democracy?**

Answer:

1. Reservation provides women with opportunities to become elected representatives.
 2. Women leaders can bring greater attention to education, health, sanitation and safety.
 3. Their participation makes local government more representative and inclusive.
- 10. What lessons can village leaders learn from Vandana Bahadur Maida?**

Answer:

1. Leaders should challenge unfair social practices that restrict people's participation.

2. They should encourage women and marginalised groups to attend public meetings.
3. They should focus on essential community concerns such as education and sanitation.

11. How did collective action transform Hiware Bazar into a prosperous village?

Answer:

1. The Sarpanch and villagers jointly adopted rainwater harvesting and watershed conservation.
2. Large-scale tree planting helped improve the environment and recharge groundwater.
3. Better water availability increased agricultural productivity and village prosperity.

12. Why should children's opinions be considered in local governance?

Answer:

1. Decisions concerning schools, sanitation, safety and nutrition directly affect children.
2. Children can identify problems that adults may overlook.
3. Participation in Bal Sabhas also develops democratic awareness and responsibility among them.

13. How can a Bal Panchayat help a child who has left school to work?

Answer:

1. Its members can speak with the child and understand the reason for leaving school.
2. They can persuade the parents and create awareness about the harm caused by child labour.
3. They can seek the support of elders and the Gram Panchayat to help the child return to school.

14. What democratic skills can children develop through a Children's Parliament?

Answer:

1. Elections and campaigning teach children how representatives are chosen.
2. Discussions and Cabinet responsibilities develop leadership and decision-making skills.
3. Addressing community problems strengthens social awareness and responsible citizenship.

15. A village school is located beside a busy highway. How can Panchayati Raj institutions help protect the students?

Answer:

1. Students and parents can raise the safety problem before the Gram Sabha or Bal Panchayat.
2. The Gram Panchayat can propose warning signs, speed breakers or a safe pedestrian crossing.
3. The Panchayat Samiti or Zila Parishad can coordinate with the relevant road authorities for implementation.

16. How does Panchayati Raj combine direct democracy with representative democracy?

Answer:

1. People participate directly by discussing local matters in the Gram Sabha.
2. They elect members to represent them in Panchayati Raj institutions.
3. Thus, citizens participate both personally and through their elected representatives.

17. Why are special provisions for disadvantaged sections necessary in Panchayati Raj institutions?

Answer:

1. Socially disadvantaged people may otherwise remain excluded from decision-making.
2. Representation enables them to communicate their particular needs and problems.
3. It helps distribute resources and development benefits more fairly.

18. How does Panchayati Raj make government schemes more effective at the grassroots level?

Answer:

1. Local institutions identify the people and areas that require assistance.
2. They coordinate the implementation of schemes according to local conditions.
3. Villagers can monitor the work and report problems directly to their representatives.

11.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers — LOTS Type:

Local Government in Rural Areas:

1. Explain the Panchayati Raj System and its three-tier structure.

Answer:

1. Panchayati Raj is the system of local self-government functioning in rural areas.
2. The Gram Panchayat functions at the village level and is closest to rural people.
3. The Panchayat Samiti functions at the block level and coordinates the work of several Gram Panchayats.
4. The Zila Parishad functions at the district level and manages district-wide development activities.
5. These three institutions work together to promote people's participation and rural development.

2. Describe the composition and functions of the Gram Sabha and Gram Panchayat.

Answer:

1. The Gram Sabha consists of all adult registered voters of a village or a group of neighbouring villages.
2. Its members discuss local matters and directly elect the members of the Gram Panchayat.
3. The elected head of the Gram Panchayat is called the Sarpanch or Pradhan.
4. The Gram Panchayat manages matters such as roads, water, sanitation, education and healthcare.
5. It enables villagers to participate actively in local administration and development.

3. Explain the roles of the Sarpanch, Panchayat Secretary and Patwari in village administration.

Answer:

1. The Sarpanch is the elected head who leads the Gram Panchayat.
2. The Sarpanch supervises local administration and village-development activities.
3. The Panchayat Secretary calls meetings and maintains the Panchayat's official records.
4. The Patwari maintains land records and maps relating to village properties.

5. These functionaries work together to support the effective administration of the village.

4. Describe the functions of the Panchayat Samiti and Zila Parishad.

Answer:

1. The Panchayat Samiti functions at the block level of the Panchayati Raj System.
2. It acts as a link between the Gram Panchayats and the district-level Zila Parishad.
3. It collects and coordinates development plans prepared by different Gram Panchayats.
4. The Zila Parishad supervises and coordinates development programmes across the district.
5. These institutions help secure funds and implement government schemes in rural areas.

5. Explain the Child-Friendly Panchayat Initiative and the role of Bal Panchayats.

Answer:

1. The Child-Friendly Panchayat Initiative provides children with opportunities to express their views.
2. Children participate in local matters through Bal Sabhas and Bal Panchayats.
3. Bal Panchayats have worked to eliminate child labour and child marriage.
4. They persuade parents to send out-of-school children back to school.
5. Village elders and Panchayat members consider children's concerns and try to find suitable solutions.

6. Describe the child-friendly work of Sangkhu Radhu Khandu Gram Panchayat.

Answer:

1. Sangkhu Radhu Khandu Gram Panchayat is located in west Sikkim.
2. It gave significant importance to children's needs and rights.
3. It constructed compound walls to make schools safer for children.
4. It built school kitchens to ensure that midday meals were prepared hygienically.
5. These efforts earned it recognition as a child-friendly Gram Panchayat.

7. Explain the Children's Parliament initiative in Rajasthan.

Answer:

1. The Children's Parliament was an offshoot of Bunker Roy's Barefoot College initiative.
2. It involved underprivileged rural children between 8 and 14 years of age.
3. Children participated in voter registration, campaigning, elections and Cabinet formation.
4. The elected representatives supervised school management and raised community concerns.
5. The initiative developed leadership, democratic participation and social responsibility among children.

8. Describe the transformation of Hiware Bazar under Popatrao Baguji Pawar.

Answer:

1. Hiware Bazar once suffered from frequent droughts and poor agricultural production.
2. Sarpanch Popatrao Baguji Pawar adopted Anna Hazare's model of water conservation.
3. The village introduced rainwater harvesting and watershed-conservation measures.
4. The villagers also participated in the large-scale planting of lakhs of trees.

5. These collective efforts recharged groundwater and made the village green and prosperous.

9. Explain the measures that promote inclusion in Panchayati Raj institutions.

Answer:

1. Panchayati Raj institutions provide opportunities for local people to participate in governance.
2. Special rules enable disadvantaged sections to express their needs and problems.
3. One-third of the seats in these institutions are reserved for women.
4. Bal Sabhas and Bal Panchayats provide children with opportunities to express their concerns.
5. These provisions make rural governance more inclusive, representative and democratic.

10. Describe the main areas of work covered by Panchayati Raj institutions.

Answer:

1. They support agriculture, housing and the maintenance of village roads.
2. They manage water resources and promote sanitation in rural areas.
3. They assist in providing education and healthcare facilities.
4. They undertake social-welfare programmes for different sections of society.
5. They also encourage cultural activities and overall community development.

11.12 Five-mark questions with Answers of HOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — HOTS Type:

Local Government in Rural Areas

1. Why is the Panchayati Raj System important for effective democratic governance in rural India?

Answer:

1. Panchayati Raj brings government closer to rural people and their everyday concerns.
2. It allows villagers to participate directly in decision-making through the Gram Sabha.
3. Locally elected representatives possess a better understanding of the village's needs and resources.
4. The three-tier structure coordinates development activities at the village, block and district levels.
5. Thus, it promotes decentralisation, accountability, self-government and grassroots democracy.

2. A village suffers from water scarcity and low agricultural production. Suggest how its Panchayat can address the problem.

Answer:

1. The Gram Sabha should discuss the causes of water scarcity and identify suitable local solutions.
2. The Gram Panchayat can prepare a plan for rainwater harvesting, watershed conservation and groundwater recharge.
3. It can encourage villagers to plant trees and use water carefully.
4. The Panchayat Samiti and Zila Parishad can help obtain technical assistance and government funds.
5. Community participation can improve water availability, agriculture and village prosperity, as seen in Hiware Bazar.

3. Analyse how the Gram Sabha makes the Gram Panchayat more accountable.**Answer:**

1. The Gram Sabha gives every registered adult voter an opportunity to participate in local discussions.
2. Villagers can question their elected representatives about decisions, projects and expenditure.
3. They can raise neglected problems and suggest development priorities.
4. Regular public discussions discourage the misuse of power and resources.
5. Therefore, an active Gram Sabha promotes transparency, accountability and responsive governance.

4. Explain how the three tiers of Panchayati Raj can work together to repair a road connecting several villages.**Answer:**

1. The affected villagers can raise the problem in their respective Gram Sabha meetings.
2. Each Gram Panchayat can assess the damage and submit its requirements to the Panchayat Samiti.
3. The Panchayat Samiti can combine the proposals and prepare a coordinated block-level plan.
4. The Zila Parishad can help obtain funds and coordinate with the relevant district departments.
5. The three-tier approach ensures proper planning, funding, implementation and supervision of the road project.

5. Evaluate the importance of reserving seats for women and disadvantaged sections in Panchayati Raj institutions.**Answer:**

1. Reservation gives historically underrepresented groups an opportunity to participate in governance.
2. It allows their specific needs and problems to be discussed in Panchayat meetings.
3. Women representatives may bring greater attention to health, education, sanitation and safety.
4. Wider representation makes the distribution of resources and development benefits more equitable.
5. Therefore, reservation strengthens inclusion, social justice and democracy at the grassroots level.

6. How do Bal Panchayats and Children's Parliaments contribute to democratic education?**Answer:**

1. They provide children with opportunities to express their views on matters affecting their lives.
2. Elections and campaigning help children understand democratic procedures.
3. Discussions and Cabinet responsibilities develop leadership and decision-making skills.
4. Children learn to address issues such as education, sanitation, child labour and social equality.
5. These experiences prepare them to become informed, responsible and active citizens.

7. A child has stopped attending school and has begun working. How can a Child-Friendly Panchayat respond?

Answer:

1. Bal Panchayat members can speak with the child and identify the reason for leaving school.
2. They can inform the village elders and Gram Panchayat about the situation.
3. Panchayat members can counsel the parents about the importance of education and the harm caused by child labour.
4. The Panchayat can connect the family with suitable welfare schemes or financial assistance.
5. Continuous monitoring can ensure that the child returns to school and continues education.

8. Examine the role of leadership and community participation in the transformation of Hiware Bazar.

Answer:

1. Sarpanch Popatrao Baguji Pawar recognised drought and poor agricultural yield as major village problems.
2. He introduced rainwater harvesting, watershed conservation and extensive tree planting.
3. The villagers actively cooperated in implementing these environmental measures.
4. Their combined efforts recharged groundwater and improved agricultural productivity.
5. The transformation shows that committed leadership and collective participation can produce sustainable rural development.

9. A village school is located beside a busy highway, making road-crossing dangerous. Propose a Panchayat-based solution.

Answer:

1. Students and parents should present the safety problem before the Bal Sabha or Gram Sabha.
2. The Gram Panchayat should inspect the area and prepare a safety proposal.
3. Immediate measures may include warning signs, speed limits, road markings and volunteers during school hours.
4. The Panchayat Samiti or Zila Parishad can coordinate with road authorities to construct speed breakers or a pedestrian crossing.
5. The Panchayat should regularly monitor the measures to ensure the continued safety of students.

10. Compare direct and representative democracy within the Panchayati Raj System.

Answer:

1. Direct democracy operates when registered voters personally participate in Gram Sabha discussions.
2. Villagers express opinions, identify problems and help determine local priorities.
3. Representative democracy operates when people elect Panchayat members to act on their behalf.
4. Elected representatives plan and implement development programmes at different levels.
5. Panchayati Raj combines both forms of democracy to make rural governance participatory and efficient.

11.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — Applied Type:**Local Government in Rural Areas:**

1. **Your village faces a severe shortage of drinking water during summer. As a member of the Gram Sabha, prepare a five-point action plan to solve the problem.**

Answer:

1. Raise the water-shortage problem in the Gram Sabha and identify the areas most affected.
 2. Request the Gram Panchayat to survey existing wells, ponds and other water sources.
 3. Propose rainwater-harvesting systems, watershed conservation and the restoration of village ponds.
 4. Seek financial and technical support from the Panchayat Samiti, Zila Parishad and relevant government schemes.
 5. Form a village committee to monitor water use, prevent wastage and maintain the completed facilities.
2. **A village road has been badly damaged by heavy rain, affecting access to schools, hospitals and markets. Explain how the three tiers of Panchayati Raj can solve the problem.**

Answer:

1. Villagers should report the damaged road and its effects during the Gram Sabha meeting.
 2. The Gram Panchayat should inspect the road, estimate the required work and prepare a repair proposal.
 3. The proposal should be submitted to the Panchayat Samiti if the project requires additional resources.
 4. The Zila Parishad can coordinate funding and link the project with a rural-road development scheme.
 5. The three institutions should jointly monitor the quality and timely completion of the repair work.
3. **A child in your village has left school to work in a roadside shop. How can the Bal Panchayat and Gram Panchayat help the child?**

Answer:

1. Bal Panchayat members should speak with the child and understand the reason for leaving school.
 2. They should discuss the issue with the child's parents and explain the importance of education.
 3. The matter should be brought to the attention of the Gram Panchayat and school authorities.
 4. The Panchayat should help the family obtain suitable welfare benefits or financial assistance.
 5. The Bal Panchayat and teachers should monitor the child's return to and continued attendance at school.
4. **Your village school is located beside a busy highway, and students find it difficult to cross the road safely. Suggest five practical measures through Panchayati Raj institutions.**

Answer:

1. Students and parents should present the safety problem before the Bal Sabha and Gram Sabha.
2. The Gram Panchayat should request an inspection by the traffic police and road authorities.

3. Warning signs, road markings, speed limits and speed breakers should be installed near the school.
 4. The Panchayat Samiti or Zila Parishad should seek approval for a pedestrian crossing or footbridge.
 5. Until permanent facilities are provided, trained volunteers should help students cross during school hours.
5. **Some villagers complain that Panchayat funds are not being used properly. What steps can the Gram Sabha take to ensure accountability?**

Answer:

1. The Gram Sabha should ask the Panchayat Secretary to present records of income and expenditure.
 2. Villagers should compare the approved development plans with the work actually completed.
 3. The Sarpanch and Panchayat members should explain any delays, changes or additional expenses.
 4. A monitoring committee may be formed to inspect projects and verify the quality of work.
 5. Any serious irregularity should be reported to the Panchayat Samiti or appropriate higher authority.
6. **Women in a village rarely attend Gram Sabha meetings. As the Sarpanch, how would you improve their participation?**

Answer:

1. Organise awareness programmes explaining women's rights and their role in local government.
 2. Schedule Gram Sabha meetings at times convenient for women and announce them well in advance.
 3. Create a respectful environment in which women can speak freely without interruption or discrimination.
 4. Encourage elected women members to lead discussions on health, education, sanitation and safety.
 5. Form women's groups to collect their concerns and present them regularly before the Panchayat.
7. **A dispute arises between two farmers regarding the boundary of their fields. Explain how the local administration can help resolve it.**

Answer:

1. Both farmers should submit their complaint to the appropriate village authorities.
 2. The Patwari should examine official land records and old village maps.
 3. The disputed land should be measured and compared with the recorded boundaries.
 4. Both parties should be given an opportunity to present their claims and supporting documents.
 5. A fair settlement should be reached on the basis of verified records and lawful procedures.
8. **Several neighbouring villages need a common healthcare centre. How can the Panchayati Raj institutions implement this project?**

Answer:

1. Each Gram Sabha should discuss the need for a common healthcare facility.
2. The respective Gram Panchayats should submit their requirements to the Panchayat Samiti.

3. The Panchayat Samiti should identify a suitable central location and prepare a combined proposal.
 4. The Zila Parishad should coordinate with the district health department and arrange funds.
 5. Representatives from the villages should jointly monitor construction and the quality of healthcare services.
9. **Your village experiences frequent droughts and declining agricultural production. Apply the example of Hiware Bazar to prepare a development plan.**

Answer:

1. Conduct a Gram Sabha meeting to study water scarcity, soil conditions and agricultural difficulties.
 2. Introduce rainwater harvesting, watershed management and the restoration of traditional water bodies.
 3. Organise large-scale tree planting to improve the environment and conserve soil moisture.
 4. Seek technical guidance and financial assistance from block- and district-level institutions.
 5. Involve villagers in implementing and maintaining the projects to ensure sustainable development.
10. **Children in a village complain about unsafe school buildings and unhygienic midday meals. How can a Child-Friendly Panchayat address these concerns?**

Answer:

1. Children should discuss their concerns through the Bal Sabha or Bal Panchayat.
2. Their representatives should present the issues before the Gram Panchayat.
3. The Panchayat should inspect the school building, kitchen and meal-preparation facilities.
4. It should construct or repair compound walls and provide a safe, hygienic kitchen.
5. A committee involving children, teachers, parents and Panchayat members should regularly monitor the facilities.

11.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams: (20 MCQs of LOTS & 20 MCQs of HOTS Type)

Olympiad-Type Multiple-Choice Questions:

Local Government in Rural Areas:

1. **Which sequence correctly represents the Panchayati Raj institutions from the lowest to the highest level?**
 - A. Zila Parishad → Panchayat Samiti → Gram Panchayat
 - B. Gram Panchayat → Panchayat Samiti → Zila Parishad
 - C. Panchayat Samiti → Gram Panchayat → Zila Parishad
 - D. Gram Sabha → Zila Parishad → Panchayat Samiti

Answer: B. Gram Panchayat → Panchayat Samiti → Zila Parishad

2. **Which institution consists of all adult registered voters of a village or a group of neighbouring villages?**
 - A. Gram Panchayat
 - B. Panchayat Samiti
 - C. Gram Sabha
 - D. Zila Parishad

Answer: C. Gram Sabha

3. **The Panchayati Raj System is best described as a system of:**

- A. military administration
- B. rural self-government
- C. judicial control
- D. urban administration

Answer: B. rural self-government

4. **Who is directly elected by the Gram Sabha?**

- A. Members of the Gram Panchayat
- B. Members of Parliament
- C. District Collector
- D. Panchayat Secretary

Answer: A. Members of the Gram Panchayat

5. **The elected head of a Gram Panchayat is generally known as the:**

- A. Governor
- B. Sarpanch or Pradhan
- C. Patwari
- D. Secretary

Answer: B. Sarpanch or Pradhan

6. **Which Panchayati Raj institution acts as a link between the Gram Panchayat and Zila Parishad?**

- A. Gram Sabha
- B. Panchayat Samiti
- C. Municipal Council
- D. State Legislature

Answer: B. Panchayat Samiti

7. **Which officer primarily maintains the land records of villagers?**

- A. Sarpanch
- B. Panchayat Secretary
- C. Patwari
- D. District Judge

Answer: C. Patwari

8. **Which of the following is an administrative duty of the Panchayat Secretary?**

- A. Maintaining Panchayat records
- B. Electing the Sarpanch
- C. Writing state laws
- D. Deciding court cases

Answer: A. Maintaining Panchayat records

9. **Consider the following statements:**

1. The Gram Panchayat functions at the village level.
2. The Panchayat Samiti functions at the district level.
3. The Zila Parishad functions at the district level.

Which statements are correct?

- A. 1 only
- B. 1 and 2 only
- C. 1 and 3 only
- D. 1, 2 and 3

Answer: C. 1 and 3 only

10. **A project affects several villages within the same block. Which institution should primarily coordinate it?**

- A. Gram Sabha
- B. Panchayat Samiti
- C. Parliament
- D. Municipal Corporation

Answer: B. Panchayat Samiti

11. Which government scheme mentioned in the chapter promotes all-weather roads in rural areas?

- A. Pradhan Mantri Gram Sadak Yojana
- B. Mid-Day Meal Scheme
- C. Beti Bachao Beti Padhao
- D. Swachh Bharat Mission

Answer: A. Pradhan Mantri Gram Sadak Yojana

12. One-third of the seats in Panchayati Raj institutions are reserved for:

- A. government officials
- B. senior citizens
- C. women
- D. teachers

Answer: C. women

13. The main purpose of reservation in Panchayati Raj institutions is to:

- A. reduce the number of voters
- B. promote inclusive representation
- C. replace village elections
- D. transfer all powers to officials

Answer: B. promote inclusive representation

14. A disagreement arises over the boundary between two farms. Which source would provide the most relevant evidence?

- A. School attendance register
- B. Land records maintained by the Patwari
- C. Minutes of a Bal Sabha
- D. District hospital records

Answer: B. Land records maintained by the Patwari

15. Which combination correctly matches a leader with an achievement?

- A. Dnyaneshwar Kamble — transformed Hiware Bazar
- B. Popatrao Baguji Pawar — promoted watershed conservation
- C. Vandana Bahadur Maida — founded Barefoot College
- D. Kautilya — became Sarpanch of Tarangfal

Answer: B. Popatrao Baguji Pawar — promoted watershed conservation

16. Which measures contributed most directly to the transformation of Hiware Bazar?

- A. Construction of airports and railway stations
- B. Rainwater harvesting, watershed conservation and tree planting
- C. Establishment of large urban industries
- D. Replacement of agriculture with mining

Answer: B. Rainwater harvesting, watershed conservation and tree planting

17. Dnyaneshwar Kamble's election as Sarpanch is especially significant because it demonstrates:

- A. hereditary leadership
- B. inclusive democratic representation
- C. rule by government officials
- D. the removal of village elections

Answer: B. inclusive democratic representation

18. Vandana Bahadur Maida encouraged women mainly to:

- A. migrate to urban areas
- B. attend Sabha meetings
- C. leave agriculture
- D. avoid village elections

Answer: B. attend Sabha meetings

19. Which of the following is most closely associated with a Child-Friendly Panchayat?

- A. Preventing children from expressing opinions
- B. Encouraging children's participation in local issues
- C. Replacing the Gram Panchayat with children
- D. Restricting education to elected representatives

Answer: B. Encouraging children's participation in local issues

20. Bal Panchayats in Maharashtra have helped address:

- A. child labour and child marriage
- B. international trade and defence
- C. railway construction and air travel
- D. state taxation and banking

Answer: A. child labour and child marriage

21. Why was Sangkhu Radhu Khandu recognised as a child-friendly Gram Panchayat?

- A. It constructed factories near schools.
- B. It built school compound walls and hygienic kitchens.
- C. It abolished all school examinations.
- D. It transferred children to cities.

Answer: B. It built school compound walls and hygienic kitchens.

22. The Children's Parliament in Rajasthan was connected with the initiative of:

- A. Anna Hazare's model village
- B. Bunker Roy's Barefoot College
- C. the Pradhan Mantri Gram Sadak Yojana
- D. the Zila Parishad of Sikkim

Answer: B. Bunker Roy's Barefoot College

23. Which activity was part of the Children's Parliament?

- A. Voter identification, campaigning and elections
- B. Appointment of children as district judges
- C. Formation of the national government
- D. Collection of income tax

Answer: A. Voter identification, campaigning and elections

24. The Children's Parliament received the World's Children's Honorary Award in:

- A. 1991
- B. 2001
- C. 2011
- D. 2021

Answer: B. 2001

25. Which of the following best illustrates direct democracy?

- A. Villagers participating in a Gram Sabha meeting
- B. A Patwari maintaining land records
- C. A Secretary writing meeting minutes
- D. A district official issuing an order

Answer: A. Villagers participating in a Gram Sabha meeting

26. Which of the following best illustrates representative democracy?

- A. Villagers electing Panchayat members to act on their behalf
- B. Every villager maintaining separate land records
- C. Children constructing a school kitchen
- D. Officials cancelling Gram Sabha meetings

Answer: A. Villagers electing Panchayat members to act on their behalf

27. If a Gram Panchayat cannot independently fund a major development project, what should it do next?

- A. Abandon the project permanently
- B. Forward the plan through the Panchayat Samiti
- C. Approach a Municipal Corporation
- D. Ask the Patwari to finance it

Answer: B. Forward the plan through the Panchayat Samiti

28. Consider the following pairs:

- 1. Gram Panchayat — Village level
- 2. Panchayat Samiti — Block level
- 3. Zila Parishad — District level
- 4. Patwari — Maintenance of land records

How many pairs are correctly matched?

- A. One
- B. Two
- C. Three
- D. Four

Answer: D. Four

29. According to the *Arthashastra*, a Sangrahana was established for every:

- A. 10 villages
- B. 100 villages
- C. 400 villages
- D. 800 villages

Answer: A. 10 villages

30. Which sequence correctly shows the administrative units mentioned in the *Arthashastra* in increasing order of the number of villages covered?

- A. Sthaniya → Dronamukha → Karvatika → Sangrahana
- B. Sangrahana → Karvatika → Dronamukha → Sthaniya
- C. Karvatika → Sangrahana → Sthaniya → Dronamukha
- D. Dronamukha → Sthaniya → Sangrahana → Karvatika

Answer: B. Sangrahana → Karvatika → Dronamukha → Sthaniya

11.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

Best Practices for Teaching Chapter 11:

Grassroots Democracy – Part 2: Local Government in Rural Areas:

(1) Begin with familiar local problems:

Introduce the chapter using situations such as damaged roads, water scarcity, sanitation, streetlights and unsafe school surroundings. Ask students which local institution should address each problem.

(2) Use a three-tier Panchayati Raj chart:

Display a clear diagram showing the **Gram Panchayat, Panchayat Samiti and Zila**

Parishad. Explain the level, composition and functions of each institution through examples.

(3) Conduct a mock Gram Sabha:

Assign students roles such as villagers, Sarpanch, Panchayat Secretary, Patwari and Panchayat members. Let them discuss a local issue, propose solutions and record their decisions.

(4) Organise interaction with Panchayat members:

Invite a Sarpanch, Panchayat member, Secretary or Patwari to the classroom. Students may prepare questions about elections, meetings, budgets, land records and village-development projects.

(5) Connect the lesson with the local community:

Ask students to identify their Gram Panchayat, block and district. They may also collect information about local representatives, public facilities and ongoing development programmes.

(6) Use case-study-based learning:

Discuss the examples of Dnyaneshwar Kamble, Vandana Bahadur Maida, Popatrao Baguji Pawar and the Children's Parliament. Encourage students to identify leadership qualities and lessons from each case.

(7) Promote child participation through a Bal Panchayat:

Form a classroom Bal Panchayat and allow students to discuss school-related concerns such as cleanliness, drinking water, safety or waste management. This gives them practical experience in democratic participation.

(8) Encourage collaborative learning:

Divide students into groups representing the three tiers of Panchayati Raj. Give each group a development problem and ask it to explain its institution's responsibilities.

(9) Use maps and local records:

Show village maps, land maps or simplified public records to explain the Patwari's role. Help students understand how records can assist in resolving land and boundary disputes.

(10) Develop inclusive classroom participation:

Ensure equal opportunities for girls, children from different backgrounds and quieter students to speak. Connect this practice with the chapter's provisions for women and disadvantaged sections.

(11) Integrate assessment with classroom activities:

Use oral questions, worksheets, role-play observations, concept maps and short reflective writing. Assess both subject knowledge and skills such as cooperation, reasoning and communication.

(12) Conclude with reflection and civic action:

Ask students to write one local problem, the responsible Panchayati Raj institution and a possible solution. This reinforces the connection between textbook concepts and responsible citizenship.

11.16 Innovations Opportunity List from the Chapter: (10 Ideas)

Innovations in Teaching–Learning:

Local Government in Rural Areas:

(1) Digital Panchayati Raj Simulation:

Create a virtual village with problems such as damaged roads, water scarcity, poor sanitation and unsafe schools. Students select the appropriate Panchayati Raj institution, prioritise needs and distribute a limited village budget.

- (2) **Classroom Bal Panchayat:**
Conduct elections to choose a Bal Sarpanch and Panchayat members. The elected body may discuss real classroom concerns and prepare resolutions following democratic procedures.
- (3) **Interactive Three-Tier Governance Model:**
Students can build a three-dimensional model showing the Gram Panchayat, Panchayat Samiti and Zila Parishad. Coloured arrows can demonstrate how proposals, funds and decisions move between the three levels.
- (4) **QR-Code Learning Stations:**
Place QR codes around the classroom linking to short videos, diagrams, quizzes and case studies on Panchayati Raj. Groups rotate through the stations and complete activity cards.
- (5) **Village Problem-Solving Challenge:**
Give each group a problem card related to water, roads, education, healthcare, sanitation or child welfare. Students identify the responsible institution and present a practical five-step solution.
- (6) **Design a Model Gram Panchayat App:**
Students create a paper prototype or simple digital interface through which villagers can report problems. Categories may include water supply, streetlights, roads, waste disposal and school safety.
- (7) **Panchayat Budget Game:**
Provide groups with an imaginary village budget and competing development needs. Students must allocate funds, justify their priorities and explain how their decisions benefit the entire community.
- (8) **Local Governance Digital Map:**
Students use a digital or printed map to mark their village, Gram Panchayat, block and district. They may add important facilities such as schools, hospitals, roads, water sources and Panchayat offices.
- (9) **Student-Produced News Report:**
Groups prepare a short video or live news bulletin about a Gram Sabha meeting or village-development project. Students can act as reporters, villagers, officials and elected representatives.
- (10) **Augmented Case-Study Gallery:**
Create an exhibition on Dnyaneshwar Kamble, Vandana Bahadur Maida, Popatrao Baguji Pawar and the Children's Parliament. Students add illustrations, timelines, audio explanations and leadership lessons.
- (11) **Gamified Panchayati Raj Quiz:**
Conduct team-based quiz rounds such as "Identify the Tier," "Who Am I?," "Solve the Village Problem" and "True or False." Award points for correct answers as well as clear reasoning.
- (12) **Community Improvement Mini-Project:**
Students identify a small issue in their school or neighbourhood, collect simple evidence and propose a solution. They present their proposal in the format of a Panchayat resolution, encouraging civic responsibility and experiential learning.

11.17: Practicing Questions/Question Bank :

A. Fill in the Blanks:

1. The system of rural local self-government is called the _____ system.

Answer: Panchayati Raj

2. The Panchayati Raj System has _____ tiers.
Answer: three
 3. The assembly of all registered adult voters of a village is called the _____.
Answer: Gram Sabha
 4. The head of a Gram Panchayat is called the _____ or Pradhan.
Answer: Sarpanch
 5. The _____ maintains the land records of villagers.
Answer: Patwari
 6. The Panchayat Samiti functions at the _____ level.
Answer: block
 7. The _____ functions at the district level.
Answer: Zila Parishad
 8. One-third of the seats in Panchayati Raj institutions are reserved for _____.
Answer: women
 9. Children express their concerns through Bal Sabhas and _____.
Answer: Bal Panchayats
 10. The ancient book on governance written by Kautilya is called the _____.
Answer: *Arthashastra*
-

B. One-Mark Questions:

1. **What is Panchayati Raj?**
Answer: Panchayati Raj is the system of local self-government in rural areas.
2. **Name the three tiers of the Panchayati Raj System.**
Answer: The three tiers are Gram Panchayat, Panchayat Samiti and Zila Parishad.
3. **Who are the members of the Gram Sabha?**
Answer: All registered adult voters of a village or a group of neighbouring villages are members of the Gram Sabha.
4. **Who is called a Sarpanch?**
Answer: The elected head or president of a Gram Panchayat is called a Sarpanch.
5. **Mention one duty of the Panchayat Secretary.**
Answer: The Panchayat Secretary calls meetings and maintains Panchayat records.
6. **What is the role of a Patwari?**
Answer: A Patwari maintains the land records and maps of a village.
7. **At which level does the Panchayat Samiti function?**
Answer: The Panchayat Samiti functions at the block level.
8. **What is a Bal Panchayat?**
Answer: A Bal Panchayat is a forum through which children express their views on matters affecting them.

9. Who transformed Hiware Bazar?

Answer: Sarpanch Popatrao Baguji Pawar helped transform Hiware Bazar.

10. Who wrote the *Arthashastra*?

Answer: Kautilya, also known as Chanakya, wrote the *Arthashastra*.

C. Two-Mark Questions:**1. Why is Panchayati Raj called local self-government?**

Answer:

1. It allows rural people to participate in decisions concerning their locality.
2. Villagers elect representatives to manage and develop their villages.

2. Mention two functions of a Gram Panchayat.

Answer:

1. It maintains village roads and manages water resources.
2. It supports sanitation, education, healthcare and social welfare.

3. Differentiate between the Gram Sabha and Gram Panchayat.

Answer:

1. The Gram Sabha consists of all registered adult voters of a village.
2. The Gram Panchayat consists of representatives elected by the Gram Sabha.

4. State two functions of the Panchayat Samiti.

Answer:

1. It coordinates the development plans of different Gram Panchayats.
2. It acts as a link between the Gram Panchayats and Zila Parishad.

5. How do Bal Panchayats protect children?

Answer:

1. They raise concerns related to child labour, child marriage and education.
2. They encourage parents to send children back to school.

6. Why are seats reserved for women in Panchayati Raj institutions?

Answer:

1. Reservation ensures women's participation in local governance.
2. It gives women an opportunity to raise their needs and concerns.

7. Mention two measures that transformed Hiware Bazar.

Answer:

1. The village adopted rainwater harvesting and watershed conservation.

2. Villagers undertook large-scale tree planting.

8. Why was Sangkhu Radhu Khandu declared a child-friendly Gram Panchayat?

Answer:

1. It constructed compound walls to make schools safer.
 2. It built kitchens for preparing hygienic midday meals.
-

D. Three-Mark Questions:

1. Explain the three-tier structure of the Panchayati Raj System.

Answer:

1. The Gram Panchayat functions at the village level.
2. The Panchayat Samiti functions at the block level.
3. The Zila Parishad functions at the district level.

2. Explain the role of the Gram Sabha.

Answer:

1. It consists of all registered adult voters of a village.
2. It discusses matters and problems related to the local area.
3. It directly elects the members of the Gram Panchayat.

3. Describe the duties of the Sarpanch, Panchayat Secretary and Patwari.

Answer:

1. The Sarpanch leads the Gram Panchayat and its development activities.
2. The Panchayat Secretary organises meetings and maintains official records.
3. The Patwari maintains villagers' land records and maps.

4. How does the Panchayat Samiti contribute to rural development?

Answer:

1. It collects development plans from different Gram Panchayats.
2. It combines and presents these plans at the district or State level.
3. It helps obtain funds for projects and government schemes.

5. Describe the work of the Children's Parliament in Rajasthan.

Answer:

1. Children participated in campaigning, elections and Cabinet formation.
2. The elected representatives helped supervise school management.
3. They addressed education, sanitation, equality and other community concerns.

6. How did Popatrao Baguji Pawar improve Hiware Bazar?**Answer:**

1. He introduced rainwater harvesting and watershed conservation.
2. He encouraged villagers to plant lakhs of trees.
3. These efforts recharged groundwater and improved village prosperity.

7. How does Panchayati Raj promote inclusive democracy?**Answer:**

1. It allows villagers to participate through the Gram Sabha.
2. It provides representation to disadvantaged sections.
3. It reserves one-third of its seats for women.

E. Five-Mark Questions:**1. Explain the importance of Panchayati Raj in rural governance.****Answer:**

1. Panchayati Raj brings administration closer to rural people.
2. It allows villagers to participate in local decision-making.
3. It helps address problems concerning roads, water, sanitation and education.
4. It ensures that government schemes reach people at the grassroots level.
5. It promotes self-government, accountability and rural development.

2. Describe the composition and functions of the Gram Panchayat.**Answer:**

1. The members of the Gram Panchayat are directly elected by the Gram Sabha.
2. Its elected head is called the Sarpanch or Pradhan.
3. It manages village roads, water resources and sanitation.
4. It supports education, healthcare and social-welfare programmes.
5. It prepares and implements development plans for the village.

3. Explain the Child-Friendly Panchayat Initiative.**Answer:**

1. The initiative gives children opportunities to express their views.
2. Children participate through Bal Sabhas and Bal Panchayats.
3. They raise issues concerning education, health, sanitation and safety.
4. Bal Panchayats also work against child labour and child marriage.

5. Village elders and Panchayat members try to find solutions to children's concerns.

4. Describe the transformation of Hiware Bazar and the lessons it provides.

Answer:

1. Hiware Bazar once suffered from drought and poor agricultural production.
2. Its Sarpanch introduced rainwater harvesting and watershed conservation.
3. Villagers participated in planting lakhs of trees.
4. These measures recharged groundwater and improved agriculture.
5. The example shows that good leadership and community cooperation can transform a village.

5. A village has damaged roads, water scarcity and poor sanitation. Suggest how Panchayati Raj institutions can address these problems.

Answer:

1. Villagers should discuss and prioritise the problems in the Gram Sabha.
2. The Gram Panchayat should prepare separate plans for roads, water and sanitation.
3. The Panchayat Samiti should coordinate the plans and arrange technical support.
4. The Zila Parishad should help obtain funds from suitable government schemes.
5. Villagers should monitor the work to ensure proper and timely completion.

6. Explain how Panchayati Raj combines direct and representative democracy.

Answer:

1. Villagers participate directly by attending Gram Sabha meetings.
2. They discuss local problems and suggest possible solutions.
3. They elect Gram Panchayat members to represent them.
4. The elected representatives plan and implement development activities.
5. Thus, people govern both through personal participation and elected representatives.

6th Standard Social Science Book Chapter 12

Chapter 12: Grassroots Democracy – Part 3 Local Government in Urban Areas

12.1 Summary of the Chapter:

Local Government in Urban Areas — Summary:

- (1) Democracy encourages citizens to participate actively in governance at the local, state and national levels.
- (2) Urban areas are generally more populated, diverse and complex than rural areas; therefore, they require a more elaborate system of administration.
- (3) Local government institutions functioning in cities and towns are known as **urban local bodies**.
- (4) Urban local bodies promote **decentralisation** by allowing local communities to participate in decisions concerning their areas.
- (5) Cities and towns are divided into smaller administrative units called **wards**, where elected representatives look after local needs.
- (6) Ward committees organise activities such as health camps and environmental campaigns and report problems like water leakage, blocked drains and damaged roads.
- (7) Urban local bodies maintain roads, sanitation facilities, burial grounds and other public infrastructure and manage garbage collection and disposal.
- (8) They also implement government schemes, collect local taxes and fines, issue licences and contribute to the area's economic and social development.
- (9) Urban local bodies are classified according to population: **Municipal Corporations** govern cities with more than 10 lakh people, **Municipal Councils** govern cities with 1–10 lakh people, and **Nagar Panchayats** govern smaller towns.
- (10) The **Greater Chennai Corporation**, established in 1688 as the Madras Corporation, is the oldest municipal institution in India.
- (11) Elected members of urban local bodies represent the interests of citizens, making urban governance an important part of grassroots democracy.
- (12) Citizens must support local bodies by segregating waste, following civic rules, paying taxes and promptly reporting public problems, because effective governance requires cooperation between citizens and authorities.

12.2 Important Formulas:

Local Government in Urban Areas:

This is a Social Science chapter, so it does not contain standard mathematical formulas. However, the following formulas can be used to solve chapter-related quantitative problems involving population, wards, taxes, budgets and municipal services.

1. Total Population:

$$\text{Total Population} = \text{Population per Ward} \times \text{Number of Wards}$$

2. Average Population per Ward

$$\text{Average Population per Ward} = \frac{\text{Total Population}}{\text{Number of Wards}}$$

3. Number of Wards Required

$$\text{Number of Wards} = \frac{\text{Total Population}}{\text{Population per Ward}}$$

Round up when the answer is not a whole number.

4. Population Density

$$\text{Population Density} = \frac{\text{Total Population}}{\text{Area in km}^2}$$

5. Percentage of Urban Population

$$\text{Urban Population Percentage} = \frac{\text{Urban Population}}{\text{Total Population}} \times 100$$

6. Population Growth

$$\text{Population Growth} = \text{Present Population} - \text{Previous Population}$$

7. Population Growth Rate

$$\text{Growth Rate} = \frac{\text{Present Population} - \text{Previous Population}}{\text{Previous Population}} \times 100$$

8. Total Municipal Revenue

$$\text{Total Revenue} = \text{Tax Revenue} + \text{Fees} + \text{Fines} + \text{Grants} + \text{Other Income}$$

9. Total Tax Collected

$$\text{Total Tax Collected} = \text{Tax per Household} \times \text{Number of Tax-paying Households}$$

10. Tax Collection Percentage

$$\text{Tax Collection Percentage} = \frac{\text{Tax Actually Collected}}{\text{Total Tax Due}} \times 100$$

11. Total Municipal Expenditure

$$\text{Total Expenditure} = \text{Sum of Expenditure on All Municipal Services}$$

12. Budget Surplus or Deficit

$$\text{Surplus} = \text{Total Revenue} - \text{Total Expenditure}$$

$$\text{Deficit} = \text{Total Expenditure} - \text{Total Revenue}$$

13. Percentage of Budget Allocated to a Service

$$\text{Allocation Percentage} = \frac{\text{Amount Allocated to the Service}}{\text{Total Municipal Budget}} \times 100$$

14. Per Capita Municipal Expenditure

$$\text{Per Capita Expenditure} = \frac{\text{Total Municipal Expenditure}}{\text{Total Population}}$$

15. Waste Generated per Person

$$\text{Waste per Person} = \frac{\text{Total Waste Generated}}{\text{Total Population}}$$

16. Total Waste Generated

$$\text{Total Waste} = \text{Waste Generated per Person} \times \text{Total Population}$$

17. Waste Collection Efficiency

$$\text{Collection Efficiency} = \frac{\text{Waste Collected}}{\text{Total Waste Generated}} \times 100$$

18. Water Consumption per Person

$$\text{Per Capita Water Consumption} = \frac{\text{Total Water Supplied}}{\text{Total Population}}$$

19. Percentage of Water Lost through Leakage

$$\text{Water Loss Percentage} = \frac{\text{Quantity of Water Lost}}{\text{Total Water Supplied}} \times 100$$

20. Percentage Increase or Decrease

$$\text{Percentage Change} = \frac{\text{New Value} - \text{Original Value}}{\text{Original Value}} \times 100$$

Note: The chapter mainly focuses on urban local bodies, their functions, decentralised governance and citizens' responsibilities. These formulas are supplementary and may be used for data-based, case-study and application-oriented questions.

12.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)**Fill in the Blanks – LOTS Type:**

1. Local government institutions in cities and towns are called _____.
Answer: Urban local bodies
2. Urban local bodies are an example of _____ governance.
Answer: Decentralised
3. Cities and towns are divided into smaller administrative units called _____.
Answer: Wards
4. The people living in a ward are represented by an _____ representative.
Answer: Elected
5. Ward committees help organise activities such as health _____.
Answer: Camps
6. Ward committees may organise campaigns against the use of single-use _____.
Answer: Plastics
7. A water leak, blocked drain or damaged road should be reported to the concerned _____.
Answer: Authorities
8. Urban local bodies are responsible for garbage collection and _____.
Answer: Disposal
9. Urban local bodies collect local taxes and _____.
Answer: Fines
10. Urban local bodies help implement government _____.
Answer: Schemes
11. Citizens should follow instructions regarding waste _____.
Answer: Segregation
12. Promptly reporting a water leak helps prevent the _____ of water.
Answer: Wastage
13. The Madras Corporation is now known as the Greater _____ Corporation.
Answer: Chennai
14. The Madras Corporation was established on 29 September _____.
Answer: 1688
15. The oldest municipal institution in India is the Greater _____ Corporation.
Answer: Chennai
16. A city with a population above 10 lakhs has a Municipal _____ as its highest urban body.
Answer: Corporation
17. A Municipal Corporation is also called a _____ **Nigam**.
Answer: Mahanagar
18. A city with a population between 1 and 10 lakhs generally has a Municipal _____.
Answer: Council
19. A Municipal Council is also called a Nagar _____.
Answer: Palika
20. Smaller cities and towns generally have a Nagar _____.
Answer: Panchayat
21. Indore is located in the state of _____.
Answer: Madhya Pradesh

22. Indore was awarded the cleanest city in India under the _____ **Survekshan scheme.**
Answer: Swachh
23. The Indore Municipal Corporation provides services such as water tankers, ambulances and mobile _____.
Answer: Toilets
24. CRM stands for Citizen Relationship _____.
Answer: Management
25. Urban local bodies plan for the economic and _____ development of an area.
Answer: Social
26. In rural areas, decentralised governance operates through _____ **Raj Institutions.**
Answer: Panchayati
27. The lowest level of government is the _____ **government.**
Answer: Local
28. Rural and urban local bodies function below the _____ **government.**
Answer: State
29. The highest level in India's system of governance is the _____ **Government.**
Answer: Union
30. Democracy in which citizens actively participate in governance is called _____.
Answer: Participatory

12.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill in the Blanks with Answers – HOTS Type:

- When decisions about a locality are made with the participation of its residents, the system reflects _____ **governance.**
Answer: Decentralised
- A city administration creates smaller units to understand and address neighbourhood-level problems. These units are called _____.
Answer: Wards
- If a city has a population of 12 lakhs, its highest urban local body will generally be a _____.
Answer: Municipal Corporation
- A town with a population of 6 lakhs is generally administered by a _____.
Answer: Municipal Council
- A rapidly developing small town is most likely to be governed by a _____.
Answer: Nagar Panchayat
- When residents report a leaking public water pipe immediately, they demonstrate responsible _____.
Answer: Citizenship
- A campaign organised by a ward committee to reduce single-use plastic helps protect the _____.
Answer: Environment
- When households separate wet and dry waste, they make garbage collection and _____ more efficient.
Answer: Disposal
- A blocked drain left unattended may cause flooding and create serious _____.
Answer: Health

10. When citizens choose representatives to raise local issues, the urban local body becomes _____ to the people.
Answer: Accountable
11. People's participation in solving civic problems strengthens grassroots _____.
Answer: Democracy
12. Property tax, licence fees and water charges are important sources of municipal _____.
Answer: Revenue
13. A municipal body uses the taxes collected from citizens to provide public _____.
Answer: Services
14. If a damaged road is not repaired despite repeated complaints, the urban local body has failed in maintaining public _____.
Answer: Infrastructure
15. Conducting health camps in a neighbourhood is generally facilitated by the _____ **committee**.
Answer: Ward
16. The active cooperation of citizens contributed significantly to Indore's success under the _____ **Survekshan scheme**.
Answer: Swachh
17. Although urban and rural local bodies have different structures, both follow the principle of _____ **governance**.
Answer: Local
18. Because urban areas have larger and more diverse populations, their administrative systems are generally more _____ than rural systems.
Answer: Complex
19. When people from different localities help during a building collapse, they display a sense of community and social _____.
Answer: Responsibility
20. The quick reporting of a dangerously low electrical wire can prevent an _____.
Answer: Accident
21. If local representatives discuss citizens' problems before taking decisions, they are practising _____ **democracy**.
Answer: Participatory
22. When municipal authorities check whether welfare programmes reach eligible people, they monitor the _____ **of government schemes**.
Answer: Implementation
23. A city needs a more elaborate governance system because its population is large, diverse and densely _____.
Answer: Settled
24. When citizens pay their taxes regularly, local bodies obtain the financial resources needed to perform their _____.
Answer: Functions
25. A municipal corporation that spends money on roads, sanitation and water supply is contributing to the city's _____ **development**.
Answer: Infrastructural
26. The division of authority among different levels of government prevents excessive concentration of power at the _____ level.
Answer: Central

27. If a municipal body introduces an online complaint system, it can improve its response to citizens' _____.
Answer: Grievances
28. The participation of children in reporting unsafe public facilities shows that every citizen's _____ matters in a democracy.
Answer: Voice
29. When elected representatives respond to citizens' needs and explain their decisions, they demonstrate democratic _____.
Answer: Accountability
30. Cooperation between citizens and urban local bodies is essential for efficient city _____.
Answer: Governance

12.5 One-mark questions with Answers of LOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

- What are urban local bodies?**
Answer: Urban local bodies are local government institutions that administer cities and towns.
- What is decentralised governance?**
Answer: Decentralised governance is a system in which local communities participate in managing their areas and solving local problems.
- What is a ward?**
Answer: A ward is a smaller administrative unit into which a city or town is divided.
- What is a ward committee?**
Answer: A ward committee is a local body that helps manage activities and address problems within a ward.
- Mention one activity organised by ward committees.**
Answer: Ward committees organise activities such as health camps.
- Mention one civic problem monitored by ward committees.**
Answer: Ward committees monitor civic problems such as water leakage.
- Name one function of an urban local body.**
Answer: Garbage collection and disposal is an important function of an urban local body.
- What do urban local bodies collect to fund their activities?**
Answer: Urban local bodies collect local taxes, fees and fines to fund their activities.
- What role do urban local bodies play in government schemes?**
Answer: Urban local bodies check and support the implementation of government schemes.
- How can citizens make garbage collection easier?**
Answer: Citizens can make garbage collection easier by properly segregating their waste.
- What should citizens do when they notice a leaking water pipe?**
Answer: Citizens should immediately report the leaking water pipe to the concerned authorities.
- Which is the oldest municipal institution in India?**
Answer: The Greater Chennai Corporation is the oldest municipal institution in India.
- When was the Madras Corporation established?**
Answer: The Madras Corporation was established on 29 September 1688.
- What is the Madras Corporation called today?**
Answer: The Madras Corporation is now called the Greater Chennai Corporation.

15. **Which urban body governs a city with a population above 10 lakhs?**
Answer: A Municipal Corporation governs a city with a population above 10 lakhs.
16. **What is another name for a Municipal Corporation?**
Answer: A Municipal Corporation is also called a Mahanagar Nigam.
17. **Which urban body governs a city with a population between 1 and 10 lakhs?**
Answer: A Municipal Council generally governs a city with a population between 1 and 10 lakhs.
18. **What is another name for a Municipal Council?**
Answer: A Municipal Council is also called a Nagar Palika.
19. **Which local body administers smaller cities and towns?**
Answer: A Nagar Panchayat administers smaller cities and towns.
20. **What does CRM stand for?**
Answer: CRM stands for Citizen Relationship Management.
21. **Name one service provided by the Indore Municipal Corporation.**
Answer: The Indore Municipal Corporation provides ambulance services.
22. **In which state is Indore located?**
Answer: Indore is located in Madhya Pradesh.
23. **Under which scheme was Indore recognised as India's cleanest city?**
Answer: Indore was recognised as India's cleanest city under the Swachh Survekshan scheme.
24. **What type of members represent citizens in urban local bodies?**
Answer: Elected members represent citizens in urban local bodies.
25. **What is participatory democracy?**
Answer: Participatory democracy is a system in which citizens actively participate in governance and public affairs.
26. **Which government functions at the national level in India?**
Answer: The Union Government functions at the national level in India.
27. **Which institutions provide local governance in rural areas?**
Answer: Panchayati Raj Institutions provide local governance in rural areas.
28. **Mention one area of development planned by urban local bodies.**
Answer: Urban local bodies help plan the economic development of their areas.
29. **Who reports neighbourhood problems to the concerned authorities?**
Answer: Ward committees and responsible citizens report neighbourhood problems to the concerned authorities.
30. **Why are urban governance systems more complex than rural governance systems?**
Answer: Urban governance systems are more complex because cities have larger and more diverse populations.

12.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers – HOTS Type:

1. **Why is urban governance generally more complex than rural governance?**
Answer: Urban governance is more complex because cities have larger, denser and more diverse populations with varied needs.
2. **Why are cities divided into wards?**
Answer: Cities are divided into wards to manage local issues efficiently and ensure better representation of residents.

3. How does decentralisation strengthen democracy?

Answer: Decentralisation strengthens democracy by allowing local people to participate directly in decisions affecting their lives.

4. Why should a leaking public water pipe be reported immediately?

Answer: A leaking pipe should be reported immediately to prevent water wastage and further damage.

5. How does waste segregation help an urban local body?

Answer: Waste segregation makes garbage collection, recycling and safe disposal more efficient.

6. Why must citizens pay municipal taxes regularly?

Answer: Citizens must pay municipal taxes because local bodies need revenue to provide and maintain essential public services.

7. How do ward committees connect citizens with municipal authorities?

Answer: Ward committees communicate residents' needs and complaints to the appropriate municipal authorities.

8. Why are elected representatives necessary in urban local bodies?

Answer: Elected representatives are necessary to represent citizens' interests and ensure democratic accountability.

9. How can citizens contribute to keeping their city clean?

Answer: Citizens can keep their city clean by segregating waste, avoiding littering and following municipal rules.

10. Why is a Municipal Corporation suitable for a city with more than 10 lakh people?

Answer: A Municipal Corporation is suitable because a large city requires an extensive administrative system and wider public services.

11. What may happen if blocked drains are not reported promptly?

Answer: Unreported blocked drains may cause flooding, water stagnation and the spread of diseases.

12. How can a campaign against single-use plastic benefit a city?

Answer: Such a campaign can reduce pollution, protect the environment and improve waste management.

13. Why is public participation important for the success of urban local bodies?

Answer: Public participation helps local bodies identify problems accurately and implement solutions effectively.

14. How does reporting a damaged road show responsible citizenship?

Answer: Reporting a damaged road helps authorities prevent accidents and maintain safe public infrastructure.

15. Why do urban local bodies collect taxes, charges and fines?

Answer: They collect taxes, charges and fines to finance civic services and encourage compliance with municipal rules.

16. How might Indore's citizens have contributed to the city's cleanliness achievement?

Answer: Indore's citizens may have cooperated by segregating waste, avoiding littering and following cleanliness guidelines.

17. Why should local bodies organise health camps?

Answer: Local bodies should organise health camps to make basic healthcare and health awareness accessible to residents.

18. How do urban local bodies promote social development?

Answer: They promote social development by improving sanitation, health, public facilities and access to government schemes.

19. **Why is a Nagar Panchayat appropriate for a small or developing town?**
Answer: A Nagar Panchayat provides a simpler administrative structure suited to the population and needs of a smaller town.
20. **How are urban local bodies and Panchayati Raj Institutions similar?**
Answer: Both are decentralised institutions with elected representatives who address local needs.
21. **What does Anita and Sameer's conversation reveal about democracy?**
Answer: Their conversation shows that democracy works best when citizens participate and every person's voice is valued.
22. **Why should municipal authorities respond quickly to citizens' grievances?**
Answer: A quick response prevents problems from worsening and builds public trust in local government.
23. **How does dividing power among different levels of government improve administration?**
Answer: It allows each level of government to focus on issues most relevant to its area and responsibilities.
24. **Why may a city need more public services than a village?**
Answer: A city may need more services because it has a larger population, denser settlements and more complex infrastructure.
25. **How can children contribute to local governance?**
Answer: Children can contribute by identifying unsafe conditions and reporting them to adults or local representatives.
26. **Why must citizens and urban local bodies cooperate with each other?**
Answer: Their cooperation is essential for efficient service delivery and the successful management of the city.
27. **What does community help during a building collapse demonstrate?**
Answer: It demonstrates civic responsibility, cooperation and concern for the safety of others.
28. **Why is local government considered the level closest to the people?**
Answer: Local government directly handles everyday issues and services affecting people's neighbourhoods.
29. **How does an online grievance system improve urban governance?**
Answer: It enables citizens to report problems quickly and helps authorities track and resolve complaints efficiently.
30. **Why should urban local bodies monitor government schemes?**
Answer: Monitoring ensures that government benefits reach eligible citizens and are implemented properly.

12.7 Two-mark questions with Answers of LOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers – LOTS Type:

1. **What are urban local bodies? State their main purpose.**
Answer:
 1. Urban local bodies are local government institutions that administer cities and towns.
 2. Their main purpose is to manage local services and address the needs of urban residents.
2. **What is decentralised governance?**
Answer:

1. Decentralised governance distributes administrative powers among local institutions instead of concentrating them at the central level.
2. It enables local communities to participate in decisions concerning their areas.
3. **What are wards and ward committees?**

Answer:

1. Wards are smaller administrative units into which cities and towns are divided.
 2. Ward committees help manage local activities and report neighbourhood problems to the authorities.
4. **Mention any two activities organised by ward committees.**

Answer:

1. Ward committees organise health camps for local residents.
 2. They conduct campaigns against the use of single-use plastics.
5. **Mention any two problems monitored by ward committees.**

Answer:

1. Ward committees monitor water leakages and blocked drains.
 2. They also identify damaged roads and report them to the authorities.
6. **State any two functions of urban local bodies.**

Answer:

1. Urban local bodies maintain infrastructure and manage garbage collection and disposal.
 2. They collect local taxes and monitor the implementation of government schemes.
7. **How do urban local bodies contribute to local development?**

Answer:

1. They plan for the economic development of their areas.
 2. They also promote social development by providing essential public services.
8. **Mention any two responsibilities of citizens in urban areas.**

Answer:

1. Citizens should segregate waste and dispose of it according to municipal instructions.
 2. They should promptly report problems such as water leakages and damaged roads.
9. **Why is waste segregation important?**

Answer:

1. Waste segregation separates biodegradable, recyclable and harmful materials.
 2. It makes garbage collection, recycling and disposal easier for urban local bodies.
10. **Write two facts about the Greater Chennai Corporation.**

Answer:

1. It was established as the Madras Corporation on 29 September 1688.
 2. It is the oldest municipal institution in India.
11. **How did municipal administration begin in Madras?**

Answer:

1. The East India Company constituted Fort St. George and the surrounding territories into a corporation.
 2. A Parliamentary Act of 1792 authorised the Madras Corporation to levy municipal taxes.
12. **What is a Municipal Corporation? Give its other name.**

Answer:

1. A Municipal Corporation is the highest urban local body in a city with a population above 10 lakhs.
2. It is also called a Mahanagar Nigam.

13. What is a Municipal Council? Give its other name.

Answer:

1. A Municipal Council is generally the highest urban local body in a city with a population between 1 and 10 lakhs.
2. It is also called a Nagar Palika.

14. What is a Nagar Panchayat?

Answer:

1. A Nagar Panchayat is an urban local body that governs a smaller town.
2. It performs basic administrative and civic functions for the town.

15. Name any two services provided by the Indore Municipal Corporation.

Answer:

1. The Indore Municipal Corporation provides services such as water tankers and ambulances.
2. It also provides septic tankers, funeral vans and mobile toilets.

16. Name any two sources of income for urban local bodies.

Answer:

1. Urban local bodies collect property taxes and water charges.
2. They also earn revenue through licence fees, service charges and fines.

17. What does CRM stand for, and what does it deal with?

Answer:

1. CRM stands for Citizen Relationship Management.
2. It deals with citizen services, service requests and grievances.

18. Why is Indore mentioned in the chapter?

Answer:

1. Indore has been awarded the cleanest city in India under the Swachh Survekshan scheme for seven consecutive years.
2. It demonstrates how municipal administration and citizens' cooperation can maintain urban cleanliness.

19. How are citizens represented in urban local bodies?

Answer:

1. Citizens elect representatives to urban local bodies.
2. These representatives raise local issues and protect the interests of the people.

20. What is participatory democracy?

Answer:

1. Participatory democracy enables citizens to take an active part in governance.
2. It encourages people to cooperate with authorities and participate in solving public problems.

21. Mention two similarities between rural and urban local governments.

Answer:

1. Both are decentralised systems of governance functioning at the local level.
2. Both have elected representatives who address the needs of local citizens.

22. Mention two differences between rural and urban local governments.

Answer:

1. Panchayati Raj Institutions govern rural areas, whereas urban local bodies govern cities and towns.
2. Rural areas have Gram Panchayats, while urban areas have Nagar Panchayats, Municipal Councils or Municipal Corporations.

23. What services does an urban local body provide for sanitation and cleanliness?**Answer:**

1. It collects, transports and disposes of solid waste.
2. It cleans drains and maintains public sanitation facilities.

24. Why must water leakages be reported quickly?**Answer:**

1. Prompt reporting prevents the unnecessary wastage of water.
2. It also enables municipal authorities to repair the damaged pipeline quickly.

25. How does local government strengthen democracy?**Answer:**

1. Local government brings administration closer to the people.
2. It allows citizens to participate in decisions affecting their everyday lives.

12.8. Two-mark questions with Answers of HOTS Type: (15 Questions)**Two-Mark Descriptive Questions with Answers – HOTS Type:****1. Why does a large city require a more complex system of governance than a village?****Answer:**

1. A large city has a dense and diverse population with varied needs and problems.
2. Therefore, it requires specialised institutions and services to manage transport, sanitation, water, waste and infrastructure.

2. How does decentralisation make urban governance more democratic?**Answer:**

1. Decentralisation gives local communities a direct role in decisions affecting their neighbourhoods.
2. It makes authorities more responsive and accountable to citizens.

3. Why are cities divided into wards?**Answer:**

1. Wards make it easier to identify and manage neighbourhood-level needs.
2. They also provide citizens with local representation through elected members and ward committees.

4. A water pipe is leaking in your street. What should you do and why?**Answer:**

1. I should report the leak immediately to the ward representative or municipal authority.
2. Quick reporting can prevent water wastage and further damage to the road.

5. How does waste segregation improve municipal waste management?**Answer:**

1. Waste segregation separates biodegradable, recyclable and harmful waste at the source.
2. This makes collection, recycling and safe disposal easier and more efficient.

6. Why is citizens' cooperation necessary for keeping a city clean?**Answer:**

1. Municipal workers cannot maintain cleanliness if residents litter or ignore waste-disposal rules.
2. Citizens' cooperation through segregation and responsible disposal makes sanitation services effective.

7. What might happen if citizens do not pay municipal taxes regularly?**Answer:**

1. The urban local body may not have enough revenue to maintain essential public services.
2. Roads, sanitation, water supply and waste management may consequently be affected.

8. How do ward committees act as a link between people and municipal authorities?**Answer:**

1. Ward committees identify local needs and receive complaints from residents.
2. They communicate these matters to municipal authorities and help monitor corrective action.

9. A city has a population of 12 lakhs. Which urban local body should govern it and why?**Answer:**

1. It should be governed by a Municipal Corporation or Mahanagar Nigam.
2. Cities with populations above 10 lakhs require this larger urban administrative body.

10. A town's population increases from 80,000 to 2 lakhs. What change in local governance may occur?**Answer:**

1. The town may move from a Nagar Panchayat to a Municipal Council.
2. Its larger population and growing needs require a more organised system of urban administration.

11. How can a campaign against single-use plastic improve city life?**Answer:**

1. It can reduce plastic waste, blocked drains and environmental pollution.
2. It can also encourage citizens to adopt reusable and eco-friendly alternatives.

12. Why should elected representatives regularly interact with residents?**Answer:**

1. Regular interaction helps representatives understand the actual needs and problems of citizens.

Answer:

2. It also promotes accountability and enables quicker solutions to civic issues.

13. What lesson can other cities learn from Indore's cleanliness achievement?**Answer:**

1. Efficient municipal services must be supported by disciplined and responsible citizens.
2. Continuous public participation and proper waste management can produce lasting cleanliness.

14. Why is reporting a damaged road an act of responsible citizenship?**Answer:**

1. Reporting helps municipal authorities identify the problem and arrange timely repairs.

Answer:

2. It can prevent accidents and protect road users from harm.

15. How does local government encourage participatory democracy?**Answer:**

1. It allows citizens to raise local issues and communicate with their elected representatives.

Answer:

2. Citizens also contribute by following civic rules and participating in community activities.

16. Why is a Municipal Corporation unsuitable for every small town?

Answer:

1. A small town may not have the population, revenue or administrative needs of a large city.

Answer:

2. A Nagar Panchayat or Municipal Council can manage its limited requirements more appropriately.

17. How can failure to clean blocked drains affect a neighbourhood?

Answer:

1. Blocked drains can cause waterlogging, flooding and unpleasant surroundings.

Answer:

2. Stagnant water may also become a breeding place for mosquitoes and spread disease.

18. Why should urban local bodies monitor the implementation of government schemes?

Answer:

1. Monitoring helps ensure that benefits reach the intended people.

Answer:

2. It also helps identify delays, misuse of resources and gaps in implementation.

19. How can digital grievance systems strengthen urban governance?

Answer:

1. They allow citizens to report civic problems quickly and track their complaints.

Answer:

2. They also enable authorities to respond efficiently and maintain records of resolved issues.

20. What does the conversation between Sameer and Anita reveal about rural and urban democracy?

Answer:

1. Both rural and urban areas have elected local bodies that represent citizens and address local problems.

Answer:

2. Although urban governance is more complex, both systems are based on participation and the importance of every citizen's voice.

21. How can children participate meaningfully in local governance?

Answer:

1. Children can observe and report unsafe conditions such as exposed wires, leaking pipes and damaged roads.

Answer:

2. Their involvement promotes civic awareness and proves that every person's voice can contribute to community welfare.

22. Why must urban development include both economic and social planning?

Answer:

1. Economic planning creates employment, infrastructure and opportunities for growth.

Answer:

2. Social planning ensures access to sanitation, health, safety and other essential services.

23. How would poor garbage disposal affect both people and the environment?

Answer:

1. It can create foul smells, attract disease-carrying pests and threaten public health.

Answer:

2. It can also pollute soil and water and block drains.

24. Why is local government called the level of government closest to the people?

Answer:

1. It directly manages everyday services such as roads, drainage, water supply and waste collection.

Answer:

2. Citizens can easily approach local representatives with neighbourhood problems.

25. How can community cooperation help during an urban emergency?

Answer:

1. Residents can provide immediate help, share information and support rescue activities.

Answer:

2. Their cooperation with local authorities can reduce harm and speed up recovery.

12.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. What are urban local bodies? Explain their importance.

Answer:

1. Urban local bodies are institutions of local government that administer cities and towns.
2. They provide essential services such as sanitation, waste management and maintenance of roads.
3. They allow citizens to participate in governance through their elected representatives.

2. Explain the meaning of decentralised governance.

Answer:

1. Decentralised governance distributes administrative powers among institutions at different levels.
2. Local communities receive a direct role in managing their areas and solving their problems.
3. It brings government closer to the people and encourages public participation.

3. What are wards? Describe the role of ward committees.

Answer:

1. Wards are smaller administrative units into which cities and towns are divided.
2. Ward committees organise activities such as health camps and campaigns against single-use plastics.

3. They identify problems such as leaking pipes, blocked drains and damaged roads and report them to the authorities.

4. Mention any three functions of urban local bodies.

Answer:

1. Urban local bodies maintain infrastructure and manage garbage collection and disposal.
2. They maintain burial grounds and monitor the implementation of government schemes.
3. They collect local taxes and fines and plan for the area's economic and social development.

5. Explain any three responsibilities of citizens in urban areas.

Answer:

1. Citizens should segregate waste and follow the rules for garbage collection.
2. They should report civic problems such as water leaks, blocked drains and damaged roads.
3. They should pay local taxes and cooperate with municipal authorities.

6. Describe the three main types of urban local bodies.

Answer:

1. A Municipal Corporation or Mahanagar Nigam governs a city with a population above 10 lakhs.
2. A Municipal Council or Nagar Palika governs a city with a population between 1 and 10 lakhs.
3. A Nagar Panchayat administers a smaller city or town.

7. Write three facts about the Greater Chennai Corporation.

Answer:

1. It was originally known as the Madras Corporation.
2. It was established on 29 September 1688 and is India's oldest municipal institution.
3. A Parliamentary Act of 1792 gave it the power to levy municipal taxes.

8. Mention any three services provided by the Indore Municipal Corporation.

Answer:

1. It collects property tax and water charges and issues various licences.
2. It provides services such as water tankers, septic tankers and ambulances.
3. It also handles grievances, debris clearance, fire services and solid-waste management.

9. How do urban local bodies raise revenue?

Answer:

1. They collect property taxes and charges for water supply.
2. They collect fees for business, trade and advertisement licences.
3. They also earn revenue through fines and charges for services such as water tankers and auditorium use.

10. Explain participatory democracy in the context of urban governance.

Answer:

1. Participatory democracy encourages citizens to take an active part in governance.
2. Citizens communicate their needs and problems to elected representatives and local authorities.
3. They also support municipal services by following civic rules and performing their duties responsibly.

11. What is the role of elected representatives in urban local bodies?**Answer:**

1. Elected representatives speak for the people living in their wards.
2. They bring citizens' needs and local problems before the urban local body.
3. They participate in decisions concerning public services and the development of the area.

12. Explain the place of urban local bodies in India's governance system.**Answer:**

1. India has Union, State and local levels of government.
2. Urban local bodies function at the local level under the State Government.
3. Municipal Corporations, Municipal Councils and Nagar Panchayats are the main urban local bodies.

13. Mention three similarities between rural and urban local government.**Answer:**

1. Both are systems of decentralised governance functioning at the local level.
2. Both have elected representatives who speak for local citizens.
3. Both encourage people's participation in solving community problems.

14. Mention three differences between rural and urban local government.**Answer:**

1. Panchayati Raj Institutions administer rural areas, while urban local bodies administer cities and towns.
2. Rural areas have Gram Panchayats, Panchayat Samitis and Zila Panchayats, whereas urban areas have Nagar Panchayats, Municipal Councils and Municipal Corporations.
3. Urban local bodies generally handle more complex services because cities are more populated and diverse.

15. Describe the role of citizens in conserving water in urban areas.**Answer:**

1. Citizens should use water carefully and avoid unnecessary wastage.
2. They should promptly report leaking public pipelines to the authorities.
3. They should cooperate with municipal efforts aimed at repairing leaks and conserving water.

16. Why is Indore discussed in this chapter?**Answer:**

1. Indore is located in Madhya Pradesh and has a Municipal Corporation.
2. It was recognised as India's cleanest city under the Swachh Survekshan scheme for seven consecutive years.
3. Its achievement illustrates the importance of efficient municipal services and citizens' cooperation.

17. Explain the importance of waste management in a city.**Answer:**

1. Proper waste management keeps streets and public places clean.
2. It prevents pollution, blocked drains and the spread of diseases.
3. It also helps recover recyclable materials and safely dispose of harmful waste.

18. Mention three ways in which ward committees serve local communities.**Answer:**

1. They organise health camps and public-awareness campaigns.
2. They observe and identify civic problems within the ward.
3. They report these problems to the concerned municipal authorities.

19. How do urban local bodies contribute to economic and social development?**Answer:**

1. They develop and maintain infrastructure required for economic activities.
2. They provide sanitation, health and other public services that improve people's lives.
3. They help implement government schemes intended for local development.

20. What message is conveyed through the conversation between Sameer and Anita?**Answer:**

1. Rural and urban communities have different lifestyles and systems of local administration.
2. Both have elected local bodies that represent citizens and address their problems.
3. The conversation emphasises that every citizen's voice matters in a democracy.

12.10. Three-mark questions with Answers of HOTS Type: (20 Questions)**Three-Mark Descriptive Questions with Answers – HOTS Type:****1. Why is the participation of citizens essential for the effective functioning of urban local bodies?****Answer:**

1. Citizens help local bodies identify civic problems by reporting them promptly.
2. Their cooperation in waste segregation, tax payment and following municipal rules improves service delivery.
3. Active participation also makes urban governance more democratic and accountable.

2. A water pipeline is leaking near your school. What actions would you take as a responsible citizen?**Answer:**

1. I would inform a teacher and report the leak to the ward representative or municipal authority.
2. I would provide the exact location and, if possible, submit a photograph through the complaint system.
3. I would request people to avoid the damaged area and follow up until the pipe is repaired.

3. Why are different types of urban local bodies required for different cities and towns?**Answer:**

1. Urban areas differ in population, geographical size, revenue and administrative needs.
2. Large cities require Municipal Corporations to manage complex infrastructure and extensive public services.
3. Smaller towns can be efficiently governed by Municipal Councils or Nagar Panchayats.

4. How does decentralisation improve the quality of urban administration?**Answer:**

1. Decentralisation brings decision-making closer to the people who experience local problems.
2. It enables ward representatives and committees to understand neighbourhood needs more accurately.

3. It also allows faster responses and makes authorities accountable to residents.

5. What could happen if citizens do not segregate household waste?

Answer:

1. Mixed waste becomes difficult to recycle, treat and dispose of safely.
2. It may increase pollution, create health hazards and overload dumping sites.
3. It also makes municipal waste-management services slower and more expensive.

6. How might citizens have contributed to Indore's repeated recognition as India's cleanest city?

Answer:

1. Citizens may have segregated waste and handed it over regularly to authorised collectors.
2. They may have avoided littering and cooperated with cleanliness campaigns and municipal rules.
3. They may also have reported unhygienic conditions and encouraged others to keep public places clean.

7. Compare the role of a ward committee in a city with that of a Gram Sabha in a village.

Answer:

1. Both provide opportunities for people to raise local issues and participate in governance.
2. A ward committee focuses on neighbourhood problems in an urban area, while a Gram Sabha discusses matters concerning the entire village.
3. Both connect citizens with local authorities and strengthen grassroots democracy.

8. A city road remains damaged despite repeated complaints. What does this indicate, and how can the issue be addressed?

Answer:

1. It may indicate poor monitoring, delayed action or weak accountability within the urban local body.
2. Citizens should submit a documented complaint to the ward representative and the appropriate municipal department.
3. If no action follows, they can raise the matter collectively through public meetings or grievance-redressal channels.

9. Why should urban local bodies combine economic development with social development?

Answer:

1. Economic development creates infrastructure, employment and opportunities for urban growth.
2. Social development ensures that residents receive sanitation, healthcare, safety and other essential services.
3. Combining both leads to inclusive and sustainable improvement in the quality of urban life.

10. How do taxes and service charges affect the functioning of urban local bodies?

Answer:

1. Taxes and charges provide the revenue required to maintain roads, drains, water supply and sanitation.
2. Adequate revenue enables local bodies to employ workers, purchase equipment and provide emergency services.

3. Poor tax collection may reduce the quality and regularity of municipal services.

11. How can a ward committee reduce the use of single-use plastics in its locality?

Answer:

1. It can conduct awareness campaigns explaining the environmental harm caused by single-use plastics.
2. It can encourage shops and residents to adopt cloth bags and reusable containers.
3. It can monitor compliance and report repeated violations to the appropriate authorities.

12. Why is an elected representative more suitable than a distant official for addressing ward-level problems?

Answer:

1. An elected representative is usually more familiar with the locality and its residents' daily difficulties.
2. Citizens can approach the representative directly and demand action on unresolved issues.
3. The representative is accountable to voters and must voice their concerns before the urban local body.

13. A town's population grows from below one lakh to several lakhs. How might its governance needs change?

Answer:

1. The town may require a Municipal Council instead of a Nagar Panchayat to handle its growing population.
2. It will need expanded services for water, sanitation, roads, waste management and public health.
3. It may also require more wards, representatives, employees and financial resources.

14. What would be the likely effects if an urban local body failed to maintain drains and collect garbage?

Answer:

1. Garbage and blocked drains could cause foul smells, waterlogging and environmental pollution.
2. Stagnant water and accumulated waste could increase the spread of diseases.
3. Residents' health and quality of life would decline, and public trust in the local body would weaken.

15. How does the conversation between Sameer and Anita illustrate the common foundation of rural and urban democracy?

Answer:

1. Their conversation shows that both villages and cities have elected bodies representing local people.
2. Citizens in both settings can report problems and participate in improving their communities.
3. Although urban governance is more complex, both systems are based on the principle that every voice matters.

16. How can technology strengthen urban local governance?

Answer:

1. Mobile applications and online portals can help citizens report civic problems with photographs and locations.

2. Digital systems can help authorities assign, monitor and resolve complaints more efficiently.
3. Public tracking of complaints can improve transparency and accountability.
17. **Why is community cooperation important during an urban emergency such as a building collapse?**

Answer:

1. Nearby residents can provide immediate assistance before emergency teams arrive.
 2. They can alert authorities, clear access routes and share useful information about trapped people.
 3. Their organised cooperation with local authorities can reduce injuries and speed up rescue operations.
18. **How can students contribute to better urban governance despite being too young to vote?**

Answer:

1. Students can observe and report problems such as leaking pipes, exposed wires and littered public places.
 2. They can participate in cleanliness, water-conservation and plastic-reduction campaigns.
 3. They can also encourage their families and neighbours to follow responsible civic practices.
19. **Why is the local level described as the base of the governance pyramid?**

Answer:

1. Local government is closest to the people and directly handles their everyday civic needs.
 2. It allows residents to communicate easily with representatives and participate in local decisions.
 3. Strong local institutions provide the foundation for effective governance at higher levels.
20. **Suppose a city has adequate municipal funds but poor public services. What might be the reasons?**

Answer:

1. The funds may be poorly planned, inefficiently used or delayed in reaching service departments.
2. Weak monitoring and lack of accountability may result in incomplete or low-quality work.
3. Better planning, transparency and citizen oversight would be needed to improve service delivery.

12.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. **What are urban local bodies? Explain their important functions.**

Answer:

1. Urban local bodies are institutions of local government that administer cities and towns.
2. They maintain public infrastructure such as roads, drains and other civic facilities.
3. They manage garbage collection and disposal and maintain burial grounds.

4. They collect local taxes and fines and monitor the implementation of government schemes.
 5. They also contribute to the economic and social development of urban areas.
2. **Explain the role and functions of ward committees.**

Answer:

1. Cities and towns are divided into smaller administrative units called wards.
 2. Ward committees act as a link between residents and the urban local body.
 3. They organise activities such as health camps and campaigns against single-use plastics.
 4. They identify problems such as leaking pipes, blocked drains and damaged roads.
 5. They report these problems to the concerned authorities and follow up on corrective action.
3. **Describe the three main types of urban local bodies in India.**
- Answer:**
1. Urban local bodies are classified according to the population and size of urban areas.
 2. A Municipal Corporation or Mahanagar Nigam governs a city with a population above 10 lakhs.
 3. A Municipal Council or Nagar Palika governs a city with a population between 1 and 10 lakhs.
 4. A Nagar Panchayat administers a smaller city or town.
 5. Each body provides civic services according to the population and administrative needs of its area.
4. **Explain the responsibilities of citizens in ensuring efficient urban governance.**

Answer:

1. Citizens should properly segregate household waste and follow garbage-collection instructions.
 2. They should avoid littering and reduce the use of single-use plastics.
 3. They should promptly report leaking pipes, blocked drains, damaged roads and other public hazards.
 4. They should pay local taxes, fees and service charges regularly.
 5. They should cooperate with municipal authorities and participate in community activities.
5. **Write an account of the origin and development of the Greater Chennai Corporation.**

Answer:

1. The Greater Chennai Corporation was originally known as the Madras Corporation.
 2. It was established on 29 September 1688 and is the oldest municipal institution in India.
 3. The East India Company had issued a charter in 1687 to constitute Fort St. George and the territories within 16 kilometres into a corporation.
 4. A Parliamentary Act passed in 1792 gave the Madras Corporation the power to levy municipal taxes.
 5. This taxation power marked the proper beginning of municipal administration in Madras.
6. **Describe any five services provided by the Indore Municipal Corporation.**

Answer:

1. It collects property taxes, water charges and fees for trade and business licences.
2. It manages solid waste and provides debris-clearance services.
3. It provides water tankers, septic tankers and mobile toilets on request.
4. It offers ambulance, funeral-van and fire-related services.
5. It also handles marriage certificates, tree-cutting requests and citizens' grievances.

7. Explain how decentralised governance operates in urban areas.

Answer:

1. Decentralisation distributes administrative powers instead of concentrating them entirely at the top.
2. Urban local bodies manage cities and towns at the local level.
3. Cities are divided into wards to make administration more accessible and efficient.
4. Elected representatives and ward committees raise and address residents' local concerns.
5. Citizens also participate by reporting problems, following civic rules and supporting local initiatives.

8. Describe the structure of governance in India from the national to the urban local level.

Answer:

1. The Union Government functions at the national level.
2. State Governments function below the Union Government within their respective states.
3. Local governments operate at the level closest to the people.
4. In urban areas, local governance is carried out by Municipal Corporations, Municipal Councils or Nagar Panchayats.
5. Cities and towns are further divided into wards, where committees and elected representatives address local issues.

9. Explain the importance of citizens' participation in urban local governance.

Answer:

1. Citizens' participation helps authorities identify civic problems quickly and accurately.
2. Waste segregation and responsible disposal make municipal sanitation services more effective.
3. Reporting water leaks and damaged roads helps prevent wastage and accidents.
4. Paying taxes gives urban local bodies the revenue required to provide public services.
5. Citizens' participation strengthens participatory democracy and improves the functioning of local government.

10. Compare rural and urban systems of local government.

Answer:

1. Both rural and urban local governments are decentralised institutions with elected representatives.
2. Panchayati Raj Institutions administer rural areas, while urban local bodies govern cities and towns.
3. Rural governance includes Gram Panchayats, Panchayat Samitis and Zila Panchayats.

4. Urban governance includes Nagar Panchayats, Municipal Councils and Municipal Corporations.
5. Urban administration is generally more complex because cities have larger and more diverse populations.

12.12 Five-mark questions with Answers of HOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. **“Urban governance cannot succeed without the active participation of citizens.” Justify the statement.**

Answer:

1. Citizens help municipal authorities identify problems by promptly reporting damaged roads, leaking pipes and blocked drains.
 2. Waste segregation and responsible disposal make garbage collection and recycling more efficient.
 3. Regular payment of taxes provides urban local bodies with funds for essential public services.
 4. Participation in health, cleanliness and environmental campaigns improves community welfare.
 5. Thus, cooperation between citizens and urban local bodies strengthens participatory democracy and improves governance.
2. **A town is growing rapidly and its population has increased from 80,000 to 3 lakhs. Analyse how its governance needs may change.**

Answer:

1. The town may need to be upgraded from a Nagar Panchayat to a Municipal Council.
 2. Its growing population will require more wards and elected representatives.
 3. Water supply, drainage, roads, sanitation and waste-management services must be expanded.
 4. The local body will need more employees, funds, equipment and administrative departments.
 5. Development planning must address both economic growth and the social needs of the increasing population.
3. **Your locality has blocked drains, irregular garbage collection and frequent water leakage. Prepare an action plan to solve these problems.**

Answer:

1. Residents should document each problem with its exact location and report it to the ward committee or municipal authority.
 2. A collective written or online complaint should request drain cleaning, regular waste collection and pipeline repair.
 3. Residents should segregate waste and avoid dumping garbage into drains while the authorities take corrective action.
 4. The ward representative should be requested to inspect the area and set deadlines for completing the work.
 5. Residents should monitor progress and escalate unresolved complaints through official grievance-redressal channels.
4. **Explain how decentralisation makes urban administration more democratic, responsive and accountable.**

Answer:

1. Decentralisation transfers decision-making closer to the people affected by local issues.
 2. Wards and elected representatives allow residents to express neighbourhood needs directly.
 3. Local bodies can respond faster because they understand the area's conditions and priorities.
 4. Citizens can question representatives and monitor the delivery of municipal services.
 5. Therefore, decentralisation promotes participation, timely action and accountability in urban governance.
5. **Indore has repeatedly been recognised as India's cleanest city. Analyse the possible roles of the Municipal Corporation and citizens in this achievement.**

Answer:

1. The Municipal Corporation may have ensured regular door-to-door collection and scientific management of solid waste.
 2. It may have enforced cleanliness rules and provided proper sanitation infrastructure.
 3. Public-awareness campaigns may have encouraged residents to segregate waste and reduce littering.
 4. Citizens may have cooperated by following disposal rules and reporting unhygienic conditions.
 5. The achievement likely resulted from sustained cooperation between an efficient local body and responsible citizens.
6. **Compare rural and urban local governance and explain why urban administration is usually more complex.**

Answer:

1. Both systems have elected representatives and encourage citizens to participate in solving local problems.
 2. Panchayati Raj Institutions govern villages, while urban local bodies administer towns and cities.
 3. Urban areas have larger, denser and more diverse populations with widely varying needs.
 4. Cities require complex services such as solid-waste management, drainage, trade licensing and emergency services.
 5. Therefore, urban local bodies need more specialised departments, revenue and coordination than most rural institutions.
7. **A Municipal Corporation has sufficient funds, but roads remain damaged and garbage is not collected regularly. Analyse the possible reasons and suggest improvements.**

Answer:

1. The problem may result from poor planning, inefficient use of funds or delays in carrying out projects.
2. Weak supervision and unclear responsibility may lead to incomplete or low-quality work.
3. The corporation should publish service schedules, project costs and completion deadlines for public review.
4. Ward committees should regularly inspect services and report failures to the responsible departments.
5. Citizen feedback, transparent monitoring and penalties for non-performance can improve accountability.

8. How can technology improve the delivery of municipal services and citizen participation?

Answer:

1. Mobile applications can allow citizens to report civic problems with photographs and exact locations.
2. Online portals can provide services such as tax payment, licence applications and certificate requests.
3. Digital tracking systems can assign complaints to departments and display their progress.
4. Authorities can use data to identify recurring problems and allocate resources effectively.
5. These tools can make municipal governance faster, more transparent and accessible.

9. Why should urban local bodies plan for environmental sustainability while developing a city?

Answer:

1. Rapid urban development can increase waste, pollution, water scarcity and pressure on public resources.
2. Proper waste segregation and recycling can reduce the burden on dumping grounds.
3. Repairing leaks and conserving water can protect limited water supplies.
4. Reducing single-use plastics and planting trees can improve environmental quality.
5. Sustainable planning ensures that development meets present needs without harming future generations.

10. A building collapses after heavy rain in a crowded locality. Explain how citizens and the urban local body should respond.

Answer:

1. Citizens should immediately alert emergency services and keep the surrounding area clear.
2. Trained residents may provide safe assistance without disturbing unstable debris.
3. The urban local body should send rescue teams, ambulances, fire services and necessary equipment.
4. Authorities should provide temporary shelter and basic support to affected families.
5. After the rescue, the local body should investigate the cause and inspect nearby buildings to prevent similar incidents.

12.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – Applied Type:

1. **You notice that a public water pipe near your school has been leaking for several hours. Explain the steps you would take to solve the problem.**

Answer:

1. I would note the exact location of the leaking pipe and inform a teacher or responsible adult.
2. I would report the problem to the ward representative or the municipal water-supply department.

3. If an online grievance facility is available, I would submit a photograph and location details.
4. I would request people to avoid damaging the pipe further and prevent water from being wasted unnecessarily.
5. I would follow up with the authority until the leakage is repaired.

2. Garbage is being dumped regularly in an empty plot in your neighbourhood. Prepare an action plan to address the problem.

Answer:

1. Residents should photograph the garbage and report the issue to the ward committee or municipal sanitation department.
 2. They should request immediate clearance and the placement of proper waste-collection facilities.
 3. Households should segregate waste and hand it over only to authorised garbage collectors.
 4. The ward committee should organise an awareness campaign against illegal dumping.
 5. Municipal authorities should monitor the plot and take action against repeated violations.
- 3. A town with a population of 90,000 grows to 4 lakhs within a few years. Suggest the changes required in its local administration.**

Answer:

1. The town may need to be upgraded from a Nagar Panchayat to a Municipal Council.
 2. It should be divided into more wards to ensure proper representation of the increased population.
 3. Water supply, drainage, roads, healthcare and waste-management services should be expanded.
 4. The local body should recruit more staff and increase its financial and technical resources.
 5. It should prepare a development plan to meet the town's growing economic and social needs.
- 4. Your ward experiences severe waterlogging during every rainy season. How should residents and the urban local body work together to solve it?**

Answer:

1. Residents should identify blocked drains and waterlogging points and report them before the monsoon.
 2. The urban local body should clean, repair and widen drains wherever necessary.
 3. Citizens should avoid dumping garbage and plastic into drains.
 4. The ward committee should inspect drainage systems regularly and monitor the cleaning schedule.
 5. Authorities and residents should review the results after heavy rain and improve the plan where needed.
- 5. Your school wishes to conduct a campaign against single-use plastics in its locality. Explain how it can work with the ward committee.**

Answer:

1. The school can seek the ward committee's permission and support for organising the campaign.
2. Students can prepare posters, slogans and demonstrations explaining the harmful effects of plastic.

3. The ward committee can invite residents and shopkeepers and explain the relevant municipal rules.
4. Cloth bags and reusable containers can be promoted as practical alternatives.
5. Students and ward members can later observe whether plastic use has decreased in the locality.

6. You have been selected as a student representative for a meeting with a municipal official. What five issues would you raise?

Answer:

1. I would raise the need for safe and well-maintained roads and footpaths near schools.
 2. I would ask for regular collection and proper segregation of waste.
 3. I would discuss repairing leaking water pipes and ensuring a clean water supply.
 4. I would request the cleaning of drains and prevention of waterlogging and mosquito breeding.
 5. I would ask for quick action on exposed wires, damaged streetlights and other public-safety hazards.
- 7. A city is performing poorly in a cleanliness survey. Suggest five measures its Municipal Corporation should take.**

Answer:

1. The corporation should ensure daily door-to-door collection of segregated waste.
 2. It should provide suitable bins and facilities for recycling and safe waste disposal.
 3. It should conduct awareness programmes in schools, markets and residential areas.
 4. It should prevent littering and illegal dumping through monitoring and appropriate fines.
 5. It should publish ward-wise cleanliness results and reward communities that maintain high standards.
- 8. Residents complain that the municipal authorities do not respond to their grievances. Suggest a better grievance-redressal system.**

Answer:

1. The urban local body should provide a helpline, mobile application and local complaint centre.
 2. Every complaint should receive a unique number for tracking its progress.
 3. Complaints should be assigned to the responsible department with a clear deadline.
 4. Residents should receive updates until the problem is resolved.
 5. Ward committees should review delayed complaints and hold the concerned officials accountable.
- 9. Heavy rainfall causes a house to collapse in your locality. Explain how the community and local government should respond.**

Answer:

1. Residents should alert emergency services and keep people away from unsafe structures.
2. The urban local body should immediately send rescue teams, ambulances and fire-service personnel.
3. The community can guide rescue workers and provide safe assistance to affected families.

4. Municipal authorities should arrange temporary shelter, food, water and medical care.
 5. After the emergency, officials should inspect nearby buildings and take preventive action.
10. A city has collected sufficient taxes, but roads and sanitation facilities remain poor. What corrective steps should be taken?

Answer:

1. The Municipal Corporation should review how collected revenue has been allocated and spent.
2. Project costs, deadlines and responsible departments should be made public for transparency.
3. Ward committees should inspect the quality and progress of road and sanitation work.
4. Citizens should report incomplete work through official grievance channels and public meetings.
5. Authorities should take action against delays, misuse of funds and poor-quality performance.

12.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. Which statement best explains decentralised urban governance?

- A. All decisions are made by the Union Government
- B. Local communities participate in managing their areas
- C. Only government officials can identify civic problems
- D. Private companies govern all cities

Answer: B. Local communities participate in managing their areas

2. Cities and towns are divided into smaller administrative units called:

- A. Districts
- B. Blocks
- C. Wards
- D. Villages

Answer: C. Wards

3. Which institution is most directly responsible for reporting a blocked drain within a neighbourhood?

- A. Parliament
- B. Ward committee
- C. Union Cabinet
- D. Zila Panchayat

Answer: B. Ward committee

4. Which of the following is not normally a function of an urban local body?

- A. Garbage collection
- B. Maintenance of local infrastructure
- C. Collection of local taxes
- D. Defence of the country

Answer: D. Defence of the country

5. A city has a population of 14 lakhs. Which urban local body should normally govern it?

- A. Gram Panchayat
- B. Nagar Panchayat

- C. Municipal Council
- D. Municipal Corporation

Answer: D. Municipal Corporation

6. A city has a population of 7 lakhs. Its highest urban local body is generally a:

- A. Municipal Council
- B. Municipal Corporation
- C. Gram Sabha
- D. Zila Panchayat

Answer: A. Municipal Council

7. Which local body generally governs a smaller town?

- A. Nagar Panchayat
- B. Mahanagar Nigam
- C. Panchayat Samiti
- D. State Legislature

Answer: A. Nagar Panchayat

8. A Municipal Corporation is also known as:

- A. Nagar Palika
- B. Gram Sabha
- C. Mahanagar Nigam
- D. Panchayat Samiti

Answer: C. Mahanagar Nigam

9. A Municipal Council is also called:

- A. Nagar Palika
- B. Gram Panchayat
- C. Zila Parishad
- D. Ward Sabha

Answer: A. Nagar Palika

10. Which is the oldest municipal institution in India?

- A. Municipal Corporation of Greater Mumbai
- B. Greater Chennai Corporation
- C. Indore Municipal Corporation
- D. Delhi Municipal Corporation

Answer: B. Greater Chennai Corporation

11. The Madras Corporation was established in:

- A. 1688
- B. 1792
- C. 1865
- D. 1949

Answer: A. 1688

12. What important power was given to the Madras Corporation by the Parliamentary Act of 1792?

- A. Power to conduct national elections
- B. Power to frame the Constitution
- C. Power to levy municipal taxes
- D. Power to control the armed forces

Answer: C. Power to levy municipal taxes

13. Which city was recognised as India's cleanest city under Swachh Survekshan for seven consecutive years?

- A. Chennai
- B. Mumbai

- C. Kolkata
- D. Indore

Answer: D. Indore

14. CRM, in the context of the Indore Municipal Corporation, stands for:

- A. Community Resource Management
- B. Citizen Relationship Management
- C. City Revenue Mechanism
- D. Central Road Maintenance

Answer: B. Citizen Relationship Management

15. Which of the following is a paid municipal service mentioned in the chapter?

- A. Issuing currency
- B. Water-tanker service
- C. Running Parliament
- D. Protecting national borders

Answer: B. Water-tanker service

16. A resident notices a damaged road and reports it to the ward committee. This action is an example of:

- A. Judicial review
- B. Responsible citizenship
- C. National administration
- D. Private governance

Answer: B. Responsible citizenship

17. Which action would most directly improve municipal waste management?

- A. Mixing every kind of waste
- B. Burning waste in the street
- C. Segregating waste at its source
- D. Throwing waste into drains

Answer: C. Segregating waste at its source

18. Why are urban governance systems generally more complex than rural governance systems?

- A. Cities have no elected representatives
- B. Cities have larger and more diverse populations
- C. Villages provide more specialised services
- D. Cities do not require public infrastructure

Answer: B. Cities have larger and more diverse populations

19. Consider the following statements:

1. Urban local bodies maintain local infrastructure.
2. Urban local bodies implement government schemes.
3. Urban local bodies conduct national defence operations.
4. Urban local bodies collect certain taxes and fines.

Which statements are correct?

- A. 1 and 2 only
- B. 1, 2 and 4 only
- C. 2, 3 and 4 only
- D. 1, 2, 3 and 4

Answer: B. 1, 2 and 4 only

20. Arrange the following levels of government from the highest to the lowest:

1. Local Government
2. State Government
3. Union Government

- A. 1 → 2 → 3
- B. 2 → 3 → 1
- C. 3 → 2 → 1
- D. 3 → 1 → 2

Answer: C. 3 → 2 → 1

21. Which pair is correctly matched?

- A. Rural area — Municipal Corporation
- B. City above 10 lakhs — Municipal Corporation
- C. City between 1 and 10 lakhs — Gram Panchayat
- D. Small town — Zila Panchayat

Answer: B. City above 10 lakhs — Municipal Corporation

22. Which situation best demonstrates participatory democracy?

- A. Citizens ignore a leaking water pipe
- B. Officials make every decision without public input
- C. Residents report local problems and cooperate with authorities
- D. People refuse to follow waste-segregation instructions

Answer: C. Residents report local problems and cooperate with authorities

23. Which of the following activities would most likely be facilitated by a ward committee?

- A. Negotiating an international treaty
- B. Organising a neighbourhood health camp
- C. Printing national currency
- D. Appointing Supreme Court judges

Answer: B. Organising a neighbourhood health camp

24. Assertion (A): Citizens must cooperate with urban local bodies.

Reason (R): Efficient local governance depends partly on citizens following civic rules and reporting problems.

- A. Both A and R are true, and R correctly explains A
- B. Both A and R are true, but R does not explain A
- C. A is true, but R is false
- D. A is false, but R is true

Answer: A. Both A and R are true, and R correctly explains A

25. Assertion (A): Every urban area must be governed by a Municipal Corporation.

Reason (R): The type of urban local body depends partly on the population of the area.

- A. Both A and R are true, and R correctly explains A
- B. Both A and R are true, but R does not explain A
- C. A is false, but R is true
- D. Both A and R are false

Answer: C. A is false, but R is true

26. A town governed by a Nagar Panchayat experiences rapid population growth.

Which change is most likely as it develops?

- A. It may be upgraded to a Municipal Council
- B. It must become a Gram Sabha
- C. It will come directly under Parliament
- D. It will no longer require local government

Answer: A. It may be upgraded to a Municipal Council

27. What is the most likely result if citizens dump plastic waste into drains?

- A. Better groundwater recharge
- B. Reduced municipal expenditure

- C. Blocked drains and possible waterlogging
- D. Improved sanitation

Answer: C. Blocked drains and possible waterlogging

28. Which service–institution pair is correctly matched?

- A. National defence — Ward committee
- B. Garbage collection — Urban local body
- C. Foreign policy — Municipal Council
- D. Currency printing — Nagar Panchayat

Answer: B. Garbage collection — Urban local body

29. Sameer and Anita’s conversation mainly shows that:

- A. Only adults can contribute to governance
- B. Urban and rural governance have no similarities
- C. citizens’ voices matter in both rural and urban democracy
- D. local governments function without elected members

Answer: C. Citizens’ voices matter in both rural and urban democracy

30. Which combination would contribute most effectively to a clean city?

- A. Irregular waste collection and public littering
- B. Efficient municipal services and responsible citizen participation
- C. Higher population and fewer sanitation services
- D. Mixed waste and blocked drains

Answer: B. Efficient municipal services and responsible citizen participation

12.15 Best Practices Opportunity List from the Chapter: (10 Ideas)

Best Practices for Teaching Chapter 12:

(1) Begin with familiar civic problems

Ask students to identify issues they observe nearby, such as leaking pipes, uncollected garbage, blocked drains, damaged roads or non-functioning streetlights, and connect them to the duties of urban local bodies.

(2) Use a local governance chart

Display a simple flowchart showing the Union Government, State Government, urban local body, ward committee and people of the ward to explain decentralised governance.

(3) Compare rural and urban local government

Guide students in comparing Gram Panchayat, Panchayat Samiti and Zila Panchayat with Nagar Panchayat, Municipal Council and Municipal Corporation.

(4) Conduct a mock ward-committee meeting

Assign roles such as ward representative, municipal officer and residents, and ask students to discuss a local problem, propose solutions and prioritise action.

(5) Connect lessons with the local urban body

Ask students to find out whether their nearest town or city is governed by a Nagar Panchayat, Municipal Council or Municipal Corporation and list its major services.

(6) Invite a local representative or official

Arrange an interaction with a councillor, ward member or municipal official so that students can learn about civic duties, taxes, complaints and public services.

(7) Use photographs and newspaper reports

Present images or short reports about waste management, water leakage, damaged roads and cleanliness drives, and ask students to identify the responsible authority.

(8) Organise a neighbourhood civic survey

Students can observe nearby roads, drains, waste bins, water facilities and streetlights

and prepare a brief report without entering unsafe areas or collecting personal information.

- (9) Teach responsible complaint reporting:**
Demonstrate how to prepare a clear civic complaint containing the problem, exact location, date, supporting photograph and requested action.
- (10) Promote waste segregation in the classroom**
Use labelled bins for different kinds of waste and connect the practice to the responsibilities of citizens and municipal waste-management services.
- (11) Use case studies such as Indore:**
Discuss how efficient municipal administration and public cooperation helped Indore achieve cleanliness recognition, and ask students to identify practices their locality could adopt.
- (12) Encourage collaborative learning:**
Divide students into groups to study services such as sanitation, water supply, roads, public health and grievance redressal, followed by short presentations.
- (13) Integrate civic values with content:**
Emphasise responsibility, cooperation, public participation, accountability and care for shared resources while discussing each municipal function.
- (14) Use formative assessment regularly:**
Apply quizzes, exit slips, scenario-based questions, concept maps and short reflections to check students' understanding throughout the chapter.
- (15) Conclude with a civic-action pledge:**
Encourage each student to choose one practical commitment, such as conserving water, segregating waste, avoiding littering or reporting public hazards responsibly.

12.16 Innovations Opportunity List from the Chapter: (15 Ideas)

Innovations in Teaching–Learning:

- (1) Design a Smart City in Groups**
Students can create a model or poster of an imaginary smart city showing wards, roads, drainage systems, waste-processing centres, hospitals, parks and municipal offices.
- (2) Digital Civic-Problem Map:**
Using a simple digital map or printed locality map, students can mark civic facilities and problems such as damaged roads, leaking pipes, blocked drains and garbage-dumping points.
- (3) Mock Municipal Corporation:**
Transform the classroom into a Municipal Corporation by assigning roles such as mayor, councillors, ward committee members, officials and citizens to discuss and solve civic problems.
- (4) Civic Complaint-Writing Laboratory:**
Students can practise preparing complaints using a problem statement, exact location, date, photograph or drawing, responsible department and suggested solution.
- (5) Municipal Budget Simulation:**
Give each student group an imaginary municipal budget and ask them to distribute it among water supply, sanitation, roads, healthcare, parks and streetlights while explaining their priorities.
- (6) Civic Services Card Game:**
Prepare cards containing civic problems, municipal services and responsible bodies; students must correctly match problems such as water leakage or uncollected garbage with the relevant service.

- (7) **Virtual Municipal Office Tour:**
Use short videos, photographs or a virtual presentation to show how municipal departments manage waste, water supply, taxes, fire services and public grievances.
- (8) **Waste-Segregation Challenge:**
Provide picture cards of different waste materials and ask teams to sort them into biodegradable, recyclable and hazardous-waste categories within a fixed time.
- (9) **Urban Governance Newsroom:**
Students can act as reporters and prepare short news reports about local issues, citizen initiatives, cleanliness campaigns or municipal achievements.
- (10) **QR-Code Learning Stations:**
Place QR codes around the classroom linking to teacher-approved videos, quizzes, images and short case studies on ward committees, municipal services and responsible citizenship.
- (11) **Problem–Solution Innovation Lab:**
Give groups real-life situations such as waterlogging, plastic waste or broken streetlights and ask them to design an affordable and practical solution.
- (12) **Before-and-After City Design:**
Students can draw two versions of a locality—one with poor civic management and another after effective action by citizens and the urban local body.
- (13) **Civic Grievance Mobile-App Prototype:**
Students can design a paper screen or simple digital prototype showing how residents could upload a complaint, photograph, location and track its resolution.
- (14) **Indore Cleanliness Case Challenge:**
After studying Indore’s cleanliness achievement, groups can create a five-point plan to improve cleanliness in their own school or locality.
- (15) **Student Civic Innovation Exhibition:**
Display students’ models, posters, maps, app prototypes and municipal plans in an exhibition and invite teachers, parents or local representatives to offer feedback.

12.17: Practicing Questions/Question Bank :

A. Fill in the Blanks:

1. Local government institutions in cities and towns are called _____.
Answer: Urban local bodies
2. Cities and towns are divided into smaller administrative units called _____.
Answer: Wards
3. A Municipal Corporation is also called a _____ **Nigam**.
Answer: Mahanagar
4. A Municipal Council is also called a Nagar _____.
Answer: Palika
5. Smaller towns are generally governed by a Nagar _____.
Answer: Panchayat
6. Cities with a population above 10 lakhs generally have a Municipal _____.
Answer: Corporation
7. The Madras Corporation is now called the Greater _____ **Corporation**.
Answer: Chennai

8. The Madras Corporation was established in the year _____.

Answer: 1688

9. Indore is located in the state of _____.

Answer: Madhya Pradesh

10. CRM stands for Citizen Relationship _____.

Answer: Management

B. One-Mark Descriptive Questions:

1. **What are urban local bodies?**

Answer: Urban local bodies are local government institutions that administer cities and towns.

2. **What is a ward?**

Answer: A ward is a smaller administrative unit into which a city or town is divided.

3. **Name one activity organised by a ward committee.**

Answer: A ward committee may organise a health camp.

4. **Name one problem monitored by a ward committee.**

Answer: A ward committee monitors problems such as blocked drains.

5. **Which body governs a city with more than 10 lakh people?**

Answer: A Municipal Corporation governs a city with more than 10 lakh people.

6. **Which urban local body governs a smaller town?**

Answer: A Nagar Panchayat governs a smaller town.

7. **Which is the oldest municipal institution in India?**

Answer: The Greater Chennai Corporation is the oldest municipal institution in India.

8. **Why should citizens segregate waste?**

Answer: Citizens should segregate waste to make its collection, recycling and disposal easier.

9. **Under which scheme was Indore recognised as India's cleanest city?**

Answer: Indore was recognised under the Swachh Survekshan scheme.

10. **What is participatory democracy?**

Answer: Participatory democracy is a system in which citizens actively participate in governance.

C. Two-Mark Descriptive Questions:

1. **Mention any two functions of urban local bodies.**

Answer:

1. Urban local bodies maintain public infrastructure.
2. They collect and dispose of garbage.

2. **What are the functions of a ward committee?**

Answer:

1. A ward committee organises local activities such as health camps.
 2. It reports problems such as leaking pipes and blocked drains to the authorities.
 3. **Mention two responsibilities of urban citizens.**
Answer:
 1. Citizens should segregate waste and follow municipal rules.
 2. They should promptly report civic problems to the authorities.
 4. **What is a Municipal Corporation? Give its other name.**
Answer:
 1. A Municipal Corporation governs a city with a population above 10 lakhs.
 2. It is also called a Mahanagar Nigam.
 5. **What is a Municipal Council? Give its other name.**
Answer:
 1. A Municipal Council generally governs a city with a population between 1 and 10 lakhs.
 2. It is also called a Nagar Palika.
 6. **Mention two sources of revenue for urban local bodies.**
Answer:
 1. Urban local bodies collect property taxes and water charges.
 2. They also collect licence fees, service charges and fines.
 7. **Write two facts about the Greater Chennai Corporation.**
Answer:
 1. It was established as the Madras Corporation in 1688.
 2. It is the oldest municipal institution in India.
 8. **Why must a leaking public water pipe be reported immediately?**
Answer:
 1. Reporting it quickly prevents the wastage of water.
 2. It allows the municipal authority to arrange timely repairs.
-

D. Three-Mark Descriptive Questions:

1. **Explain any three functions of urban local bodies.**
Answer:
 1. They maintain roads, drains and other public infrastructure.
 2. They manage garbage collection and disposal.
 3. They collect taxes and help implement government schemes.

2. Describe the three main types of urban local bodies.**Answer:**

1. A Municipal Corporation governs a city with more than 10 lakh people.
2. A Municipal Council governs a city with a population between 1 and 10 lakhs.
3. A Nagar Panchayat governs a smaller town.

3. Explain the role of ward committees.**Answer:**

1. Ward committees organise local activities such as health camps.
2. They observe problems such as leaking pipes, blocked drains and damaged roads.
3. They report these problems to the concerned authorities.

4. How can citizens support the efficient functioning of urban local bodies?**Answer:**

1. Citizens should segregate waste and avoid littering.
2. They should pay taxes and follow civic regulations.
3. They should report public problems promptly and participate in community activities.

5. Write three facts about the Greater Chennai Corporation.**Answer:**

1. It was originally known as the Madras Corporation.
2. It was established on 29 September 1688.
3. A Parliamentary Act of 1792 gave it the power to levy municipal taxes.

6. How are rural and urban local governments similar?**Answer:**

1. Both function at the level closest to the people.
2. Both have elected representatives who represent local citizens.
3. Both encourage public participation in solving community problems.

E. Five-Mark Descriptive Questions:**1. Explain the functions of urban local bodies.****Answer:**

1. Urban local bodies maintain roads, drains and other public infrastructure.
2. They collect, transport and dispose of garbage.
3. They maintain facilities such as burial grounds.
4. They collect local taxes, charges, licence fees and fines.
5. They implement government schemes and plan economic and social development.

2. Describe the role of citizens in urban governance.**Answer:**

1. Citizens should segregate household waste properly.
2. They should avoid littering and reduce single-use plastics.
3. They should report water leaks, blocked drains and damaged roads.
4. They should pay local taxes and service charges regularly.
5. They should participate in community activities and cooperate with municipal authorities.

3. Compare the rural and urban systems of local government.**Answer:**

1. Both are decentralised institutions functioning at the local level.
2. Both have elected representatives who address people's needs.
3. Panchayati Raj Institutions govern rural areas.
4. Nagar Panchayats, Municipal Councils and Municipal Corporations govern urban areas.
5. Urban administration is generally more complex because cities have larger and more diverse populations.

4. Your neighbourhood has blocked drains and irregular garbage collection. Suggest an action plan.**Answer:**

1. Residents should record the location and nature of each problem.
2. They should submit a collective complaint to the ward committee or municipal authority.
3. Citizens should stop dumping waste into drains and segregate household waste.
4. The ward representative should inspect the area and arrange timely action.
5. Residents should monitor the work and follow up until the problems are resolved.

5. Explain how decentralisation strengthens urban democracy.**Answer:**

1. Decentralisation transfers some decision-making powers to local institutions.
2. It allows residents to participate in managing their neighbourhoods.
3. Ward committees help identify and report local problems.
4. Elected representatives communicate citizens' needs to urban local bodies.
5. It makes governance more accessible, responsive and accountable.

6. Explain how citizens and municipal authorities can work together to keep a city clean.**Answer:**

1. Municipal authorities should provide regular door-to-door waste collection.

2. Citizens should segregate wet, dry and harmful waste.
3. The local body should provide suitable disposal and recycling facilities.
4. Citizens should avoid littering and report illegal garbage dumping.
5. Both should participate in cleanliness campaigns and follow civic rules.

6th Standard Social Science Book Chapter 13

Chapter 13: The Value of Work

13.1 Summary of the Chapter:

Chapter 13: The Value of Work — Summary:

- (1) People perform different kinds of work and activities in their everyday lives, each contributing to individuals, families and society.
- (2) Activities are broadly classified into two categories: **economic activities** and **non-economic activities**.
- (3) **Economic activities** are performed in exchange for money or something having monetary value.
- (4) Examples of economic activities include farmers selling crops, lawyers providing professional services, drivers transporting goods and workers manufacturing products.
- (5) People engaged in economic activities may be compensated through a **salary, fee, wage or payment in kind**.
- (6) A **salary** is a fixed regular payment, while a **wage** is generally paid for work performed during a specific period.
- (7) **Payment in kind** refers to receiving goods or other non-cash benefits of equal value as compensation for work.
- (8) **Non-economic activities** do not generate income but are performed out of love, care, gratitude, respect or a sense of responsibility.
- (9) Cooking for family members, helping children with schoolwork, caring for grandparents and volunteering to teach others are examples of non-economic activities.
- (10) **Value addition** takes place when a person's skill, time and effort increase the monetary value of a material or product. For example, a carpenter adds value to wood by converting it into furniture.
- (11) **Sevā** means selfless service performed without expecting anything in return. Langars and the free distribution of prasād are examples of sevā.
- (12) Community participation in programmes such as **Swachh Bharat Abhiyan** and **Van Mahotsav** promotes cleanliness, environmental protection, social welfare and a better quality of life.

13.2 Important Formulas:

Important Formulas – Chapter 13: The Value of Work:

The chapter is mainly conceptual and contains only a few quantitative applications. The following formulas may be used:

1. **Value Addition**

$$\text{Value Addition} = \text{Selling Price} - \text{Cost of Inputs}$$

2. **Selling Price**

$$\text{Selling Price} = \text{Cost of Inputs} + \text{Value Addition}$$

3. **Cost of Inputs**

$$\text{Cost of Inputs} = \text{Selling Price} - \text{Value Addition}$$

4. **Total Salary**

$$\text{Total Salary} = \text{Monthly Salary} \times \text{Number of Months}$$

5. **Total Wages**

$$\text{Total Wages} = \text{Daily Wage} \times \text{Number of Days Worked}$$

6. **Total Fee Earned**

$$\text{Total Fee} = \text{Fee per Class or Service} \times \text{Number of Classes or Services}$$

7. **Total Earnings**

Total Earnings = Salary + Wages + Fees + Value of Payment in Kind

8. **Total Payment Including Payment in Kind**

Total Payment = Cash Payment + Monetary Value of Goods Received

9. **Cash Payment**

Cash Payment = Total Payment – Value of Payment in Kind

10. **Total Cost of Materials**

Total Material Cost = Cost per Unit × Number of Units

11. **Total Sales Revenue**

Sales Revenue = Selling Price per Unit × Number of Units Sold

12. **Time Saved**

Time Saved = Earlier Travel Time – New Travel Time

Chapter Example

A carpenter purchases wood for ₹600 and sells the finished chair for ₹1,000:

Value Addition = ₹1,000 – ₹600 = ₹400

Therefore, **₹400 represents the monetary value added through the carpenter's skill, time and effort.**

13.3 Fill-Up the Blank LOTS type questions with Answers: (30 Questions)

Fill in the Blanks – LOTS Type:

- Activities that involve money or are performed in exchange for money are called _____ activities.
Answer: Economic
- Activities performed out of love, care, gratitude or respect are called _____.
Answer: Non-economic
- Geeta Aunty works as a pilot in the Indian _____. **Force.**
Answer: Air
- Kabir's grandfather retired from the Border _____. **Force.**
Answer: Security
- Kabir's grandfather provides free ** _____ classes to neighbourhood children.
Answer: Geography
- Anu's parents run a shop that sells uniforms and ready-made _____.
Answer: Garments
- Rohan works as a _____ **engineer** in a company.
Answer: Software
- Rohan volunteers to teach _____ **skills** during weekends.
Answer: Computer
- A place where people exchange goods and services is called a _____.
Answer: Market
- A payment made in exchange for professional advice or services is called a _____.
Answer: Fee
- A fixed regular payment generally paid monthly is called a _____.
Answer: Salary
- A payment made to a worker for a specific period of work is called a _____.
Answer: Wage
- A non-cash payment received for work performed is known as payment in _____.
Answer: Kind

14. Kavya's uncle operates a _____ for a construction company.
Answer: Bulldozer
15. Kavya's aunt works at the village _____ office.
Answer: Post
16. Kavya's aunt charges a weekly _____ for conducting online classes.
Answer: Fee
17. Sahil works as a farm _____.
Answer: Labourer
18. Sahil uses a tractor to _____ the farmer's land.
Answer: Till
19. Sahil receives a part of his payment in the form of _____.
Answer: Mangoes
20. The increase in the value of a product during its transformation is called value _____.
Answer: Addition
21. Rajesh is a _____ who makes furniture from wood.
Answer: Carpenter
22. Rajesh purchases wood for ₹ _____ to make furniture.
Answer: 600
23. Rajesh sells a chair in the market for ₹ _____.
Answer: 1,000
24. Rajesh adds ₹ _____ to the value of the wood through his skill, time and effort.
Answer: 400
25. Selfless service performed without expecting anything in return is called _____.
Answer: Seva
26. Community kitchens in gurudwaras are known as _____.
Answer: Langars
27. Langars provide _____ to every visitor free of cost.
Answer: Food
28. The Swachh Bharat Abhiyan encourages citizens to keep their surroundings _____.
Answer: Clean
29. Van Mahotsav promotes awareness about the importance of _____.
Answer: Trees
30. During Van Mahotsav, community members participate in tree _____ drives.
Answer: Plantation

13.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill in the Blanks – HOTS Type:

1. When Rohan teaches computer skills without receiving payment, his work is classified as a _____ activity.
Answer: Non-economic
2. A teacher receiving a monthly payment for teaching performs an _____ activity.
Answer: Economic
3. Kabir's grandfather teaches Geography free of cost; therefore, his service is motivated by _____, not income.
Answer: Social welfare

4. If a doctor treats patients without charging a fee, the service becomes a _____ activity.
Answer: Non-economic
5. When the same person works for a salary on weekdays and volunteers on weekends, the person performs both _____ and non-economic activities.
Answer: Economic
6. If a farm worker receives ₹500 in cash and mangoes worth ₹200, the total value of the payment is ₹_____.
Answer: 700
7. Mangoes received by a worker in exchange for labour are an example of payment in _____.
Answer: Kind
8. Rajesh purchases wood for ₹600 and sells a chair for ₹1,000; therefore, the value added is ₹_____.
Answer: 400
9. The ₹400 added by Rajesh represents the monetary value of his skill, time and _____.
Answer: Effort
10. If a carpenter purchases wood for ₹800 and adds value worth ₹500, the chair's selling price will be ₹_____.
Answer: 1,300
11. If a tailor buys cloth for ₹700 and sells a stitched dress for ₹1,200, the value addition is ₹_____.
Answer: 500
12. When raw materials are transformed into useful finished products, their monetary value generally _____.
Answer: Increases
13. A mother cooking food for her family without payment creates social and emotional value but not _____ value.
Answer: Monetary
14. If the mother prepares food for sale in a restaurant, the same activity becomes an _____ activity.
Answer: Economic
15. A lawyer charging a client for professional advice receives a _____ rather than a salary.
Answer: Fee
16. A technician receiving a fixed amount every month from a construction company earns a _____.
Answer: Salary
17. If a worker is paid according to the number of days worked, the payment is called a _____.
Answer: Wage
18. The new highway reduces travel time from five hours to two hours; therefore, it saves _____ hours.
Answer: Three
19. Cleaning one's own house is usually a non-economic activity, whereas cleaning an office for payment is an _____ activity.
Answer: Economic

20. People jointly cleaning public places under Swachh Bharat Abhiyan demonstrate community _____.
Answer: Participation
21. Serving food free of cost in a langar represents _____ service.
Answer: Selfless
22. When people serve others without expecting anything in return, their service is called _____.
Answer: Seva
23. Tree-plantation drives conducted during Van Mahotsav contribute to environmental _____.
Answer: Conservation
24. Although festival decorations done by community members may not generate income, they create important _____ value.
Answer: Social
25. A person may receive compensation partly in cash and partly in _____.
Answer: Kind
26. If Kavya's aunt conducts four online classes at a fee of ₹250 per class, she earns ₹ _____.
Answer: 1,000
27. A baker transforms flour and other ingredients into bread and thereby creates value through _____.
Answer: Addition
28. Caring for a sick grandparent improves personal well-being even though it does not generate _____.
Answer: Income
29. Economic activities contribute monetary value, while non-economic activities contribute mainly to personal well-being and _____ welfare.
Answer: Social
30. Whether an activity is economic or non-economic depends mainly on whether it is performed in exchange for _____ or money's worth.
Answer: Money

13.5 One-mark questions with Answers of LOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

- What are economic activities?**
Economic activities are activities performed in exchange for money or money's worth.
- What are non-economic activities?**
Non-economic activities are activities performed without earning money and are motivated by love, care, gratitude or respect.
- What is a market?**
A market is a place where people exchange goods and services, usually for money.
- What is a fee?**
A fee is a payment made to a person or organisation in exchange for professional advice or services.
- What is a salary?**
A salary is a fixed regular payment generally made monthly by an employer to an employee.
- What is a wage?**
A wage is a payment made by an employer to a worker for a specific period of work.

7. **What is payment in kind?**
Payment in kind is a non-cash payment received for work performed.
8. **What is value addition?**
Value addition is the increase in value created by transforming a material or product into another useful form.
9. **What is sevā?**
Sevā is selfless service performed without expecting anything in return.
10. **What work does Geeta Aunty do?**
Geeta Aunty works as a pilot in the Indian Air Force.
11. **Where did Kabir's grandfather work before retirement?**
Kabir's grandfather worked in the Border Security Force before retirement.
12. **How does Kabir's grandfather serve the neighbourhood children?**
Kabir's grandfather provides free Geography classes to the neighbourhood children.
13. **What business do Anu's parents operate?**
Anu's parents operate a shop that sells uniforms and other ready-made garments.
14. **What is Rohan's profession?**
Rohan is a software engineer who works for a computer application company.
15. **What voluntary work does Rohan perform?**
Rohan voluntarily teaches computer skills to participants in a youth development programme.
16. **What work does Kavya's uncle perform?**
Kavya's uncle operates a bulldozer for a construction company.
17. **Where does Kavya's aunt work?**
Kavya's aunt works at the village post office.
18. **What additional work does Kavya's aunt do?**
Kavya's aunt conducts online classes to help students prepare for school examinations.
19. **Who is Sahil?**
Sahil is a farm labourer who tills a farmer's land using a tractor.
20. **How is Sahil paid for his work?**
Sahil is paid partly in cash and partly in mangoes.
21. **What is Rajesh's occupation?**
Rajesh is a carpenter who makes furniture from wood.
22. **How much does Rajesh pay for the wood?**
Rajesh pays ₹600 for the wood used to make the chair.
23. **For how much does Rajesh sell the chair?**
Rajesh sells the chair for ₹1,000 in the market.
24. **How much value does Rajesh add to the wood?**
Rajesh adds ₹400 to the value of the wood through his skill, time and effort.
25. **What is a langar?**
A langar is a community kitchen at a gurudwara that serves food free of cost to visitors.
26. **What is the objective of the Swachh Bharat Abhiyan?**
The Swachh Bharat Abhiyan aims to keep homes, neighbourhoods and public places clean.
27. **What is Van Mahotsav?**
Van Mahotsav is a festival that promotes awareness about trees and forest conservation.
28. **What activity is commonly organised during Van Mahotsav?**
Tree-plantation drives are commonly organised during Van Mahotsav.

29. Give one example of an economic activity.

A farmer selling agricultural produce in the market is an economic activity.

30. Give one example of a non-economic activity.

A person taking care of a sick grandparent is a non-economic activity.

13.6 One-mark questions with Answers of HOTS Type: (30 Questions)**One-Mark Descriptive Questions with Answers – HOTS Type:****1. Why is Geeta Aunty's work considered an economic activity?**

Geeta Aunty's work is an economic activity because she receives a salary for serving as an Air Force pilot.

2. Why is Kabir's grandfather's free teaching a non-economic activity?

His free teaching is non-economic because he does not receive money or money's worth for it.

3. How is Kabir's grandfather's teaching different from a schoolteacher's work?

Kabir's grandfather teaches voluntarily, whereas a schoolteacher generally receives a salary.

4. Why is Rohan's weekend teaching different from his software job?

Rohan volunteers to teach without payment, while he receives a salary for his software job.

5. Can one person perform both economic and non-economic activities?

Yes, a person can work for payment and also voluntarily serve others without payment.

6. When does cooking become an economic activity?

Cooking becomes an economic activity when it is performed in exchange for money or money's worth.

7. Why is cooking for one's family a non-economic activity?

Cooking for one's family is non-economic because it is usually done out of love and care without payment.

8. Why are non-economic activities valuable even though they generate no income?

They promote social welfare, personal well-being and a better quality of life.

9. If a doctor treats poor patients free of cost, what type of activity is it?

It is a non-economic activity because the doctor provides the service without expecting payment.

10. Why are the mangoes received by Sahil considered part of his earnings?

The mangoes have monetary value and are received as payment for his work.

11. If Sahil receives ₹500 and mangoes worth ₹200, what is his total payment?

Sahil's total payment is ₹700 because both the cash and mangoes have monetary value.

12. How does Rajesh add value to wood?

Rajesh adds value by using his skill, time, tools and effort to transform wood into furniture.

13. Why does a finished chair cost more than the wood used to make it?

The chair costs more because its price includes the carpenter's skill, time, effort and other materials.

14. If wood costs ₹700 and the chair sells for ₹1,200, what is the value added?

The value added is ₹500, calculated by subtracting ₹700 from ₹1,200.

15. Why does Kavya's aunt's online teaching qualify as an economic activity?

It qualifies as an economic activity because she charges students a weekly fee.

16. **How does the new highway add value to the lives of villagers?**
The highway reduces travelling time and improves their access to nearby towns.
17. **Why is a cleaner's paid work an economic activity?**
It is an economic activity because the cleaner receives wages or a salary for the service.
18. **How can the same activity be both economic and non-economic?**
The same activity can be economic when performed for payment and non-economic when performed voluntarily.
19. **Why is a langar considered an example of sevā?**
A langar is sevā because volunteers serve food to everyone without expecting anything in return.
20. **How does participation in Swachh Bharat Abhiyan benefit society?**
It creates cleaner and healthier homes, neighbourhoods and public places.
21. **Why is community cleaning usually considered a non-economic activity?**
Community cleaning is non-economic when people voluntarily participate without receiving payment.
22. **How does Van Mahotsav contribute to environmental protection?**
Van Mahotsav encourages tree planting and creates awareness about forest conservation.
23. **Why do community festivals have value even without monetary payment?**
They strengthen cooperation, social relationships and a sense of belonging.
24. **What motivates people to perform non-economic activities?**
Love, care, gratitude, respect and social responsibility motivate people to perform non-economic activities.
25. **Why is payment in kind treated as part of an economic activity?**
Payment in kind is treated as economic because the goods received have monetary value.
26. **Which payment is more suitable for a permanent employee: salary or daily wage?**
A salary is generally more suitable because a permanent employee receives a fixed regular payment.
27. **How does a farmer create value by selling produce in a market?**
The farmer supplies useful agricultural goods to consumers in exchange for money.
28. **Why should unpaid household work be respected?**
Unpaid household work should be respected because it supports family welfare and improves quality of life.
29. **What would happen if people stopped performing non-economic activities?**
Family care, community cooperation and social welfare would be seriously weakened.
30. **Which has greater value—economic or non-economic work?**
Both are valuable because economic work supports livelihoods while non-economic work promotes well-being and social welfare.

13.7 Two-mark questions with Answers of LOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers – LOTS Type:

1. **What are economic activities? Give one example.**
 - Economic activities involve money or are performed in exchange for money or money's worth.
 - A farmer selling agricultural produce in the market is an economic activity.
2. **What are non-economic activities? Give one example.**

- Non-economic activities do not generate income and are performed out of love, care, gratitude or respect.
- Parents helping their children with schoolwork is a non-economic activity.
- 3. **Differentiate between a salary and a wage.**
 - A salary is a fixed regular payment generally paid monthly to an employee.
 - A wage is paid to a worker for work performed during a specific period.
- 4. **What is a fee? Give one example.**
 - A fee is a payment made in exchange for professional advice or services.
 - The payment made to a doctor or lawyer for professional services is a fee.
- 5. **What is payment in kind? Give an example from the chapter.**
 - Payment in kind is a non-cash payment received for work performed.
 - Sahil receives some mangoes as part of the payment for his farm labour.
- 6. **Mention two economic activities performed by Kavya's aunt.**
 - Kavya's aunt works at the village post office and receives a monthly salary.
 - She also conducts online classes and charges a weekly fee.
- 7. **Mention two activities performed by Kabir's grandfather after retirement.**
 - He provides free Geography classes to neighbourhood children.
 - He tends the vegetable garden and runs errands for the household.
- 8. **Describe Rohan's economic and non-economic activities.**
 - Rohan works as a software engineer and receives a salary, which is an economic activity.
 - He voluntarily teaches computer skills on weekends, which is a non-economic activity.
- 9. **What work do Anu's parents perform?**
 - Anu's parents run a shop that sells uniforms and other ready-made garments.
 - Her father leaves early for the shop, and her mother joins him after the children leave for school.
- 10. **Who is Geeta Aunt, and why is her work an economic activity?**
 - Geeta Aunt is a pilot in the Indian Air Force who serves the country.
 - Her work is an economic activity because she receives a salary.
- 11. **What is value addition? Explain with an example.**
 - Value addition is the increase in value created by transforming something into another useful form.
 - A carpenter adds value to wood by converting it into furniture.
- 12. **How does Rajesh add value to wood?**
 - Rajesh uses his tools, materials, skill, time and effort to turn wood into a chair.
 - He purchases wood for ₹600 and sells the finished chair for ₹1,000.
- 13. **Calculate the value added by Rajesh while making the chair.**
 - Rajesh buys the wood for ₹600 and sells the finished chair for ₹1,000.
 - Therefore, the value added is $₹1,000 - ₹600 = ₹400$.
- 14. **What is sevā, and where can it be observed?**
 - Sevā means selfless service performed without expecting anything in return.
 - It can be observed at temples, gurudwaras, mosques and churches.
- 15. **What are langars, and what value do they promote?**
 - Langars are community kitchens at gurudwaras that serve food free of cost to every visitor.
 - They promote selfless service, equality, satisfaction and gratitude.
- 16. **How does Swachh Bharat Abhiyan encourage community participation?**
 - It encourages people to work together to clean streets, roads, parks and other public places.

- These collective efforts help create a cleaner home, neighbourhood, society and nation.
- 17. **What is Van Mahotsav, and what is its purpose?**
 - Van Mahotsav is known as the festival of forests.
 - It promotes awareness about the value of trees and the conservation of forests.
- 18. **Mention two examples of non-economic activities performed within a family.**
 - Parents may cook food for the family without receiving payment.
 - Young people may care for grandparents out of love and respect.
- 19. **Mention two examples of economic activities given in the chapter.**
 - A lawyer argues a case and earns a professional fee.
 - A truck driver transports goods from one place to another for payment.
- 20. **How do non-economic activities contribute to people's lives?**
 - They contribute to social welfare and personal well-being.
 - They improve relationships and enhance the overall quality of life.
- 21. **What work does Kavya's uncle perform, and how is he paid?**
 - Kavya's uncle works as a technician and operates a bulldozer for a construction company.
 - He receives a monthly salary for his services.
- 22. **Who is Sahil, and what work does he perform?**
 - Sahil is a farm labourer who works on a farmer's land.
 - He uses a tractor to till the land and receives a daily wage.
- 23. **State two benefits of the new highway near Kamlapur.**
 - The highway reduces travel time to the nearest town from five hours to two hours.
 - It makes travelling faster and enables people like Kavya to visit the village more often.
- 24. **What is a market, and how does exchange generally take place there?**
 - A market is a place where people exchange goods and services.
 - In most markets, goods and services are exchanged for money.
- 25. **Why are both economic and non-economic activities important?**
 - Economic activities generate income and create monetary value.
 - Non-economic activities promote care, cooperation, social welfare and personal well-being.

13.8. Two-mark questions with Answers of HOTS Type: (15 Questions)

Two-Mark Descriptive Questions with Answers – HOTS Type:

1. **How can the same activity be economic in one situation and non-economic in another?**
 - An activity is economic when it is performed in exchange for money or money's worth.
 - The same activity becomes non-economic when it is performed voluntarily out of love, care or social responsibility.
2. **Why is Kabir's grandfather's teaching different from the work of a schoolteacher?**
 - Kabir's grandfather teaches neighbourhood children voluntarily without receiving payment.
 - A schoolteacher usually teaches as an employee and receives a salary for the service.
3. **Classify Rohan's two activities and justify your answer.**
 - His software job is an economic activity because he receives a salary.
 - His weekend computer teaching is non-economic because he volunteers without payment.
4. **Why should unpaid household work be considered valuable?**

- It fulfils important family needs such as cooking, caring and supporting children.
 - It promotes personal well-being and improves the family's quality of life despite generating no income.
5. **A mother cooks at home and also works as a cook in a restaurant. Classify both activities.**
- Cooking for her family without payment is a non-economic activity.
 - Cooking at the restaurant for a salary or wage is an economic activity.
6. **A doctor charges some patients but treats poor patients free of cost. Classify these activities.**
- Treating patients for a fee is an economic activity.
 - Treating poor patients voluntarily without payment is a non-economic activity or sevā.
7. **How does payment in kind differ from cash payment?**
- Cash payment is made directly in the form of money.
 - Payment in kind is made through goods or benefits having an equivalent monetary value.
8. **Sahil receives ₹600 in cash and mangoes worth ₹300 for his work. Calculate his total payment and identify its forms.**
- Sahil's total payment is $₹600 + ₹300 = ₹900$.
 - The ₹600 is cash payment, while the mangoes worth ₹300 are payment in kind.
9. **A carpenter buys wood for ₹800 and sells a table for ₹1,500. Calculate the value addition and explain it.**
- The value addition is $₹1,500 - ₹800 = ₹700$.
 - This amount represents the value created through the carpenter's skill, time, effort and other inputs.
10. **Why is the finished chair made by Rajesh worth more than the wood used to make it?**
- Rajesh transforms the wood into useful furniture by applying his skill, time and effort.
 - This transformation adds ₹400 to the original value of the wood.
11. **How does Kavya's aunt perform more than one type of economic activity?**
- She works at the village post office and receives a monthly salary.
 - She also conducts online classes and earns a weekly fee.
12. **Why can Geeta Aunty's profession be considered both service to the nation and an economic activity?**
- As an Air Force pilot, she protects and serves the country.
 - It is also an economic activity because she receives a salary for her work.
13. **How does the new highway create value for the people of Kamlapur?**
- It reduces travel time to the nearest town from five hours to two hours.
 - It improves accessibility and makes the movement of people and goods faster.
14. **Why are langars important even though they do not generate income?**
- Langars provide free food to visitors without discrimination or expectation of payment.
 - They promote equality, gratitude, cooperation and selfless service.
15. **How does community participation strengthen the Swachh Bharat Abhiyan?**
- People combine their efforts to clean streets, roads, parks and other public places.
 - Their collective action creates cleaner and healthier surroundings for the whole community.
16. **How does Van Mahotsav benefit both present and future generations?**
- Tree-plantation drives improve the environment and increase awareness about forest conservation.

- Protecting trees preserves natural resources and environmental well-being for future generations.
- 17. **Why are festival-related community activities considered non-economic but valuable?**
 - People often decorate places and share food voluntarily without receiving payment.
 - These activities strengthen relationships, cooperation and a sense of belonging.
- 18. **Differentiate between value addition and payment in kind using examples.**
 - Value addition occurs when Rajesh transforms ₹600 worth of wood into a chair worth ₹1,000.
 - Payment in kind occurs when Sahil receives mangoes instead of a portion of his cash wage.
- 19. **A teacher receives a salary at school and teaches children free of cost in the evening. How would you classify the two activities?**
 - Teaching at school is an economic activity because the teacher receives a salary.
 - Free evening teaching is a non-economic activity because no payment is expected.
- 20. **What might happen if people performed only economic activities and ignored non-economic activities?**
 - Families and communities could lose essential care, cooperation and voluntary support.
 - Social welfare, relationships and overall quality of life could decline.
- 21. **Why is monetary value not the only measure of the importance of work?**
 - Many unpaid activities, such as caring for grandparents, meet important emotional and social needs.
 - Such activities promote well-being even though they do not create income.
- 22. **A group of students cleans a public park without payment. Identify the activity and explain its value.**
 - It is a non-economic activity because the students do not receive any payment.
 - Their voluntary effort benefits the community by creating a cleaner public space.
- 23. **How do economic and non-economic activities complement each other?**
 - Economic activities generate income and provide goods and services.
 - Non-economic activities supply care, cooperation and social support needed for a balanced life.
- 24. **Why is a farmer repairing their own tractor not necessarily a money-related value-creating activity?**
 - The farmer does not directly receive money for repairing their own tractor.
 - However, the repair supports future farming activities and helps avoid repair expenses.
- 25. **Why is sevā beneficial to both the giver and the receiver?**
 - The receiver obtains necessary help or support without having to pay for it.
 - The giver experiences satisfaction and gratitude through selfless service.

13.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. **What are economic activities? Give two examples.**
 - Economic activities are performed in exchange for money or money's worth.
 - A farmer selling agricultural produce in the market is an economic activity.
 - A lawyer arguing a case and receiving a fee is another economic activity.
2. **What are non-economic activities? Give two examples.**
 - Non-economic activities do not generate income and are performed out of love, care, gratitude or respect.
 - Parents cooking food for their family is a non-economic activity.

- Young people caring for their grandparents is another non-economic activity.
- 3. **Differentiate between salary, wage and fee.**
 - A salary is a fixed regular payment generally made monthly to an employee.
 - A wage is paid to a worker for work performed during a specific period.
 - A fee is paid in exchange for professional advice or services.
- 4. **Explain payment in kind with the example of Sahil.**
 - Payment in kind is a non-cash payment received in return for work.
 - Sahil receives part of his daily wage in cash.
 - He receives the remaining part in mangoes of equal value, which is payment in kind.
- 5. **Describe the activities performed by Kabir's grandfather after retirement.**
 - Kabir's grandfather provides free Geography classes to neighbourhood children.
 - He tends the family's vegetable garden.
 - He also runs errands for the household.
- 6. **Explain Rohan's economic and non-economic activities.**
 - Rohan works as a software engineer for a company that develops computer applications.
 - He receives a salary for this job, making it an economic activity.
 - He voluntarily teaches computer skills on weekends, making it a non-economic activity.
- 7. **Describe the economic activities performed by Kavya's aunt.**
 - Kavya's aunt works at the village post office.
 - She receives a monthly salary for her work there.
 - She also conducts online classes and charges a weekly fee.
- 8. **Describe Kavya's uncle's occupation and form of payment.**
 - Kavya's uncle works as a technician in a construction company.
 - He operates a bulldozer at the highway construction site.
 - He receives a monthly salary for his services.
- 9. **What is value addition? Explain using Rajesh's example.**
 - Value addition occurs when an activity increases the monetary value of a material or product.
 - Rajesh buys wood for ₹600 and uses his tools, skill, time and effort to make a chair.
 - He sells the chair for ₹1,000, thereby adding ₹400 to the wood's value.
- 10. **Describe the different activities performed by Anu's family members.**
 - Anu's parents run a shop selling uniforms and other ready-made garments.
 - Her mother also participates in a voluntary group that teaches stitching to women.
 - Her brother Rohan works as a software engineer and voluntarily teaches computer skills.
- 11. **What is sevā? Explain its importance with examples.**
 - Sevā means selfless service performed without expecting anything in return.
 - It can be observed in temples, gurudwaras, mosques and churches.
 - Langars and the free distribution of prasād are common examples of sevā.
- 12. **Explain the role of langars in society.**
 - Langars are community kitchens that serve food free of cost to every visitor.
 - They encourage people to contribute to society without expecting anything in return.
 - They promote equality, satisfaction, service and gratitude.
- 13. **How does the Swachh Bharat Abhiyan promote community participation?**
 - It encourages citizens to keep their homes and surroundings clean.

- People collectively clean streets, roads, parks and other public places.
- These efforts contribute to a cleaner neighbourhood, society and nation.
- 14. **What is Van Mahotsav, and why is it celebrated?**
 - Van Mahotsav is also known as the festival of forests.
 - It creates awareness about the value of trees and the importance of forest conservation.
 - It brings community members together to participate in tree-plantation drives.
- 15. **How do non-economic activities contribute to society?**
 - They promote love, care, respect and cooperation among people.
 - They contribute to personal well-being and social welfare.
 - They improve relationships and enhance the overall quality of life.
- 16. **Describe the economic activities seen near Kamlapur.**
 - Technicians operate excavators and bulldozers while constructing the new highway.
 - Kavya's uncle operates a bulldozer and receives a monthly salary.
 - Sahil tills a farmer's land with a tractor and receives a daily wage.
- 17. **Describe three ways in which people may be compensated for economic activities.**
 - Employees may receive a fixed monthly salary from their employers.
 - Workers may receive daily or periodic wages for their labour.
 - Professionals may receive fees, while some workers may also receive payment in kind.
- 18. **State three benefits of the new highway near Kamlapur.**
 - The highway will reduce the journey to the nearest town from five hours to two hours.
 - It will make travel quicker and more convenient for villagers and visitors.
 - It will improve connectivity between Kamlapur and the nearby town.
- 19. **Describe three non-economic activities performed within families.**
 - Parents cook food for their family members.
 - Parents help their children with schoolwork.
 - Young people care for their grandparents without expecting payment.
- 20. **Why are both economic and non-economic activities important in everyday life?**
 - Economic activities generate income and provide necessary goods and services.
 - Non-economic activities fulfil personal, emotional and social needs.
 - Together, they support livelihoods, social welfare and a better quality of life.

13.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. **How can the same activity be classified as both economic and non-economic in different situations?**
 - An activity is economic when it is performed in exchange for money or money's worth.
 - The same activity is non-economic when it is performed voluntarily out of love, care or social responsibility.
 - For example, teaching for a salary is economic, while teaching neighbourhood children free of cost is non-economic.
2. **Analyse Rohan's contribution through his job and voluntary service.**
 - Rohan earns a salary by developing computer applications, so his job is an economic activity.
 - He voluntarily teaches computer skills on weekends, making it a non-economic activity.
 - Through both activities, he contributes to technological development as well as community welfare.

3. **Why should non-economic activities be valued equally with income-generating work?**
 - Non-economic activities fulfil important emotional, social and household needs.
 - Activities such as caring for grandparents and helping children strengthen families and communities.
 - Although they do not generate income, they promote well-being and improve the quality of life.
4. **A woman cooks for her family and also runs a catering service. Classify and compare the two activities.**
 - Cooking for her family is non-economic because it is performed out of love and care without payment.
 - Running a catering service is economic because she prepares food in exchange for money.
 - Thus, the purpose and compensation determine the type of activity, even when the work is similar.
5. **A teacher works at a school and teaches disadvantaged children free of cost after school. Explain the value of both activities.**
 - School teaching is an economic activity because the teacher receives a salary.
 - Free teaching is a non-economic activity because it is performed without expecting payment.
 - The first supports the teacher's livelihood, while the second promotes social welfare and educational equality.
6. **How does Rajesh's work demonstrate value addition?**
 - Rajesh purchases wood worth ₹600 and transforms it into a chair using tools and other materials.
 - He sells the finished chair for ₹1,000, adding ₹400 to the original value.
 - The additional value represents his skill, time and effort in producing useful furniture.
7. **A carpenter buys wood for ₹900 and sells a finished table for ₹1,600. Calculate and interpret the value addition.**
 - The value addition is $₹1,600 - ₹900 = ₹700$.
 - The increase occurs because the carpenter transforms raw wood into a useful table.
 - The ₹700 reflects the value of the carpenter's skill, time, effort and other inputs.
8. **Sahil receives ₹500 in cash and mangoes worth ₹250 for a day's work. Analyse his payment.**
 - Sahil's total payment is $₹500 + ₹250 = ₹750$.
 - The ₹500 is a cash wage, while the mangoes are payment in kind.
 - Both are part of an economic activity because they have monetary value and are received for work.
9. **How does the new highway add economic and social value to Kamlapur?**
 - It reduces travel time to the nearest town from five hours to two hours.
 - Faster travel improves access to markets, employment, education and essential services.
 - It also strengthens social connections by making visits and communication more convenient.
10. **Why is Geeta Aunty's work both a service to the nation and an economic activity?**
 - As an Indian Air Force pilot, Geeta Aunty contributes to the country's security.
 - She receives a salary for performing her professional duties.

- Therefore, her work has national importance and also fulfils the conditions of an economic activity.
- 11. **Examine how langars promote values beyond providing free food.**
 - Langars serve every visitor free of cost without discrimination.
 - They encourage selfless service, cooperation, sharing and gratitude among community members.
 - They also promote equality by allowing people from different backgrounds to eat together.
- 12. **How does the Swachh Bharat Abhiyan demonstrate the power of collective effort?**
 - Individuals join together to clean streets, roads, parks and other public spaces.
 - Their combined efforts achieve more than isolated actions and create healthier surroundings.
 - The programme develops civic responsibility and strengthens community participation.
- 13. **Why is Van Mahotsav an example of valuable non-economic activity?**
 - Community members voluntarily participate in tree-plantation and awareness programmes.
 - Their actions help conserve forests and protect the environment without necessarily earning income.
 - The benefits extend to the whole society and to future generations.
- 14. **What could happen if people stopped performing non-economic activities?**
 - Children, older people and sick family members might not receive adequate care and support.
 - Community cooperation, voluntary service and social relationships could weaken.
 - Consequently, personal well-being, social welfare and the overall quality of life would decline.
- 15. **How do economic and non-economic activities depend on each other?**
 - Economic activities provide income, goods and professional services needed for daily life.
 - Non-economic activities provide unpaid care, cooperation and emotional support.
 - Together, they help individuals, families and communities function effectively.
- 16. **A doctor treats paying patients during working hours and conducts a free medical camp on Sunday. Classify and evaluate both activities.**
 - Treating patients for a fee is an economic activity because the doctor earns income.
 - Conducting the free medical camp is a non-economic activity motivated by service.
 - Both activities benefit society, but they differ in purpose and method of compensation.
- 17. **Why can payment in kind be treated as economic compensation even though no cash is exchanged?**
 - Goods received as payment have a measurable monetary value.
 - The worker receives those goods in return for labour or services.
 - Therefore, payment in kind is considered part of an economic exchange.
- 18. **How can a family member's unpaid work indirectly support economic activities?**
 - Household work such as cooking and caring for children helps other family members attend their jobs.
 - It saves the family from paying outsiders for the same services.
 - Therefore, unpaid work indirectly supports income generation and family well-being.
- 19. **A group decorates a community hall for a festival without payment. Explain why the activity remains valuable.**
 - The activity is non-economic because the participants do not receive money or money's worth.
 - Their teamwork supports the successful celebration of the festival.

- It strengthens cooperation, cultural bonds and a sense of belonging within the community.
20. **Why is money not the only suitable measure of the value of work?**
- Some essential activities, such as caregiving and community service, do not generate income.
 - Their value is reflected in improved relationships, well-being and social welfare.
 - Therefore, work must also be judged by its contribution to people and society.

13.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. What are economic activities? Explain with suitable examples.

1. Economic activities are activities involving money or performed in exchange for money or money's worth.
2. A farmer selling agricultural produce in the market performs an economic activity.
3. A lawyer arguing a case and receiving a professional fee also performs an economic activity.
4. A truck driver transporting goods from one place to another earns payment for the service.
5. Factory workers manufacturing cars receive wages or salaries for their work.

2. What are non-economic activities? Explain with suitable examples.

1. Non-economic activities do not generate income or monetary wealth.
2. They are generally performed out of love, care, gratitude, respect or social responsibility.
3. Parents cooking food for their family is a non-economic activity.
4. Young people caring for their grandparents is another example of such an activity.
5. Family members helping with household work without expecting payment also perform non-economic activities.

3. Explain the different forms of compensation received for economic activities.

1. A salary is a fixed regular payment generally paid monthly by an employer to an employee.
2. A wage is a payment made to a worker for work performed during a particular period.
3. A fee is paid to a person or organisation for professional advice or services.
4. Payment in kind is a non-cash payment received in exchange for work.
5. For example, Sahil receives part of his wage in cash and the remaining part in mangoes.

4. Describe the economic and non-economic activities performed by the people in Anu's and Kabir's story.

1. Geeta Aunty works as an Indian Air Force pilot and receives a salary.
2. Kabir's grandfather teaches Geography to neighbourhood children free of cost.
3. Anu's parents run a shop selling uniforms and ready-made garments.
4. Anu's mother voluntarily teaches stitching to women in the community.
5. Rohan earns a salary as a software engineer and volunteers to teach computer skills on weekends.

5. Explain value addition with the example of Rajesh the carpenter.

1. Value addition means increasing the monetary value of something by transforming it into another useful form.
2. Rajesh buys wood from a nearby market for ₹600.
3. He uses special tools, other materials, skill, time and effort to make a chair.
4. He sells the finished chair in the market for ₹1,000.
5. The difference of ₹400 represents the value added by Rajesh to the wood.

6. Describe the different economic activities observed by Kavya in Kamlapur.

1. Technicians operate excavators and bulldozers to construct a highway near the village.
2. Kavya's uncle works as a technician and receives a monthly salary for operating a bulldozer.
3. Kavya's aunt works at the village post office and earns a monthly salary.
4. She also conducts online classes and charges students a weekly fee.
5. Sahil tills a farmer's land using a tractor and receives a daily wage partly in cash and partly in mangoes.

7. Explain the meaning and importance of sevā.

1. Sevā means selfless service performed without expecting anything in return.
2. It can be observed in temples, gurudwaras, mosques and churches.
3. Langars serve free food to every visitor as an expression of sevā.
4. Such service encourages people to contribute voluntarily to the welfare of society.
5. It develops values such as equality, gratitude, compassion and social responsibility.

8. Explain how community participation contributes to cleanliness through the Swachh Bharat Abhiyan.

1. The Swachh Bharat Abhiyan encourages citizens to keep their surroundings clean.
2. People first maintain cleanliness in their homes and nearby areas.
3. Community members also work together to clean streets, roads and parks.
4. Their combined efforts improve cleanliness and public health in shared spaces.
5. Such participation contributes to a cleaner neighbourhood, society and nation.

9. Describe Van Mahotsav and its significance.

1. Van Mahotsav is popularly known as the festival of forests.
2. It promotes awareness about the value and importance of trees.
3. It teaches people about the need to conserve forests.
4. Community members participate together in tree-plantation drives during the programme.
5. These efforts support environmental protection and community participation.

10. Explain the importance of non-economic activities in everyday life.

1. Non-economic activities fulfil important emotional, personal and social needs.
2. They strengthen love, care, cooperation and respect within families.
3. Voluntary service helps people and communities without expecting monetary rewards.
4. Activities such as caregiving, community cleaning and tree planting contribute to social welfare.
5. Therefore, non-economic activities improve personal well-being and the overall quality of life.

13.12 Five-mark questions with Answers of HOTS Type: (10 Questions)**Five-Mark Descriptive Questions with Answers – HOTS Type:****1. "The same work can be economic or non-economic depending on the situation." Analyse this statement with examples.**

1. An activity is economic when it is performed in exchange for money or money's worth.
2. The same activity becomes non-economic when it is performed voluntarily without expecting payment.
3. A teacher teaching at school for a salary performs an economic activity.
4. Kabir's grandfather teaching neighbourhood children free of cost performs a non-economic activity.
5. Therefore, the purpose of the work and the presence or absence of compensation determine its classification.

2. Why should non-economic activities be valued even though they do not generate income?

1. Non-economic activities fulfil essential emotional, household and social needs.
2. Parents cooking for the family and helping children with schoolwork support family well-being.
3. Caring for grandparents strengthens relationships and ensures that older people receive assistance.
4. Voluntary community service promotes cooperation, responsibility and social welfare.
5. Therefore, the true value of work cannot be measured only in terms of money.

3. Analyse how Rohan contributes to both the economy and society through his activities.

1. Rohan works as a software engineer for a company that develops computer applications.
2. He receives a salary for this work, making it an economic activity.
3. His professional skills contribute to technological production and support his livelihood.
4. During weekends, he voluntarily teaches computer skills to participants in a youth development programme.
5. Thus, Rohan contributes to the economy through paid work and to social welfare through voluntary service.

4. A carpenter buys wood for ₹1,200 and sells a finished table for ₹2,000. Explain the value addition involved.

1. The original cost of the wood is ₹1,200, while the selling price of the table is ₹2,000.
2. The value addition is calculated as $₹2,000 - ₹1,200 = ₹800$.
3. The carpenter transforms the raw wood into a useful table by applying specialised skills.
4. The additional value also represents the carpenter's time, effort, tools and other materials used.
5. This example shows how economic activities increase the monetary value of raw materials.

5. Sahil receives ₹700 in cash and fruits worth ₹300 for two days of work. Analyse his compensation.

1. Sahil's total compensation is $₹700 + ₹300 = ₹1,000$.
2. The ₹700 received as money is the cash component of his wage.
3. The fruits worth ₹300 represent payment in kind.
4. Both forms of payment have monetary value and are received in exchange for his labour.
5. Therefore, Sahil's work is an economic activity even though part of his payment is non-cash.

6. Assess the economic and social importance of the new highway near Kamlapur.

1. The highway reduces the journey to the nearest town from five hours to two hours.
2. Faster transportation can improve villagers' access to markets, jobs, schools and healthcare.
3. Farmers and traders may transport goods more quickly and at a lower cost.
4. Easier travel can strengthen social relationships by allowing people to visit one another more frequently.
5. Thus, the highway creates both economic opportunities and social benefits for the village.

7. Explain how langars promote social equality and community welfare.

1. Langars serve food free of cost to every visitor, irrespective of social or economic background.
2. People from different communities sit together and receive the same food.

- Volunteers contribute their time and effort without expecting payment or reward.
- The practice develops equality, sharing, gratitude and collective responsibility.
- Therefore, langars are valuable non-economic activities that strengthen community welfare.

8. Evaluate the importance of community participation in the Swachh Bharat Abhiyan.

- Community participation brings people together to clean streets, roads, parks and other public places.
- Collective action achieves wider and more lasting results than isolated individual efforts.
- Cleaner surroundings reduce health risks and improve the quality of public spaces.
- Participation develops civic responsibility and encourages people to protect shared resources.
- Hence, the success of the cleanliness campaign depends greatly on the active involvement of citizens.

9. How does Van Mahotsav create value without directly generating income?

- Van Mahotsav brings community members together to plant trees and spread environmental awareness.
- Tree planting helps conserve forests and supports a healthier environment.
- Trees provide long-term benefits such as cleaner air, shade and protection of natural resources.
- Participation also develops cooperation and environmental responsibility among citizens.
- Therefore, Van Mahotsav creates environmental and social value even without direct monetary returns.

10. What might happen if society recognised only paid work as valuable?

- Unpaid household work and caregiving could be ignored or disrespected.
- People might become less willing to help children, older persons and community members voluntarily.
- Activities such as sevā, free teaching and community cleaning could decline.
- This would weaken family relationships, social cooperation and collective welfare.
- Hence, both economic and non-economic work must be recognised for a balanced and caring society.

13.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – Applied Type:

1. Meera teaches in a school for a monthly salary and conducts free classes for disadvantaged children on Sundays. Classify both activities and explain their value.

- Meera's school teaching is an economic activity because she receives a monthly salary.
- Her Sunday classes are a non-economic activity because she teaches voluntarily without payment.
- Her paid work supports her livelihood and provides formal education to students.
- Her free classes promote educational equality and help disadvantaged children.
- Thus, Meera contributes to society through both economic work and selfless service.

2. A carpenter purchases wood for ₹1,500 and sells a finished cupboard for ₹2,700. Calculate and explain the value addition.

- The cost of the wood is ₹1,500, while the cupboard's selling price is ₹2,700.
- Value addition is calculated as $₹2,700 - ₹1,500 = ₹1,200$.
- The carpenter transforms raw wood into a useful cupboard by applying specialised skills.

4. The ₹1,200 reflects the value of the carpenter's time, effort, tools and other inputs.
5. This shows how an economic activity increases the monetary value of a raw material.

3. Ravi works on a farm and receives ₹800 in cash and vegetables worth ₹250. Analyse his payment and identify the type of activity.

1. Ravi's total payment is $₹800 + ₹250 = ₹1,050$.
2. The amount of ₹800 is his cash payment or wage.
3. The vegetables worth ₹250 represent payment in kind.
4. Both cash and vegetables have monetary value and are given in exchange for his labour.
5. Therefore, Ravi's farm work is an economic activity.

4. Students organise a voluntary cleanliness drive in a public park. Explain the nature and value of this activity.

1. The cleanliness drive is a non-economic activity because the students do not receive payment.
2. Their voluntary work makes the park cleaner, safer and healthier for the public.
3. Working together develops cooperation, discipline and civic responsibility among the students.
4. The activity reflects the spirit of community participation promoted by the Swachh Bharat Abhiyan.
5. It creates social value and improves the community's quality of life.

5. A family prepares and serves free food to travellers during a festival. Explain how this activity reflects the concept of sevā.

1. Serving food without expecting payment is a non-economic activity.
2. The family performs the work out of compassion, generosity and social responsibility.
3. Travellers receive necessary food without facing any discrimination.
4. The service encourages sharing, gratitude, equality and community welfare.
5. Therefore, the activity is an example of sevā or selfless service.

6. A woman prepares meals for her family and sells packed lunches to office workers. Compare the two activities.

1. Preparing meals for her family is a non-economic activity because she does not receive payment.
2. Selling packed lunches is an economic activity because she earns money from customers.
3. The first activity is motivated by love, care and family responsibility.
4. The second activity generates income and adds value to ingredients by converting them into ready-to-eat meals.
5. This example shows that the same type of work can be economic or non-economic depending on its purpose and compensation.

7. Your locality plans to celebrate Van Mahotsav. Suggest how the programme can create environmental and social value.

1. Residents can work together to plant native trees in schools, parks and along roads.
2. Students can prepare posters and conduct awareness campaigns about forest conservation.
3. Community members can take responsibility for watering and protecting the saplings.
4. The activity will improve the environment while developing cooperation and collective responsibility.
5. Although it may not generate income, it will create lasting environmental and social value.

8. A doctor works in a private hospital and conducts a free medical camp every month. Classify and evaluate both activities.

1. The doctor's hospital work is an economic activity because a salary or professional fee is received.
2. The free medical camp is a non-economic activity because patients are treated without payment.
3. Paid hospital work supports the doctor's livelihood and provides professional healthcare.
4. The medical camp helps people who may be unable to afford treatment.
5. Together, these activities show how professional skills can create both monetary and social value.

9. A new road reduces the travel time from six hours to two hours. Explain how it may benefit a nearby village.

1. The road saves four hours of travel time for every journey.
2. Farmers can transport produce to markets more quickly and reduce the risk of spoilage.
3. Villagers can access schools, hospitals, workplaces and other services more easily.
4. Improved transport can encourage trade, employment and visits between communities.
5. Therefore, the road adds both economic and social value to village life.

10. Your class wants to begin a weekly community-service programme. Prepare a suitable plan based on the chapter.

1. Students may choose an activity such as cleaning a public place, helping older people or planting trees.
2. They should form groups and assign clear duties to every participant.
3. Necessary materials, safety measures and permission from responsible adults should be arranged.
4. Students should complete the work voluntarily without expecting payment or rewards.
5. Afterward, they should reflect on how their service contributed to personal well-being and community welfare.

13.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. Which of the following best defines an economic activity?

- A. An activity performed only for enjoyment
- B. An activity performed in exchange for money or money's worth
- C. An activity performed only by government employees
- D. An activity performed without creating any value

Answer: B. An activity performed in exchange for money or money's worth

2. Which of the following is a non-economic activity?

- A. A lawyer arguing a case for a fee
- B. A farmer selling vegetables in the market
- C. A student helping a grandparent without payment
- D. A driver transporting goods for wages

Answer: C. A student helping a grandparent without payment

3. Rohan works as a software engineer and teaches computer skills free of cost on weekends. Which classification is correct?

- A. Both are economic activities
- B. Both are non-economic activities
- C. Software work is economic, while voluntary teaching is non-economic
- D. Software work is non-economic, while voluntary teaching is economic

Answer: C. Software work is economic, while voluntary teaching is non-economic

4. Kabir's grandfather teaches Geography free of cost, whereas a schoolteacher receives a salary. The main factor distinguishing these activities is:

- A. Place of teaching
- B. Age of the teacher
- C. Number of students
- D. Presence or absence of compensation

Answer: D. Presence or absence of compensation

5. Which option is correctly matched?

- A. Salary — non-cash payment
- B. Wage — payment for a specific period of work
- C. Fee — free voluntary service
- D. Payment in kind — fixed monthly payment

Answer: B. Wage — payment for a specific period of work

6. Which person is most likely to receive a fee?

- A. A permanent post-office employee
- B. A daily farm labourer
- C. A lawyer providing professional advice
- D. A volunteer serving food at a langar

Answer: C. A lawyer providing professional advice

7. Which statement about payment in kind is correct?

- A. It has no monetary value.
- B. It is always paid as a monthly salary.
- C. It is a non-cash payment received for work.
- D. It is received only by government employees.

Answer: C. It is a non-cash payment received for work.

8. Sahil receives ₹600 in cash and mangoes worth ₹250 for his labour. What is his total compensation?

- A. ₹350
- B. ₹600
- C. ₹850
- D. ₹1,100

Answer: C. ₹850

9. A carpenter buys wood for ₹900 and sells the finished chair for ₹1,500. What is the value addition?

- A. ₹400
- B. ₹600
- C. ₹900
- D. ₹2,400

Answer: B. ₹600

10. Rajesh buys wood for ₹600 and sells a chair for ₹1,000. The additional ₹400 mainly represents:

- A. The weight of the chair
- B. The carpenter's skill, time and effort
- C. The number of customers in the market
- D. The age of the wood

Answer: B. The carpenter's skill, time and effort

11. A tailor buys cloth for ₹800 and adds value worth ₹500 by stitching a dress. What should be the selling price according to this simplified calculation?

- A. ₹300
- B. ₹800

C. ₹1,300

D. ₹4,000

Answer: C. ₹1,300

12. Which situation shows value addition?

A. A student keeps a book on a shelf.

B. A carpenter converts wood into furniture.

C. A child waters a plant at home.

D. A volunteer cleans a public park.

Answer: B. A carpenter converts wood into furniture.

13. Which pair contains only economic activities?

A. Selling vegetables and driving a truck for wages

B. Caring for a grandparent and serving at a langar

C. Helping with homework and planting trees voluntarily

D. Cooking for one's family and cleaning one's room

Answer: A. Selling vegetables and driving a truck for wages

14. Which pair contains only non-economic activities?

A. Working at a post office and conducting paid classes

B. Selling furniture and transporting goods

C. Caring for grandparents and teaching children free of cost

D. Arguing a case for a fee and operating a bulldozer for a salary

Answer: C. Caring for grandparents and teaching children free of cost

15. A woman cooks dinner for her family and also works as a paid cook in a hotel.

Which statement is correct?

A. Both activities are economic.

B. Both activities are non-economic.

C. Family cooking is non-economic, while hotel cooking is economic.

D. Family cooking is economic, while hotel cooking is non-economic.

Answer: C. Family cooking is non-economic, while hotel cooking is economic.

16. Kavya's aunt works at a post office and conducts paid online classes. These activities are both economic because:

A. They are performed in a village.

B. They involve the use of technology.

C. She receives compensation for both.

D. They are completed in the evening.

Answer: C. She receives compensation for both.

17. The new highway reduces travel time from five hours to two hours. How much time does it save?

A. Two hours

B. Three hours

C. Five hours

D. Seven hours

Answer: B. Three hours

18. Which activity best represents seva?

A. A shopkeeper selling uniforms

B. A lawyer charging a professional fee

C. A volunteer serving free food at a langar

D. A technician receiving a monthly salary

Answer: C. A volunteer serving free food at a langar

19. Why is a langar classified as a non-economic activity?

- A. It serves only workers.
- B. It distributes food without expecting payment.
- C. It is organised only in villages.
- D. It does not require human effort.

Answer: B. It distributes food without expecting payment.

20. Which values are most strongly promoted by langars?

- A. Competition and profit
- B. Equality and selfless service
- C. Individual ownership and wealth
- D. Advertising and trade

Answer: B. Equality and selfless service

21. Which activity is most closely associated with the Swachh Bharat Abhiyan?

- A. Conducting online classes
- B. Manufacturing cars
- C. Cleaning public streets and parks collectively
- D. Selling agricultural produce

Answer: C. Cleaning public streets and parks collectively

22. The principal objective of Van Mahotsav is to:

- A. Increase the sale of furniture
- B. Promote tree planting and forest conservation
- C. Provide salaries to farm workers
- D. Build roads between villages

Answer: B. Promote tree planting and forest conservation

23. A group of students voluntarily plants trees in a public park. Which statement is most appropriate?

- A. It is economic because trees have monetary value.
- B. It is non-economic because the students do not expect payment.
- C. It is economic because the activity takes place outdoors.
- D. It cannot be classified because students are involved.

Answer: B. It is non-economic because the students do not expect payment.

24. Which of the following is not a form of compensation discussed in the chapter?

- A. Salary
- B. Wage
- C. Fee
- D. Gratitude

Answer: D. Gratitude

25. Consider the following statements:

1. All valuable work generates income.
2. Non-economic activities can improve the quality of life.
3. Payment in kind has monetary value.

Which statements are correct?

- A. 1 only
- B. 1 and 2 only
- C. 2 and 3 only
- D. 1, 2 and 3

Answer: C. 2 and 3 only

26. Which sequence correctly shows value addition?

- A. Chair → wood → tree
- B. Wood → carpenter's skill and effort → chair

- C. Salary → worker → raw material
 D. Market → fee → voluntary service

Answer: B. Wood → carpenter's skill and effort → chair

27. A doctor treats patients for a fee during the week and conducts a free medical camp on Sunday. Which option correctly classifies the activities?

- A. Both are economic.
 B. Both are non-economic.
 C. Paid treatment is economic; the free camp is non-economic.
 D. Paid treatment is non-economic; the free camp is economic.

Answer: C. Paid treatment is economic; the free camp is non-economic.

28. Which statement best explains the importance of non-economic activities?

- A. They always increase market prices.
 B. They create only physical products.
 C. They promote care, cooperation, well-being and social welfare.
 D. They are performed only by retired people.

Answer: C. They promote care, cooperation, well-being and social welfare.

29. Which of the following classifications is incorrect?

- A. Air Force pilot receiving a salary — economic
 B. Software engineer receiving a salary — economic
 C. Grandfather teaching free Geography classes — economic
 D. Family members helping renovate their home — non-economic

Answer: C. Grandfather teaching free Geography classes — economic

30. Which conclusion best reflects the central idea of the chapter?

- A. Only activities that generate money are useful.
 B. Economic activities are always more important than voluntary work.
 C. Every type of work contributes equally in monetary terms.
 D. Economic and non-economic activities create different but important forms of value.

Answer: D. Economic and non-economic activities create different but important forms of value.

13.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

Best Practices for Teaching “The Value of Work”:

(1) Begin with learners' everyday experiences:

Ask students to list the paid and unpaid activities performed by family and community members, and then classify them as economic or non-economic.

(2) Use an activity-classification exercise:

Prepare cards showing activities such as farming, household cooking, paid teaching, volunteering, caregiving and shopkeeping, and ask groups to classify them with reasons.

(3) Connect concepts with local occupations:

Discuss familiar workers such as farmers, shopkeepers, drivers, teachers, tailors, doctors and construction workers to explain salary, wages, fees and payment in kind.

(4) Demonstrate value addition practically:

Use examples such as wood becoming furniture, cloth becoming a dress or ingredients becoming a meal to show how skill, time and effort increase value.

(5) Promote dignity of labour:

Emphasise that every form of honest work deserves respect, irrespective of the occupation, income earned or whether the activity is paid or unpaid.

(6) Use role-play and simulation:

Let students enact situations involving an employer, employee, professional, volunteer and family member to understand different activities and forms of compensation.

(7) Organise a community-service activity:

Conduct a supervised cleanliness drive, tree-plantation programme or classroom-help initiative to give students direct experience of sevā and community participation.

(8) Encourage collaborative learning:

Divide students into groups to discuss examples of economic and non-economic activities and present their findings to the class.

(9) Develop financial numeracy through simple problems:

Use age-appropriate calculations involving salary, wages, fees, payment in kind, travel-time savings and value addition.

(10) Invite a community worker as a guest speaker:

Invite a farmer, artisan, shopkeeper, volunteer or salaried employee to explain their work, skills, contribution and method of compensation.

(11) Maintain an inclusive perspective:

Recognise unpaid household work and caregiving without linking particular duties to any gender, and encourage equal sharing of responsibilities.

(12) Use continuous and reflective assessment:

Assess students through observation, worksheets, concept maps, exit slips and reflection notes rather than relying only on written tests.

13.16 Innovations Opportunity List from the Chapter: (12 Ideas)

Innovations in Teaching–Learning “The Value of Work”:

(1) Digital Work-Classification Game:

Create an interactive quiz in which students sort different activities into economic and non-economic categories and receive instant feedback.

(2) “A Day in the Life” Video Project:

Ask students to record or prepare a short presentation about the paid and unpaid work performed by a family or community member, after obtaining permission.

(3) Classroom Mini-Market Simulation:

Organise a mock market where students act as producers, service providers, customers, salaried employees and volunteers to understand economic exchange.

(4) Value-Addition Workshop:

Let students transform simple materials into useful products—such as paper into greeting cards—and calculate the value added through materials, skill, time and effort.

(5) QR-Code Learning Stations:

Place QR codes around the classroom linking to short videos, case situations, quizzes and clues about salary, wages, fees, payment in kind and sevā.

(6) Interactive Community Work Map:

Students can create a physical or digital map marking local shops, farms, offices, service centres and voluntary organisations, along with the activities performed there.

(7) Work and Compensation Detective Activity:

Provide mystery occupation cards containing clues, and ask students to identify the work and determine whether the person receives a salary, wage, fee or payment in kind.

(8) Sevā Challenge and Reflection Journal:

Encourage each student to perform one safe, age-appropriate act of selfless service and write about its impact on themselves and others.

(9) Student Podcast or Audio Interview:

Students can interview workers or volunteers about their responsibilities, skills, challenges and contributions and present the findings as a short class podcast.

(10) Augmented Story Continuation:

Ask groups to extend the stories of Anu, Kabir, Kavya, Sahil or Rajesh by adding new situations involving economic and non-economic activities.

(11) Digital Value-Addition Calculator:

Students can use a simple spreadsheet to enter the input cost and selling price and automatically calculate the value added.

(12) Community Problem-Solving Lab:

Present a local issue such as littering or lack of greenery and ask students to design a voluntary action plan inspired by Swachh Bharat Abhiyan or Van Mahotsav.

13.17: Practicing Questions/Question Bank**A. Fill in the Blanks:**

- Activities performed in exchange for money or money's worth are called _____.
Answer: Economic
- Activities performed out of love, care or gratitude are called _____ activities.
Answer: Non-economic
- A fixed regular payment generally made every month is called a _____.
Answer: Salary
- A payment made for professional advice or services is called a _____.
Answer: Fee
- A non-cash payment received in exchange for work is called payment in _____.
Answer: Kind
- The increase in the monetary value of a product is called value _____.
Answer: Addition
- Rajesh purchased wood for ₹600 and sold the chair for ₹1,000, thereby adding ₹_____ in value.
Answer: 400
- Selfless service performed without expecting anything in return is called _____.
Answer: Sevā
- The community kitchen at a gurudwara is known as a _____.
Answer: Langar
- _____ Mahotsav promotes tree planting and forest conservation.
Answer: Van

B. One-Mark Questions:

1. **What is an economic activity?**

An economic activity is an activity performed in exchange for money or money's worth.

2. **What is a non-economic activity?**

A non-economic activity is performed without payment, usually out of love, care, gratitude or respect.

3. **What is a salary?**

A salary is a fixed regular payment generally made monthly to an employee.

4. **What is payment in kind?**

Payment in kind is a non-cash payment received in return for work.

5. **What is value addition?**

Value addition is the increase in monetary value created by transforming something into a more useful form.

6. **What is sevā?**

Sevā is selfless service performed without expecting anything in return.

7. **Why is Rohan's weekend teaching a non-economic activity?**

It is non-economic because he teaches voluntarily without receiving payment.

8. **How much value did Rajesh add to the wood?**

Rajesh added ₹400 to the value of the wood.

9. **What is the purpose of Swachh Bharat Abhiyan?**

It encourages citizens to keep their homes, neighbourhoods and public places clean.

10. **What does Van Mahotsav promote?**

Van Mahotsav promotes tree planting and forest conservation.

C. Two-Mark Questions:

1. **Differentiate between economic and non-economic activities.**

- Economic activities are performed in exchange for money or money's worth.
- Non-economic activities are performed without payment out of love, care or social responsibility.

2. **Differentiate between salary and wage.**

- A salary is a fixed regular payment generally paid monthly to an employee.
- A wage is a payment made to a worker for work performed during a particular period.

3. **What are the two forms of payment received by Sahil?**

- Sahil receives a part of his daily wage in cash.
- He receives the remaining amount as mangoes, which is payment in kind.

4. **How does Kabir's grandfather contribute to his family and community?**

- He teaches Geography to neighbourhood children free of cost.
- He also tends the vegetable garden and runs household errands.

5. Mention Rohan's economic and non-economic activities.

- Rohan's salaried work as a software engineer is an economic activity.
- His voluntary computer teaching during weekends is a non-economic activity.

6. What are langars, and what values do they promote?

- Langars are community kitchens that serve food free of cost to all visitors.
- They promote equality, sharing, gratitude and selfless service.

7. How does Rajesh add value to wood?

- Rajesh uses his skill, tools, time and effort to transform wood into a chair.
- He increases its value from ₹600 to ₹1,000.

8. Why are non-economic activities important?

- They fulfil emotional, household and social needs.
- They promote personal well-being, cooperation and social welfare.

D. Three-Mark Questions:**1. Explain three ways in which people are compensated for economic activities.**

- Employees may receive a fixed monthly salary from their employers.
- Workers may receive daily or periodic wages for their labour.
- Professionals may receive fees, while some workers may receive goods as payment in kind.

2. Describe Kavya's aunt's different activities.

- Kavya's aunt works at the village post office and receives a monthly salary.
- After office hours, she conducts online classes for students.
- She charges a weekly fee for these classes, making both activities economic.

3. Explain value addition using Rajesh's example.

- Rajesh purchases wood for ₹600 to make furniture.
- He applies his skill, time and effort to transform the wood into a chair.
- He sells it for ₹1,000, thereby adding ₹400 to its value.

4. How do economic and non-economic activities support society?

- Economic activities generate income and provide goods and services.
- Non-economic activities provide care, cooperation and voluntary assistance.
- Together, they support livelihoods, social welfare and a better quality of life.

5. Explain how Swachh Bharat Abhiyan promotes community participation.

- It encourages citizens to keep their homes and surroundings clean.

- People work together to clean roads, streets, parks and other public places.
- Their collective effort creates a cleaner and healthier society.

6. Explain the importance of Van Mahotsav.

- Van Mahotsav creates awareness about the importance of trees.
- It encourages people to participate in tree-plantation drives.
- It promotes forest conservation and environmental responsibility.

7. A teacher works at a school and teaches children free of cost in the evening. Classify the two activities.

- Teaching at school is an economic activity because the teacher receives a salary.
- Free evening teaching is a non-economic activity because no payment is received.
- This shows that the same work can be classified differently depending on compensation.

E. Five-Mark Questions:

1. Explain the differences between economic and non-economic activities with examples.

1. Economic activities are performed in exchange for money or money's worth.
2. Examples include farming for sale, paid teaching and transporting goods for wages.
3. Non-economic activities are performed without expecting monetary compensation.
4. Examples include caring for grandparents, cooking for the family and voluntary teaching.
5. Both types are important because one supports livelihoods while the other promotes personal and social well-being.

2. Describe the different forms of payment received for economic activities.

1. A salary is a fixed regular payment generally made monthly to an employee.
2. A wage is paid to a worker for work completed during a particular period.
3. A fee is paid for professional advice or specialised services.
4. Payment in kind is made through goods instead of cash.
5. For example, Sahil receives part of his wage in cash and the remaining part as mangoes.

3. Explain the meaning and importance of value addition.

1. Value addition is the increase in the monetary value of an object through transformation.
2. It results from the skill, time, effort, tools and materials used by a worker.
3. Rajesh purchases wood for ₹600 and turns it into a chair.
4. He sells the finished chair for ₹1,000, adding ₹400 to the wood's value.
5. Value addition makes raw materials more useful and economically valuable.

4. Explain the contribution of non-economic activities to society.

1. Non-economic activities are performed without expecting money or material rewards.
2. Household activities such as cooking and caregiving support the well-being of family members.
3. Seva provides assistance to people through selfless service.
4. Community programmes such as cleanliness and tree-plantation drives benefit the public and environment.
5. These activities strengthen relationships, cooperation, social welfare and quality of life.

5. Describe the role of community participation in Swachh Bharat Abhiyan and Van Mahotsav.

1. Community participation encourages people to work together for a common purpose.
2. Under Swachh Bharat Abhiyan, citizens collectively clean streets, roads and public places.
3. During Van Mahotsav, people participate in tree-plantation and conservation activities.
4. These programmes develop civic responsibility, cooperation and environmental awareness.
5. Their collective benefits improve the neighbourhood, society and nation.

6. “All valuable work does not necessarily produce income.” Explain.

1. Many essential activities are performed without payment or monetary reward.
2. Parents cooking for the family and helping children study are valuable non-economic activities.
3. Caring for older people provides emotional support and improves their well-being.
4. Voluntary teaching, langars and community cleaning contribute to social welfare.
5. Therefore, the value of work must also be measured through its human and social benefits.

6th Standard Social Science Book Chapter 14

Chapter 14: Economic Activities Around Us

14.1 Summary of the Chapter:

Chapter 14: Economic Activities Around Us — Summary:

- (1) Economic activities are activities that create monetary value and help people earn their livelihood.
- (2) Economic activities have increased and diversified with the progress of society, ranging from farming and pottery to software development and banking.
- (3) Based on their common characteristics, economic activities are classified into three sectors: primary, secondary and tertiary.
- (4) The primary sector includes activities that obtain products or raw materials directly from nature.
- (5) Agriculture, fishing, mining, forestry and livestock rearing are important examples of primary-sector activities.
- (6) The secondary sector processes or transforms raw materials obtained from the primary sector into useful finished or semi-finished products.
- (7) Manufacturing cloth from cotton, furniture from wood, flour from grains and automobiles from steel are examples of secondary-sector activities.
- (8) Construction and the supply of utilities such as water, electricity and gas are also included in the secondary sector.
- (9) The tertiary or service sector provides services that support people as well as primary- and secondary-sector activities.
- (10) Transportation, banking, trade, healthcare, education, communication, software development, warehousing and retailing are examples of tertiary activities.
- (11) The story of AMUL shows how a cooperative can remove dependence on middlemen, improve farmers' incomes and connect milk production, processing, transportation and sale.
- (12) All three sectors are interdependent: the primary sector supplies raw materials, the secondary sector converts them into products, and the tertiary sector helps transport, finance, distribute and sell those products.

14.2 Important Formulas:

Important Formulas for Chapter 14: Economic Activities Around Us:

This chapter is mainly conceptual and does not contain fixed mathematical formulas. However, the following formulas may be useful for solving chapter-related quantitative problems.

1. **Total Production:**

$$\text{Total Production} = \text{Production per person/unit} \times \text{Number of persons/units}$$

2. **Total Income:**

$$\text{Total Income} = \text{Quantity Sold} \times \text{Selling Price per Unit}$$

3. **Payment to a Milk Producer:**

$$\text{Payment} = \text{Quantity of Milk Supplied} \times \text{Price per Litre}$$

4. **Monthly Milk Production:**

$$\text{Monthly Production} = \text{Daily Production} \times \text{Number of Days}$$

5. **Total Cost:**

$$\text{Total Cost} = \text{Fixed Cost} + \text{Variable Cost}$$

6. **Total Variable Cost:**

$$\text{Variable Cost} = \text{Cost per Unit} \times \text{Number of Units}$$

7. **Profit:**

$$\text{Profit} = \text{Total Revenue} - \text{Total Cost}$$

8. **Loss:**

$$\text{Loss} = \text{Total Cost} - \text{Total Revenue}$$

9. **Profit Percentage:**

$$\text{Profit Percentage} = \frac{\text{Profit}}{\text{Cost Price}} \times 100$$

10. **Loss Percentage:**

$$\text{Loss Percentage} = \frac{\text{Loss}}{\text{Cost Price}} \times 100$$

11. **Average Production:**

$$\text{Average Production} = \frac{\text{Total Production}}{\text{Number of Producers or Units}}$$

12. **Percentage Share of a Sector or Product:**

$$\text{Percentage Share} = \frac{\text{Value of a Particular Sector or Product}}{\text{Total Value}} \times 100$$

13. **Percentage Increase in Production:**

$$\text{Percentage Increase} = \frac{\text{New Production} - \text{Original Production}}{\text{Original Production}} \times 100$$

14. **Percentage Decrease in Production:**

$$\text{Percentage Decrease} = \frac{\text{Original Production} - \text{New Production}}{\text{Original Production}} \times 100$$

15. **Transportation Cost:**

$$\text{Transportation Cost} = \text{Distance Travelled} \times \text{Cost per Kilometre}$$

16. **Cost per Unit:**

$$\text{Cost per Unit} = \frac{\text{Total Cost}}{\text{Total Number of Units Produced}}$$

17. **Total Number of Automobiles Produced:**

$$\begin{aligned} \text{Total Automobiles} \\ = \text{Passenger Vehicles} + \text{Commercial Vehicles} + \text{Three-Wheelers} \\ + \text{Two-Wheelers} \end{aligned}$$

18. **Paper Saved through Recycling:**

$$\text{Trees Saved} = \text{Tonnes of Paper Recycled} \times 17$$

According to the chapter, recycling one tonne of paper saves approximately 17 trees.

19. **Energy or Water Used after a 70% Saving:**

$$\text{Amount Used} = \text{Original Amount} \times \frac{30}{100}$$

20. **Energy or Water Saved:**

$$\text{Amount Saved} = \text{Original Amount} \times \frac{70}{100}$$

These formulas can be used to create quantitative questions based on production, income, dairy cooperatives, automobile manufacturing, transportation and paper recycling.

14.3 Fill-Up the Blank LOTS type questions with Answers: (35 Questions)

Fill-in-the-Blank Questions — LOTS Type:

1. Activities that create monetary value are called _____ activities.

Answer: Economic

2. Economic activities are classified into _____ main sectors.

Answer: Three

3. The three economic sectors are primary, secondary and _____.

Answer: Tertiary

4. Activities that obtain raw materials directly from nature belong to the _____ sector.
Answer: Primary
5. Agriculture is an example of a _____-sector activity.
Answer: Primary
6. Extracting coal from mines is called _____.
Answer: Mining
7. Collecting wood from forests is a _____-sector activity.
Answer: Primary
8. Rearing cows, buffaloes and other farm animals is known as raising _____.
Answer: Livestock
9. The sector that processes raw materials into useful products is called the _____ sector.
Answer: Secondary
10. Cotton is processed to manufacture _____.
Answer: Cloth
11. Wood obtained from forests can be converted into furniture and _____.
Answer: Paper
12. Iron ore is processed to make _____, which is used in automobile production.
Answer: Steel
13. The construction of buildings and roads belongs to the _____ sector.
Answer: Secondary
14. The sector that provides services is called the _____ sector.
Answer: Tertiary
15. Banking, transportation and communication are examples of _____ activities.
Answer: Tertiary
16. Large buildings used for storing products are called _____.
Answer: Warehouses
17. The sale of goods in small quantities to final consumers is known as _____.
Answer: Retail
18. Persons who buy goods from producers and sell them to consumers are called _____.
Answer: Middlemen
19. AMUL stands for Anand Milk _____ Limited.
Answer: Union
20. AMUL was established in the year _____.
Answer: 1946
21. AMUL was established under the leadership of Tribhuvandas Patel and Dr. _____.
Answer: Varghese Kurien
22. Sardar Vallabhbhai Patel advised the milk producers to form a _____.
Answer: Cooperative
23. In a cooperative, decisions are taken _____ by its members.
Answer: Collectively
24. The process of preserving milk by heating it to a particular temperature is called _____.
Answer: Pasteurisation
25. Milk is processed to produce butter, cheese, ghee and milk _____.
Answer: Powder

26. The transportation and retail sale of milk products belong to the _____ sector.

Answer: Tertiary

27. Goods and services produced in one country and sold in another country are called _____.

Answer: Exports

28. Nandini is a well-known milk cooperative brand from _____.

Answer: Karnataka

29. Recycling one tonne of paper can save approximately _____ trees.

Answer: 17

30. Recycling paper requires approximately _____ per cent less energy and water than producing new paper from wood pulp.

Answer: 70

1.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill-in-the-Blank Questions with Answers — HOTS Type:

1. A farmer grows cotton and sells it to a textile factory. The farmer's activity belongs to the _____ sector.

Answer: Primary

2. When cotton is converted into cloth in a factory, the activity belongs to the _____ sector.

Answer: Secondary

3. Transporting finished clothes from a factory to retail shops is a _____-sector activity.

Answer: Tertiary

4. If fishing activity stops, a fish-processing factory may face a shortage of _____.

Answer: Raw materials

5. A carpenter converts wood obtained from forests into furniture. The carpenter's work belongs mainly to the _____ sector.

Answer: Secondary

6. A truck driver carries vegetables from a farm to a market. The driver provides a _____ service.

Answer: Transportation

7. When milk is obtained directly from cows, it represents a _____-sector activity.

Answer: Primary

8. Converting milk into cheese and butter demonstrates the process of _____.

Answer: Manufacturing

9. Selling packaged milk products to consumers through shops belongs to the _____ sector.

Answer: Tertiary

10. If transportation services are unavailable, products may not reach the _____ on time.

Answer: Market

11. The AMUL cooperative enabled farmers to reduce their dependence on _____.

Answer: Middlemen

12. By forming a cooperative, milk producers were able to make decisions _____.

Answer: Collectively

13. If a dairy farmer supplies 20 litres of milk daily at ₹40 per litre, the farmer's daily income is ₹_____.

Answer: 800

14. If a factory purchases cotton but does not process it, no _____ product will be produced.
Answer: Finished
15. An electrician who repairs the power supply in a factory belongs to the _____ sector.
Answer: Tertiary
16. A bank providing a loan to a farmer supports the _____ sector through a tertiary service.
Answer: Primary
17. The production of a textbook begins with wood obtained through _____, a primary activity.
Answer: Forestry
18. Converting wood pulp into paper represents a _____-sector activity.
Answer: Secondary
19. Delivering printed textbooks to schools is classified under the _____ sector.
Answer: Tertiary
20. The journey of milk from a livestock farm to a consumer illustrates the _____ among the three economic sectors.
Answer: Interdependence
21. If one tonne of recycled paper saves 17 trees, recycling three tonnes will save _____ trees.
Answer: 51
22. Recycling paper requires 70% less energy and water, making it an _____ -friendly practice.
Answer: Environmentally
23. A software developer creates an application to help farmers sell their produce. The developer belongs to the _____ sector.
Answer: Tertiary
24. When iron ore is extracted from a mine, the activity is primary; when it is converted into steel, the activity becomes _____.
Answer: Secondary
25. A warehouse supports manufacturers and traders by safely _____ goods before their sale.
Answer: Storing
26. If farmers sell their products directly through a cooperative, their share of the final income may _____.
Answer: Increase
27. Exporting dairy products connects domestic production with the _____ market.
Answer: International
28. The manufacture of automobiles depends on raw materials from the primary sector and services from the _____ sector.
Answer: Tertiary
29. A hospital treating factory workers provides a service that indirectly supports the _____ sector.
Answer: Secondary
30. Primary, secondary and tertiary activities must work together for natural resources to become _____ products available to consumers.
Answer: Finished

1.5 One-mark questions with Answers of LOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers — LOTS Type:

1. **What are economic activities?**
Answer: Activities that create monetary value and help people earn their livelihood are called economic activities.
2. **What are economic sectors?**
Answer: Economic sectors are broad groups of activities that contribute to the economic prosperity of a nation.
3. **Name the three main economic sectors.**
Answer: The three main economic sectors are the primary, secondary and tertiary sectors.
4. **What are primary-sector activities?**
Answer: Activities that obtain goods or raw materials directly from nature are called primary-sector activities.
5. **Give two examples of primary-sector activities.**
Answer: Agriculture and fishing are examples of primary-sector activities.
6. **Why is agriculture classified as a primary activity?**
Answer: Agriculture is a primary activity because it produces crops directly with the help of natural resources.
7. **What is forestry?**
Answer: Forestry is an economic activity involving the management and collection of resources from forests.
8. **What does livestock rearing mean?**
Answer: Livestock rearing means raising animals such as cows, buffaloes, goats and poultry for useful products.
9. **What are secondary-sector activities?**
Answer: Activities that process raw materials into products for sale or consumption are called secondary-sector activities.
10. **Give two examples of secondary-sector activities.**
Answer: Manufacturing cloth from cotton and making furniture from wood are secondary-sector activities.
11. **Why is manufacturing included in the secondary sector?**
Answer: Manufacturing is included in the secondary sector because it transforms raw materials into useful products.
12. **Name two utilities included in the secondary sector.**
Answer: Water supply and electricity production are utilities included in the secondary sector.
13. **What are tertiary-sector activities?**
Answer: Activities that provide services to people and support the other economic sectors are called tertiary-sector activities.
14. **What is another name for the tertiary sector?**
Answer: The tertiary sector is also called the service sector.
15. **Give two examples of tertiary-sector activities.**
Answer: Banking and transportation are examples of tertiary-sector activities.
16. **What is a warehouse?**
Answer: A warehouse is a large building used to store products before they are sold or used.
17. **What is retail?**
Answer: Retail is the sale of goods in small quantities directly to final consumers.

18. Who are middlemen?

Answer: Middlemen are persons who purchase goods from producers and sell them to consumers.

19. What is a cooperative?

Answer: A cooperative is a group of people who voluntarily work together to meet their common economic and social needs.

20. What does AMUL stand for?

Answer: AMUL stands for Anand Milk Union Limited.

21. When was AMUL established?

Answer: AMUL was established in 1946.

22. Who advised the farmers of Anand to form a cooperative?

Answer: Sardar Vallabhbhai Patel advised the farmers of Anand to form a cooperative.

23. Name the two leaders associated with the establishment of AMUL.

Answer: Tribhuvandas Patel and Dr. Varghese Kurien were associated with the establishment of AMUL.

24. What is pasteurisation?

Answer: Pasteurisation is the process of heating milk to a specific temperature to kill harmful bacteria.

25. Name any two products manufactured from milk.

Answer: Butter and cheese are two products manufactured from milk.

26. What is a factory?

Answer: A factory is a building where raw materials are processed or components are assembled to manufacture products.

27. What is an export?

Answer: An export is a good or service produced in one country and sold to buyers in another country.

28. Which sector transports milk products to shops?

Answer: The tertiary sector transports milk products to shops.

29. Name one milk cooperative brand from Karnataka.

Answer: Nandini is a milk cooperative brand from Karnataka.

30. How many trees can be saved by recycling one tonne of paper?

Answer: Recycling one tonne of paper can save approximately 17 trees.

1.6 One-mark questions with Answers of HOTS Type: (30 Questions)**One-Mark Descriptive Questions with Answers — HOTS Type:****1. Why would a textile factory be affected if cotton cultivation stopped?**

Answer: The factory would lack cotton, which is the essential raw material required to manufacture cloth.

2. Which sector does a dairy farmer belong to, and why?

Answer: A dairy farmer belongs to the primary sector because milk is obtained directly from livestock.

3. Why is converting milk into cheese considered a secondary activity?

Answer: It is a secondary activity because raw milk is processed and transformed into a new product.

4. Why is transporting cheese to shops a tertiary activity?

Answer: It is a tertiary activity because transportation is a service that helps deliver products to markets.

5. How can a cooperative protect farmers from exploitation?

Answer: A cooperative enables farmers to sell collectively, receive fair prices and avoid dependence on middlemen.

6. Why are the three economic sectors considered interdependent?

Answer: They are interdependent because they rely on one another for raw materials, processing and services.

7. Which sector does a carpenter belong to when making furniture from wood?

Answer: The carpenter belongs to the secondary sector because wood is transformed into furniture.

8. How does a bank support agricultural activities?

Answer: A bank supports agriculture by providing loans and other financial services to farmers.

9. What may happen to farmers if transportation services stop?

Answer: Farmers may be unable to deliver their perishable produce to markets before it spoils.

10. Why is software designed for managing a dairy classified under the tertiary sector?

Answer: It is classified under the tertiary sector because software development provides a specialised service.

11. How does pasteurisation add value to milk?

Answer: Pasteurisation makes milk safer and preserves it for a longer period by killing harmful bacteria.

12. Why did AMUL begin producing butter and milk powder?

Answer: AMUL began producing these products to use the large quantity of collected milk effectively and prevent wastage.

13. How did AMUL improve the income of milk producers?

Answer: AMUL allowed producers to control milk collection, processing and sale while receiving fair payment.

14. Why is a warehouse important to manufacturers and traders?

Answer: A warehouse protects and stores products safely until they are distributed or sold.

15. What would happen to paper factories if forestry activities completely stopped?

Answer: Paper factories would face a shortage of wood pulp unless they used recycled or alternative materials.

16. Why does automobile manufacturing depend on the primary sector?

Answer: Automobile manufacturing depends on the primary sector for natural raw materials such as iron ore.

17. How does the tertiary sector support automobile factories?

Answer: It supports automobile factories through banking, transportation, communication, trade and repair services.

18. Why is selling packaged milk through a retail store a tertiary activity?

Answer: Retailing is a service that makes packaged milk available to final consumers.

19. How does exporting benefit a dairy cooperative?

Answer: Exporting gives the cooperative access to international markets and increases its opportunities for income.

20. Why is recycling paper economically and environmentally useful?

Answer: Recycling saves trees, landfill space, energy and water while producing reusable paper.

21. Which sectors are involved when wheat is converted into flour and delivered to shops?

Answer: Wheat farming involves the primary sector, flour production the secondary sector and delivery the tertiary sector.

22. Why can a factory not function effectively without electricity?

Answer: A factory needs electricity to operate machinery and carry out production efficiently.

23. How do communication services connect producers and consumers?

Answer: Communication services help producers receive orders, share information and understand consumer demand.

24. Why might consumers face higher prices if transportation costs increase?

Answer: Sellers may add the increased transportation expense to the final price of products.

25. What is likely to happen if one sector in a production chain ceases to function?

Answer: The entire production and distribution chain may be disrupted because all three sectors depend on one another.

26. Why is a doctor working in a mining area part of the tertiary sector?

Answer: The doctor belongs to the tertiary sector because healthcare is a service provided to people.

27. How does collective decision-making strengthen a cooperative?

Answer: It allows members to participate in decisions and work together for their shared benefit.

28. Why are perishable products such as milk dependent on quick transportation?

Answer: They require quick transportation because they can spoil rapidly if they do not reach processing centres or markets in time.

29. How can a farmer participate in both the primary and tertiary sectors?

Answer: A farmer participates in the primary sector by growing crops and in the tertiary sector by directly selling them to consumers.

30. Why is producing a textbook an example of sectoral interdependence?

Answer: Textbook production requires wood from the primary sector, printing from the secondary sector and distribution from the tertiary sector.

1.7 Two-mark questions with Answers of LOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers — LOTS Type:

1. What are economic activities? Give one example.

Answer:

1. Economic activities are activities that create monetary value and help people earn a livelihood.
2. Farming is an example of an economic activity.

2. What are economic sectors? Name the three main sectors.

Answer:

1. Economic sectors are broad groups of activities having similar characteristics.
2. The three main sectors are primary, secondary and tertiary.

3. What is the primary sector? Give one example.

Answer:

1. The primary sector includes activities that obtain goods or raw materials directly from nature.
2. Agriculture is an example of a primary-sector activity.

4. Mention any two activities belonging to the primary sector.

Answer:

1. Fishing obtains fish directly from natural or managed water sources.
2. Forestry involves collecting and managing resources obtained from forests.

5. Why are agriculture and mining classified as primary activities?

Answer:

1. Agriculture produces crops by directly using natural resources such as soil and water.
2. Mining extracts minerals and other raw materials directly from the earth.

6. What is the secondary sector? Give one example.

Answer:

1. The secondary sector includes activities that process raw materials into useful products.
2. Converting cotton into cloth is an example of a secondary activity.

7. Mention any two activities included in the secondary sector.

Answer:

1. Manufacturing goods in factories is a secondary-sector activity.
2. Constructing buildings and roads is also a secondary-sector activity.

8. Give two examples of raw materials and the products made from them.

Answer:

1. Wood is used to manufacture furniture and paper.
2. Cotton is used to manufacture cloth.

9. What is the tertiary sector? Give one example.

Answer:

1. The tertiary sector includes services that support people and the other economic sectors.
2. Transportation is an example of a tertiary-sector activity.

10. Why is the tertiary sector also called the service sector?

Answer:

1. The tertiary sector mainly provides services instead of producing raw materials or goods.
2. Banking, healthcare, education and transportation are examples of these services.

11. Mention any two services provided by the tertiary sector.

Answer:

1. Banks provide financial services to individuals and businesses.
2. Transport services move people, raw materials and finished goods from one place to another.

12. What is a cooperative? How are its decisions taken?

Answer:

1. A cooperative is a group of people who voluntarily work together to meet their common economic and social needs.
2. Its members collectively take decisions regarding its activities.

13. Why did the milk farmers of Anand depend on middlemen?

Answer:

1. The farmers had difficulty transporting and selling milk before it spoiled in the hot weather.
2. Therefore, they sold milk in bulk to middlemen, often at very low prices.

14. Who advised the farmers of Anand to form a cooperative, and why?

Answer:

1. Sardar Vallabhbhai Patel advised them to form a cooperative.
2. He wanted them to become independent and avoid exploitation by middlemen.

15. When was AMUL established, and who were its main leaders?

Answer:

1. Anand Milk Union Limited, or AMUL, was established in 1946.
2. It was formed under the leadership of Tribhuvandas Patel and Dr. Varghese Kurien.

16. How did the AMUL cooperative help milk producers?

Answer:

1. It gave milk producers control over the collection, processing and sale of milk.
2. It removed their dependence on middlemen and gradually increased their income.

17. What is pasteurisation, and why is it done?

Answer:

1. Pasteurisation is the process of heating milk to a specific temperature.
2. It kills harmful bacteria and helps preserve the milk.

18. Name any two products produced from milk at dairy factories.

Answer:

1. Butter is produced by processing milk or cream.
2. Milk powder is produced by removing moisture from milk.

19. What is retail, and who purchases goods through it?

Answer:

1. Retail means selling goods in small quantities rather than for resale.
2. Final consumers purchase goods through retail shops.

20. What is a warehouse, and why is it used?

Answer:

1. A warehouse is a large building where products are stored.
2. It keeps goods safely until they are sold, used or supplied to shops.

21. What is meant by export? Give one example from the chapter.

Answer:

1. Export means selling goods or services produced in one country to buyers in another country.
2. AMUL exports some of its milk products to other countries.

22. How are the three economic sectors involved in dairy production?

Answer:

1. Obtaining milk from livestock is primary, while processing it into butter or cheese is secondary.
2. Transporting and selling dairy products are tertiary activities.

23. How are the three sectors involved in textbook production?

Answer:

1. Obtaining wood pulp is a primary activity, while making paper and printing books are secondary activities.
2. Transporting and distributing textbooks are tertiary activities.

24. State two environmental benefits of recycling one tonne of paper.

Answer:

1. Recycling one tonne of paper saves approximately 17 trees and 2.5 cubic metres of landfill space.
2. It requires about 70% less energy and water than making new paper from wood pulp.

25. Name any two milk cooperative brands in India and their states or regions.

Answer:

1. Nandini is a milk cooperative brand from Karnataka.
2. Aavin is a milk cooperative brand from Tamil Nadu.

1.8. Two-mark questions with Answers of HOTS Type: (15 Questions)

Two-Mark Descriptive Questions with Answers — HOTS Type:

1. What would happen to a textile factory if cotton farmers stopped cultivation?

Answer:

1. The factory would face a shortage of cotton, its main raw material.
2. Cloth production would decrease, affecting workers, traders and consumers.

2. Why does a dairy farmer require transportation services?

Answer:

1. Milk must be transported quickly because it is a perishable product.
2. Transportation connects dairy farms with processing units, markets and consumers.

3. How does converting wheat into flour add economic value?

Answer:

1. Processing changes raw wheat into flour that can be directly used for cooking.
2. This transformation increases its usefulness and market value.

4. Why would the secondary sector find it difficult to function without the primary sector?

Answer:

1. The secondary sector depends on the primary sector for raw materials such as cotton, wood and minerals.
2. Without these materials, factories and production units cannot manufacture goods.

5. How does the tertiary sector support farmers?

Answer:

1. Banks provide loans, while transporters carry farm produce to markets.
2. Communication, warehousing and retail services also help farmers store and sell their products.

6. Why was forming a cooperative a better option for the milk producers of Anand?

Answer:

1. It enabled them to control milk collection, processing and sale collectively.
2. It reduced their dependence on middlemen and helped them receive fairer payments.

7. How can middlemen be both useful and disadvantageous to producers?

Answer:

1. Middlemen help producers by purchasing and transporting their goods to markets.
2. However, they may offer producers low prices and keep a large share of the profit.

8. Why did AMUL establish processing factories?

Answer:

1. Large quantities of collected milk had to be preserved and used without wastage.
2. Factories converted milk into longer-lasting products such as butter and milk powder.

9. How does pasteurisation benefit dairy producers and consumers?**Answer:**

1. It kills harmful bacteria and makes milk safer for consumers.
2. It also extends the usability of milk and helps producers reduce spoilage.

10. How does a bank indirectly support automobile manufacturing?**Answer:**

1. A bank can provide loans to factories for machinery, materials and business expansion.

Answer:

2. It can also offer financial services to dealers and consumers purchasing vehicles.

11. Why is a warehouse important in the production and distribution chain?**Answer:**

1. It stores raw materials and finished goods safely until they are required.
2. It helps maintain a continuous supply of products to markets and consumers.

12. What would happen if tertiary-sector activities suddenly stopped?**Answer:**

1. Raw materials and finished products could not be transported, financed, stored or sold efficiently.
2. Consequently, primary and secondary activities would also face serious difficulties.

13. Explain how the manufacture of furniture connects all three economic sectors.**Answer:**

1. Forestry supplies wood, while a production unit converts it into furniture.
2. Transportation, banking and retail services help move, finance and sell the furniture.

14. Why is a carpenter's work classified under the secondary sector rather than the primary sector?**Answer:**

1. A carpenter does not extract wood directly from nature.
2. The carpenter processes wood into a new product such as furniture.

15. How do retail shops connect producers with consumers?**Answer:**

1. Retail shops obtain products from manufacturers or distributors and display them for sale.
2. They allow consumers to purchase required goods conveniently in small quantities.

16. Why can an electrician be important to both farms and factories?**Answer:**

1. An electrician maintains power connections needed for irrigation pumps and other farm equipment.
2. The electrician also repairs electrical systems required to operate factory machinery.

17. How does exporting benefit a milk cooperative such as AMUL?**Answer:**

1. Exporting gives the cooperative access to customers in other countries.
2. It can increase sales, income and demand for the milk produced by its members.

18. Why does textbook production require interdependence among the three sectors?

Answer:

1. The primary sector supplies wood pulp, and the secondary sector converts it into paper and printed books.
2. The tertiary sector transports, stores and distributes the books to schools and shops.

19. How can recycling paper reduce pressure on the primary sector?

Answer:

1. Recycling lowers the demand for fresh wood pulp obtained through forestry.
2. It conserves trees and reduces the use of natural resources, energy and water.

20. A farmer grows vegetables and sells them directly to consumers—which two sectors are involved?

Answer:

1. Growing vegetables is a primary-sector activity because the produce comes directly from nature.
2. Selling them to consumers is a tertiary activity because retailing is a service.

21. Why would an increase in transportation costs affect the price of finished products?

Answer:

1. Producers and sellers would have to spend more to move raw materials and finished goods.
2. They may add this extra expense to the selling price paid by consumers.

22. How can technology strengthen the connection among economic sectors?

Answer:

1. Digital communication can help farmers, factories, transporters and retailers exchange information quickly.
2. It can improve production planning, payments, transportation and marketing.

23. Why are collective decisions important in a cooperative?

Answer:

1. Collective decisions allow members to participate in matters affecting their livelihoods.
2. They also promote shared responsibility and fair distribution of benefits.

24. What may happen if a dairy cooperative fails to maintain the quality of milk?

Answer:

1. The milk may spoil or become unsafe, leading to rejection and financial loss.
2. Consumers may lose confidence in the cooperative and stop purchasing its products.

25. How do all three sectors contribute to making steel automobiles available to consumers?

Answer:

1. Mining provides iron ore, and factories convert it into steel and manufacture automobiles.
2. Banks, transporters, dealers and repair centres help finance, distribute, sell and maintain the vehicles.

1.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers — LOTS Type:

1. What are economic activities, and why are they classified into sectors?**Answer:**

1. Economic activities are activities that create monetary value and help people earn their livelihood.
2. Activities with similar characteristics are grouped into broad categories called economic sectors.
3. This classification helps us understand how different economic activities function and are connected.

2. Explain the primary sector with examples.**Answer:**

1. The primary sector includes activities that obtain goods and raw materials directly from nature.
2. Agriculture, fishing, mining, forestry and livestock rearing belong to this sector.
3. Products such as grains, fish, coal, wood, milk and eggs are obtained through primary activities.

3. Explain the secondary sector with examples.**Answer:**

1. The secondary sector processes or transforms raw materials obtained from the primary sector into useful products.
2. It includes manufacturing, construction, electricity production and water supply.
3. Making cloth from cotton, furniture from wood and flour from grains are secondary activities.

4. Explain the tertiary sector with examples.**Answer:**

1. The tertiary sector includes activities that provide services to people and support the other two sectors.
2. It is also known as the service sector.
3. Banking, transportation, education, healthcare, communication and retailing are tertiary activities.

5. Differentiate between the primary, secondary and tertiary sectors.**Answer:**

1. The primary sector obtains raw materials and products directly from nature.
2. The secondary sector converts those raw materials into finished or semi-finished products.
3. The tertiary sector provides services that support production, distribution and consumption.

6. Describe any three primary-sector activities.**Answer:**

1. Agriculture involves cultivating grains, fruits and vegetables on farms.
2. Mining involves extracting coal, minerals and ores from the earth.
3. Forestry involves managing forests and collecting resources such as wood.

7. Describe any three secondary-sector activities.**Answer:**

1. Manufacturing transforms raw materials into products in factories and production units.
2. Construction involves building houses, roads, bridges and other structures.
3. Utility activities provide necessities such as electricity, water and gas.

8. Describe any three tertiary-sector activities.**Answer:**

1. Transportation carries people, raw materials and finished goods between places.
2. Banking provides financial services to individuals, farmers and businesses.
3. Retailing makes products available to final consumers in small quantities.

9. What is a cooperative? State two of its important features.**Answer:**

1. A cooperative is a group of people who voluntarily unite to meet their common economic and social needs.
2. The cooperative is jointly owned by its members.
3. Its members collectively make decisions and share responsibilities.

10. Explain the difficulties faced by the milk producers of Anand before AMUL was formed.**Answer:**

1. Farmers had to walk or cycle to nearby villages to sell milk in hot weather.
2. As milk spoiled quickly, they were forced to sell it without delay.
3. They depended on middlemen who often purchased their milk at very low prices.

11. Describe the establishment of AMUL.**Answer:**

1. Sardar Vallabhbhai Patel advised the milk producers of Anand to form a cooperative.
2. AMUL was established in 1946 to make the farmers independent of middlemen.
3. It was formed under the leadership of Tribhuvandas Patel and Dr. Varghese Kurien.

12. How did AMUL improve the lives of milk producers?**Answer:**

1. AMUL gave producers control over milk collection, processing and sale.
2. It removed their dependence on middlemen and allowed them to make decisions collectively.
3. The sharing of work and benefits gradually increased the farmers' incomes.

13. Describe the three economic sectors involved in AMUL's dairy activities.**Answer:**

1. Obtaining milk from cows and buffaloes is a primary-sector activity.
2. Processing milk into butter, ghee, cheese and milk powder is a secondary-sector activity.
3. Transporting, trading and selling these products are tertiary-sector activities.

14. What is pasteurisation, and how is it useful?**Answer:**

1. Pasteurisation is the process of heating milk to a specific temperature.
2. The process kills harmful bacteria present in the milk.
3. It makes milk safer for consumption and helps preserve it.

15. Explain the meaning of middlemen, retail and export.**Answer:**

1. Middlemen purchase goods from producers and sell them to consumers for a fee or profit.
2. Retail means selling goods in small quantities directly to final consumers.

3. Export means selling goods or services produced in one country to buyers in another country.

16. How do AMUL products reach consumers?

Answer:

1. Milk is collected from producers and processed into different products at dairy factories.
2. The products are transported by lorries, trucks, railways, aeroplanes and ships.
3. They are supplied to AMUL stores and other retail shops in India and abroad.

17. Explain how a textbook is produced through the three economic sectors.

Answer:

1. The primary sector supplies wood fibres or pulp obtained from trees.
2. The secondary sector converts the pulp into paper and prints it to produce textbooks.

Answer:

3. The tertiary sector transports, stores and distributes the textbooks to schools and shops.

18. Mention three benefits of recycling paper given in the chapter.

Answer:

1. Recycling one tonne of paper saves approximately 17 trees.
2. It saves about 2.5 cubic metres of landfill space.
3. It requires approximately 70% less energy and water than making new paper from wood pulp.

19. What are warehouses, factories and retail stores?

Answer:

1. Warehouses are large buildings used to store products before their sale or use.
2. Factories are places where goods are manufactured or components are assembled into final products.
3. Retail stores sell goods in small quantities to final consumers.

20. Name three Indian dairy cooperative brands and their regions.

Answer:

1. Nandini is a dairy cooperative brand from Karnataka.
2. Aavin is a dairy cooperative brand from Tamil Nadu.
3. Verka is a dairy cooperative brand from Punjab.

1.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers — HOTS Type:

1. **What would happen to the economy if primary-sector activities suddenly stopped?**

Answer:

1. Factories would face shortages of raw materials such as cotton, wood, milk and minerals.
2. Transporters, traders and retailers would have fewer goods to handle and sell.
3. Employment, production and the availability of essential products would decline.

2. **How would a prolonged transport strike affect farmers, factories and consumers?**

Answer:

1. Farmers would be unable to send perishable produce to markets before it spoiled.

2. Factories would not receive raw materials or distribute finished goods on time.
3. Consumers could experience shortages and increased prices.
3. **Why was the cooperative model more beneficial to Anand's milk producers than selling through middlemen?**

Answer:

1. The cooperative enabled producers to control milk collection, processing and distribution collectively.
 2. It reduced their dependence on middlemen who often paid them very low prices.
 3. It provided fairer payments and helped improve their income and bargaining power.
4. **A farmer grows cotton, a factory makes shirts, and a shop sells them. Explain their interdependence.**

Answer:

1. The farmer supplies cotton as a raw material through a primary activity.
 2. The factory transforms cotton into shirts through a secondary activity.
 3. The shop performs a tertiary activity by making the shirts available to consumers.
5. **How can banks and communication services improve agricultural activities?**

Answer:

1. Banks can provide loans to purchase seeds, machinery and irrigation equipment.
 2. Communication services can give farmers information about weather, prices and market demand.
 3. Together, these services help farmers improve production and make informed selling decisions.
6. **Why would a dairy cooperative invest in pasteurisation and cold-storage facilities?**

Answer:

1. Pasteurisation kills harmful bacteria and makes milk safer for consumption.
 2. Cold storage slows spoilage and allows milk to remain fresh for a longer time.
 3. These facilities reduce wastage and help the cooperative maintain consumer trust.
7. **How does the manufacture and sale of furniture involve all three economic sectors?**

Answer:

1. Forestry supplies wood directly from nature and belongs to the primary sector.
 2. Furniture units process the wood into tables, chairs and cupboards in the secondary sector.
 3. Transporters, warehouses and retailers distribute and sell the furniture through the tertiary sector.
8. **What would be the consequences if factories produced goods but no tertiary services were available?**

Answer:

1. Factories would struggle to obtain finance, communicate with customers and store their products.
2. Finished goods could not be transported or sold effectively in markets.
3. Production would eventually decline because unsold goods would accumulate.

9. How can recycling paper support both economic activity and environmental conservation?

Answer:

1. Recycling creates economic activities involving the collection, transportation and processing of used paper.
2. It reduces the need for fresh wood pulp and saves approximately 17 trees per tonne of recycled paper.
3. It also saves landfill space and uses about 70% less energy and water.

10. Why did AMUL begin producing butter, cheese and milk powder instead of selling only fresh milk?

Answer:

1. The growing cooperative collected more milk than could be sold immediately in liquid form.
2. Processing converted perishable milk into varied products, some of which could be stored longer.
3. Product diversification reduced wastage and created additional sources of income.

11. A farmer sells vegetables directly through an online application. Which sectors are involved, and how?

Answer:

1. Growing vegetables is a primary activity because the produce is obtained directly from nature.
2. Developing and operating the application is a tertiary activity because it provides a digital service.
3. Online marketing and delivery connect the farmer directly with consumers and may reduce dependence on middlemen.

12. How could the failure of one sector disrupt textbook production?

Answer:

1. Without forestry, the industry may not receive sufficient wood pulp to make paper.
2. Without paper mills and printing units, raw materials cannot be transformed into textbooks.
3. Without transport and retail services, completed textbooks cannot reach schools and students.

13. Why is an electrician's service important for both primary and secondary activities?

Answer:

1. Farmers may need electricity for irrigation pumps, dairy equipment and storage facilities.
2. Factories require a regular electricity supply to operate machines and production lines.
3. Electricians maintain and repair electrical systems, helping both sectors work efficiently.

14. How can a cooperative promote economic and social development among rural producers?

Answer:

1. It combines the resources and production of individual members, giving them stronger bargaining power.
2. Collective ownership and decision-making allow members to share responsibilities and benefits fairly.

3. Higher and more stable incomes can improve their education, health and quality of life.

15. Why might an increase in fuel prices affect products from all three sectors?

Answer:

1. Farmers and miners may pay more to operate machinery and transport raw materials.
2. Manufacturers may face higher production and delivery expenses.
3. Traders may pass these additional costs to consumers by increasing retail prices.

16. A village has farms but no roads, banks or warehouses. What economic problems might it face?

Answer:

1. Farmers may struggle to transport their produce to distant markets before it spoils.
2. They may lack loans for improving production and safe facilities for storing their goods.
3. As a result, they may receive low prices and earn less income despite producing sufficient crops.

17. How does exporting dairy products benefit both AMUL and its farmer-members?

Answer:

1. Exports allow AMUL to sell its products to a wider international market.

Answer:

2. Greater sales can increase the demand for milk supplied by farmer-members.

Answer:

3. Increased demand and revenue can contribute to better and more stable earnings for producers.

18. Why is classifying economic activities into sectors useful?

Answer:

1. Classification helps identify whether an activity extracts raw materials, manufactures goods or provides services.

Answer:

2. It makes the roles of different workers and industries easier to understand.

Answer:

3. It also reveals how various economic activities depend upon and support one another.

19. How can modern technology strengthen a dairy cooperative?

Answer:

1. Digital systems can accurately record the quantity, quality and payment for each farmer's milk.

Answer:

2. Refrigeration and modern processing equipment can reduce spoilage and improve product quality.

Answer:

3. Online marketing and tracking can help dairy products reach more consumers efficiently.

20. Why should economic growth include the careful use of natural resources?

Answer:

1. Primary activities depend directly on limited resources such as forests, soil, water and minerals.

Answer:

2. Excessive exploitation can damage the environment and reduce future supplies of raw materials.

Answer:

3. Sustainable practices such as paper recycling can support both present prosperity and future growth.

1.11 Five-mark questions with Answers of LOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — LOTS Type:

1. Explain the primary sector with suitable examples.

Answer:

1. The primary sector includes economic activities that obtain goods and raw materials directly from nature.
2. Agriculture produces grains, fruits and vegetables by using soil, water and sunlight.
3. Fishing provides fish, while livestock rearing provides milk, eggs and other animal products.
4. Mining extracts coal, minerals and ores from the earth.
5. Forestry, agriculture, fishing, mining and livestock rearing are major primary-sector activities.

2. Explain the secondary sector with suitable examples.

Answer:

1. The secondary sector includes activities that process raw materials into useful products.
2. It uses materials obtained mainly from primary-sector activities.
3. Cotton is converted into cloth, wood into furniture and grains into flour.
4. Construction, manufacturing, electricity production and water supply are included in this sector.
5. The secondary sector increases the usefulness and value of raw materials.

3. Explain the tertiary sector and its importance.

Answer:

1. The tertiary sector includes activities that provide services to people and other economic sectors.
2. It is also known as the service sector.
3. Transportation carries raw materials and finished products from one place to another.
4. Banking, healthcare, education, communication, trade and retailing are tertiary activities.
5. This sector supports the production, distribution and sale of goods.

4. Differentiate among the primary, secondary and tertiary sectors.

Answer:

1. The primary sector obtains products and raw materials directly from nature.
2. Farming, fishing, mining, forestry and livestock rearing are primary activities.
3. The secondary sector processes raw materials and converts them into useful products.
4. The tertiary sector provides services such as banking, transportation, communication and retailing.
5. Thus, the three sectors perform different but interconnected economic functions.

5. Describe the problems faced by Anand's milk producers before AMUL was established.

Answer:

1. The farmers had to walk or cycle to neighbouring villages to sell their milk.

2. Milk spoiled or curdled quickly because of the hot weather.
3. The farmers had to sell the milk immediately, even when the price was low.
4. They depended on middlemen who purchased milk in bulk at meagre prices.
5. Consequently, the farmers earned little money and often felt cheated and harassed.

6. Explain the establishment and development of AMUL.

Answer:

1. The milk producers of Anand approached Sardar Vallabhbhai Patel with their problems.
2. He advised them to form a cooperative and become independent of middlemen.
3. AMUL was established in 1946 under Tribhuvandas Patel and Dr. Varghese Kurien.
4. Its members collectively managed milk collection, processing and distribution.
5. AMUL later established factories and produced butter, cheese, ghee, milk powder and other dairy products.

7. Explain how AMUL improved the lives of milk producers.

Answer:

1. AMUL brought milk producers, including women, together under a cooperative system.
2. It gave them control over milk production, collection, processing and sale.
3. The members collectively made decisions and shared different responsibilities.
4. It eliminated their dependence on middlemen and helped them receive fairer payments.
5. These changes gradually increased their income and improved their economic condition.

8. Describe the interdependence of the three sectors using dairy production.

Answer:

1. Farmers obtain milk directly from cows and buffaloes as a primary activity.
2. Dairy factories process milk into butter, cheese, ghee and milk powder as secondary activities.
3. Banks provide financial services needed by farmers, factories and traders.
4. Transporters carry milk and milk products to warehouses, shops and markets.
5. Retailers sell these products to consumers, showing how all three sectors work together.

9. Explain how textbooks are produced with the support of all three sectors.

Answer:

1. Trees provide wood fibres used to make pulp, which is a primary-sector activity.
2. Paper mills process the pulp and manufacture sheets of paper.
3. Printing units print and bind the paper to produce textbooks as secondary activities.
4. Warehouses store the completed textbooks before their distribution.
5. Transporters and retailers deliver and sell the books to schools and students through tertiary activities.

10. Describe the environmental benefits of recycling paper.

Answer:

1. Used paper can be processed and converted into new paper.
2. Recycling one tonne of paper saves approximately 17 trees.
3. It also saves about 2.5 cubic metres of landfill space.
4. Recycling uses approximately 70% less energy and water than producing paper from fresh wood pulp.
5. Therefore, recycling paper conserves natural resources and reduces environmental damage.

1.12 Five-mark questions with Answers of HOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — HOTS Type:

1. Analyse how the closure of transportation services would affect all three economic sectors.

Answer:

1. Farmers and fishers would be unable to transport perishable products to markets before they spoiled.
2. Factories would face shortages because raw materials could not reach production units on time.
3. Finished goods would accumulate in factories and warehouses without reaching shops.
4. Retailers would experience shortages, while consumers might have to pay higher prices.
5. Thus, the failure of one tertiary activity could disrupt the functioning of the entire economy.

2. Explain why the cooperative model was an effective solution to the problems faced by Anand's milk producers.

Answer:

1. The cooperative united small milk producers and strengthened their collective bargaining power.
2. It enabled them to manage milk collection, processing and distribution without depending on middlemen.
3. Collective ownership allowed members to participate in important decisions concerning production and sale.
4. Processing milk into different products reduced wastage and created additional sources of income.
5. Therefore, the cooperative provided fairer payments, greater independence and improved economic security.

3. Analyse the interdependence of the three sectors in automobile production.

Answer:

1. The primary sector supplies iron ore, rubber and other natural raw materials required for automobiles.
2. The secondary sector converts these materials into steel, tyres, components and completed vehicles.
3. Banks finance factories, dealers and customers, while communication services connect different businesses.
4. Transportation and warehouses move and store components and finished vehicles before their sale.
5. Dealers, repair centres and insurance services help sell and maintain vehicles for consumers.

4. What would happen if the primary sector produced sufficient raw materials but the secondary sector remained underdeveloped?

Answer:

1. Many raw materials would remain unprocessed or would have to be sold in their original form.
2. Farmers and miners would receive less value because processing usually increases the usefulness and price of materials.
3. The country might depend on imported manufactured goods despite having its own natural resources.
4. Employment opportunities in factories, construction and production units would remain limited.
5. Balanced economic development would therefore require a strong secondary sector.

5. Explain how modern technology can improve the functioning of a dairy cooperative.

Answer:

1. Digital machines can accurately measure the quantity and quality of milk supplied by each farmer.
2. Electronic payment systems can transfer money quickly and transparently to the producers.
3. Refrigeration and improved processing technology can preserve milk and reduce spoilage.
4. Online platforms can help the cooperative advertise products and receive orders from distant customers.
5. Digital tracking can improve transportation, stock management and timely delivery to retailers.

6. Analyse how paper recycling benefits the economy and the environment.

Answer:

1. Recycling creates jobs in the collection, sorting, transportation and processing of used paper.
2. It supplies material for making new paper and reduces dependence on fresh wood pulp.
3. Recycling one tonne of paper saves approximately 17 trees and 2.5 cubic metres of landfill space.
4. It uses about 70% less energy and water than producing paper from fresh wood pulp.
5. Thus, recycling supports economic activity while conserving resources and reducing environmental damage.

7. A village produces large quantities of vegetables but lacks roads, banks and warehouses. Analyse the problems its farmers may face.

Answer:

1. Poor roads would make it difficult to transport vegetables quickly to distant markets.
2. Without warehouses or cold-storage facilities, much of the perishable produce might spoil.
3. The absence of banks would limit farmers' access to loans for seeds, equipment and irrigation.
4. Farmers might become dependent on middlemen and accept low prices for their produce.
5. Better tertiary services would reduce wastage, improve market access and increase farmers' earnings.

8. Evaluate how AMUL's decision to manufacture different dairy products contributed to its growth.

Answer:

1. Producing butter, cheese, ghee and milk powder helped AMUL use surplus milk effectively.
2. Some processed products could be stored longer than fresh milk, thereby reducing spoilage.
3. A wider product range allowed the cooperative to meet the different needs of consumers.
4. Selling various products across India and abroad increased its market and revenue.
5. This growth created greater demand for milk and benefited the cooperative's farmer-members.

9. Explain how the production of a textbook could be affected if any one economic sector failed.

Answer:

1. Failure of forestry in the primary sector would reduce the supply of wood pulp needed for paper.

2. Failure of paper mills or printing units would prevent raw materials from becoming textbooks.
3. Failure of transport services would stop paper from reaching printers and books from reaching schools.
4. Failure of banking or communication services could delay payments, orders and coordination.
5. Therefore, textbook production depends on the continuous cooperation of all three sectors.

10. “No economic sector can develop independently.” Justify the statement with an example.

Answer:

1. Consider cotton clothing, which begins with farmers growing cotton in the primary sector.
2. Textile factories in the secondary sector convert cotton into yarn, fabric and garments.
3. Banks may finance production, while transporters move materials and finished clothes.
4. Warehouses and retail shops store and sell the garments to consumers.
5. This chain shows that the output or service of each sector supports the activities of the others.

3.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers — Applied Type:

1. A group of vegetable farmers receives very low prices from middlemen. Using the AMUL model, suggest a solution.

Answer:

1. The farmers can establish a cooperative and collectively sell their vegetables.
2. The cooperative can create common facilities for sorting, grading, packing and cold storage.
3. Members can hire vehicles together and transport their produce directly to markets or retail shops.
4. They can collectively negotiate better prices and reduce their dependence on middlemen.
5. This arrangement can minimise wastage, lower individual expenses and increase farmers' incomes.

2. A village produces plenty of milk, but much of it spoils before reaching the town. Suggest five practical measures to solve the problem.

Answer:

1. The villagers can form a dairy cooperative to organise milk collection and sale.
2. They can establish nearby collection centres with refrigeration or chilling facilities.
3. The milk should be pasteurised and processed under hygienic conditions.
4. Refrigerated vehicles can transport it quickly to towns and retail outlets.
5. Surplus milk can be converted into butter, cheese, ghee or milk powder to reduce wastage.

3. Trace the journey of a cotton shirt through the three economic sectors.

Answer:

1. Farmers cultivate and harvest cotton as a primary-sector activity.
2. Textile factories convert cotton into yarn and fabric as secondary activities.
3. Garment units cut and stitch the fabric to produce shirts.
4. Transporters and warehouses move and store the finished shirts as tertiary activities.
5. Retail shops or online sellers make the shirts available to final consumers.

4. Your school wants to reduce paper waste. Prepare a five-point action plan based on the chapter.

Answer:

1. Students should use both sides of every sheet before discarding it.
2. Separate collection boxes should be placed in classrooms for used paper.
3. One-sided sheets can be reused for rough work, notices and classroom activities.
4. Collected waste paper should be sent to an authorised recycling unit.
5. Teachers and students should monitor paper consumption and conduct awareness campaigns about recycling.

5. A fruit-processing factory is proposed near a fruit-growing village. Explain how it could connect all three economic sectors.

Answer:

1. Farmers would grow and supply fruits as part of the primary sector.
2. The factory would convert fruits into juice, jam or dried products in the secondary sector.
3. Banks could provide loans, while transporters would move fruits and finished products.
4. Warehouses would store the products, and shops would sell them to consumers.
5. The project could reduce fruit wastage and create income and employment in the village.

6. A flood blocks the main road connecting farms, factories and markets. Explain its likely economic effects.

Answer:

1. Farmers may be unable to transport milk, vegetables and other perishable produce to markets.
2. Factories may not receive raw materials and may be forced to reduce or stop production.
3. Finished goods may remain in factories or warehouses instead of reaching shops.
4. Consumers may face shortages and increased prices for essential products.
5. Alternative transport routes and emergency storage facilities would be required to restore the supply chain.

7. A dairy cooperative wants to expand its products to other countries. Suggest five steps it should take.

Answer:

1. It should maintain strict quality and hygiene standards during milk collection and processing.
2. It should pasteurise and package its products properly to increase safety and storage life.
3. The cooperative should study international demand and follow the importing countries' regulations.
4. It should arrange reliable shipping, air transport and cold-chain facilities.
5. It should use branding, communication and marketing services to attract international consumers.

8. A carpenter plans to start a furniture production unit. Identify the support required from the three sectors.

Answer:

1. The primary sector must supply wood or other suitable natural raw materials.
2. The secondary sector will use tools and machinery to convert the wood into furniture.
3. Banks can provide loans for purchasing equipment and establishing the production unit.
4. Transporters and warehouses can move and store raw materials and completed furniture.
5. Retail shops and online platforms can advertise and sell the furniture to consumers.

9. A farming village has good crop production but earns very little income. Suggest five tertiary services that could improve its economy.

Answer:

1. Banking services can provide affordable loans for better seeds, irrigation and equipment.
2. Warehouses and cold-storage centres can protect crops from spoilage after harvesting.
3. Reliable transportation can connect the village with larger and more profitable markets.
4. Communication services can provide information about prices, weather and consumer demand.
5. Retail and digital marketing services can help farmers sell directly to consumers.

10. Plan the production and distribution of notebooks using all three economic sectors.

Answer:

1. The primary sector supplies wood fibres or other raw materials required for making paper.
2. Paper mills process the fibres into sheets, while factories cut and bind them into notebooks.
3. Banks provide financial assistance to paper mills, printing units and distributors.
4. Transporters and warehouses move and store the notebooks safely.
5. Retail shops and online sellers distribute the notebooks to students and schools.

3.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple-Choice Questions:

1. Which characteristic best identifies a primary-sector activity?

- A. It provides professional services.
- B. It obtains products directly from nature.
- C. It sells finished goods to consumers.
- D. It transforms raw materials into finished products.

Answer: B. It obtains products directly from nature.

2. Which sequence correctly represents the journey of cotton into a shirt?

- A. Retail shop → Cotton farm → Textile factory
- B. Textile factory → Cotton farm → Retail shop
- C. Cotton farm → Textile factory → Retail shop
- D. Cotton farm → Retail shop → Textile factory

Answer: C. Cotton farm → Textile factory → Retail shop

3. A worker extracts iron ore, another converts it into steel, and a dealer sells a car made from the steel. Their sectors are respectively:

- A. Primary, secondary and tertiary
- B. Secondary, primary and tertiary
- C. Primary, tertiary and secondary
- D. Tertiary, secondary and primary

Answer: A. Primary, secondary and tertiary

4. Which pair contains only primary-sector activities?

- A. Mining and fishing
- B. Banking and agriculture
- C. Forestry and furniture making
- D. Fishing and food processing

Answer: A. Mining and fishing

5. Which activity does not belong to the secondary sector?

- A. Constructing a bridge
- B. Producing electricity
- C. Processing tea leaves
- D. Providing medical treatment

Answer: D. Providing medical treatment

6. Why is the tertiary sector known as the service sector?

- A. It extracts resources from nature.
- B. It mainly provides different kinds of services.
- C. It produces only agricultural goods.
- D. It manufactures goods in factories.

Answer: B. It mainly provides different kinds of services.

7. Which activity represents both transformation and value addition?

- A. Extracting coal from a mine
- B. Catching fish from the sea
- C. Converting wood into furniture
- D. Transporting furniture to a shop

Answer: C. Converting wood into furniture

8. A farmer obtains milk from cows and converts it into cheese at a processing unit. The two activities belong respectively to:

- A. Secondary and tertiary sectors
- B. Primary and secondary sectors
- C. Tertiary and primary sectors
- D. Primary and tertiary sectors

Answer: B. Primary and secondary sectors

9. Which tertiary activity connects producers most directly with final consumers?

- A. Mining
- B. Manufacturing
- C. Retailing
- D. Forestry

Answer: C. Retailing

10. What was the main purpose of establishing AMUL?

- A. To import milk from foreign countries
- B. To make farmers independent of middlemen
- C. To stop farmers from keeping livestock
- D. To replace milk with other beverages

Answer: B. To make farmers independent of middlemen

11. Who advised the milk producers of Anand to form a cooperative?

- A. Mahatma Gandhi
- B. Dr. B. R. Ambedkar
- C. Sardar Vallabhbhai Patel
- D. Jawaharlal Nehru

Answer: C. Sardar Vallabhbhai Patel

12. AMUL was established in 1946 under the leadership of:

- A. Tribhuvandas Patel and Dr. Varghese Kurien
- B. Sardar Patel and Mahatma Gandhi
- C. Varghese Kurien and Jawaharlal Nehru
- D. Tribhuvandas Patel and Dr. B. R. Ambedkar

Answer: A. Tribhuvandas Patel and Dr. Varghese Kurien

13. Which feature is most closely associated with a cooperative?

- A. Ownership by a single middleman
- B. Decisions made collectively by members
- C. Dependence on foreign companies
- D. Profits reserved for one person

Answer: B. Decisions made collectively by members

14. What was a major difficulty faced by Anand's milk producers before AMUL?

- A. Milk could not be obtained from livestock.
- B. Milk spoiled quickly, forcing farmers to depend on middlemen.
- C. Consumers refused to purchase dairy products.
- D. Farmers received extremely high prices for milk.

Answer: B. Milk spoiled quickly, forcing farmers to depend on middlemen.

15. Pasteurisation is best described as:

- A. Freezing milk permanently
- B. Adding chemicals to milk
- C. Heating milk to kill harmful bacteria
- D. Converting milk directly into butter

Answer: C. Heating milk to kill harmful bacteria.

16. Which chain correctly shows the sectors involved in dairy production?

- A. Milking cows → Processing milk → Retail sale
- B. Retail sale → Processing milk → Milking cows
- C. Processing milk → Milking cows → Retail sale
- D. Retail sale → Milking cows → Processing milk

Answer: A. Milking cows → Processing milk → Retail sale

17. Which of the following would be affected first if transportation of fresh milk stopped?

- A. Coal mines
- B. Dairy processing centres
- C. Textile factories
- D. Software companies

Answer: B. Dairy processing centres

18. A warehouse belongs to the tertiary sector because it:

- A. extracts products from nature.
- B. manufactures products from raw materials.
- C. provides a storage service for goods.
- D. grows agricultural crops.

Answer: C. It provides a storage service for goods.

19. Which situation best illustrates interdependence among economic sectors?

- A. A farmer consumes all the vegetables grown at home.
- B. Wood is collected, converted into furniture and sold in a shop.
- C. A student reads a book at home.
- D. A person walks to a nearby park.

Answer: B. Wood is collected, converted into furniture and sold in a shop.

20. In textbook production, which activity belongs to the primary sector?

- A. Printing the pages
- B. Binding the textbook
- C. Obtaining wood fibres from trees
- D. Selling the textbook

Answer: C. Obtaining wood fibres from trees.

21. Consider the following statements:

1. The primary sector obtains resources directly from nature.

2. The secondary sector provides only healthcare and education.
3. The tertiary sector supports production and distribution.

Which statements are correct?

- A. 1 only
- B. 1 and 2 only
- C. 1 and 3 only
- D. 2 and 3 only

Answer: C. 1 and 3 only

22. Which of the following is incorrectly matched?

- A. Forestry — Primary sector
- B. Automobile manufacturing — Secondary sector
- C. Banking — Tertiary sector
- D. Fishing — Secondary sector

Answer: D. Fishing — Secondary sector

23. If one tonne of recycled paper saves 17 trees, how many trees can be saved by recycling four tonnes?

- A. 34
- B. 51
- C. 68
- D. 85

Answer: C. 68

24. Producing recycled paper requires 70% less energy than producing new paper. If new paper requires 100 units of energy, recycled paper requires:

- A. 20 units
- B. 30 units
- C. 70 units
- D. 170 units

Answer: B. 30 units

25. Which activity would most directly reduce farmers' dependence on middlemen?

- A. Selling products collectively through a cooperative
- B. Reducing the quantity of farm produce
- C. Avoiding storage and transportation facilities
- D. Selling only to the nearest middleman

Answer: A. Selling products collectively through a cooperative

26. Which is the most likely consequence if warehouses suddenly stop functioning?

- A. Natural resources will disappear immediately.
- B. Factories will no longer require raw materials.
- C. Goods may be damaged or unavailable when required.
- D. All primary-sector activities will become tertiary activities.

Answer: C. Goods may be damaged or unavailable when required.

27. A mobile application connects farmers directly with customers and arranges home delivery. The application and delivery service belong mainly to the:

- A. Primary sector
- B. Secondary sector
- C. Tertiary sector
- D. Agricultural sector only

Answer: C. Tertiary sector

28. Which option shows value addition at every major stage?

- A. Tree → Wood pulp → Paper → Printed book
- B. Printed book → Tree → Paper → Wood pulp

C. Paper → Tree → Printed book → Wood pulp

D. Wood pulp → Printed book → Tree → Paper

Answer: A. Tree → Wood pulp → Paper → Printed book

29. If the price paid by middlemen is ₹30 per litre and a cooperative pays ₹40 per litre, how much more will a farmer earn by selling 50 litres to the cooperative?

A. ₹100

B. ₹250

C. ₹500

D. ₹2,000

Answer: C. ₹500

30. Which conclusion can be drawn from the examples of AMUL and textbook production?

A. The three economic sectors function completely independently.

B. Only primary activities contribute to economic prosperity.

C. Production and distribution require cooperation among different sectors.

D. Tertiary activities are unnecessary when factories exist.

Answer: C. Production and distribution require cooperation among different sectors.

3.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

Best Practices for Teaching “Economic Activities Around Us”:

(1) Use familiar local examples:

Explain the three sectors using nearby farms, fishing activities, dairy cooperatives, factories, banks, shops, hospitals and transport services.

(2) Create a three-sector classification activity:

Provide cards showing different occupations and activities, and ask students to classify them into primary, secondary and tertiary sectors.

(3) Teach through product-journey mapping:

Let students trace the journey of products such as milk, cotton clothes, furniture or textbooks from raw material to final consumer.

(4) Use the AMUL cooperative as a case study:

Discuss the problems faced by Anand’s milk producers, the role of middlemen and how collective action improved farmers’ livelihoods.

(5) Conduct a neighbourhood economic survey:

Ask students to observe economic activities around their homes and record the occupation, sector, product or service and dependence on other sectors.

(6) Use flowcharts to show interdependence:

Encourage students to prepare flowcharts such as:

Dairy farmer → Milk-processing factory → Transporter → Retail shop → Consumer.

(7) Organise collaborative group learning:

Divide the class into primary, secondary and tertiary-sector groups and ask each group to explain its role in producing and distributing a chosen product.

(8) Include role-play and simulation:

Assign roles such as farmer, factory owner, transporter, banker, retailer and consumer so that students understand how the sectors cooperate.

(9) Integrate environmental responsibility:

Connect textbook production with paper recycling and encourage students to conserve paper, water, energy and forest resources.

- (10) Use maps, pictures and short videos:**
Show images or videos of farms, mines, factories, dairy plants, warehouses and retail stores to make unfamiliar activities easier to understand.
- (11) Promote higher-order questioning:**
Ask questions such as, “What would happen if transportation stopped?” or “How would factories function without raw materials?”
- (12) Apply continuous assessment:**
Use short quizzes, exit slips, oral questioning, classification worksheets and concept maps to check understanding throughout the lesson.

3.16 Innovations Opportunity List from the Chapter: (12 Ideas)

Innovations in Teaching–Learning “Economic Activities Around Us”:

- (1) Interactive Digital Sector Map:**
Students can create a digital map of their neighbourhood and tag farms, shops, banks, factories, hospitals and transport services according to their economic sectors.
- (2) “Journey of a Product” Video Project:**
Student groups can prepare short videos or photo stories showing the journey of milk, cotton, paper or vegetables from the producer to the consumer.
- (3) Mini Classroom Economy Simulation:**
Transform the classroom into a small economy by assigning students the roles of farmers, manufacturers, bankers, transporters, retailers and consumers.
- (4) QR-Code Learning Stations:**
Place QR codes at different classroom stations linking to pictures, videos, puzzles and questions about the primary, secondary and tertiary sectors.
- (5) Virtual Dairy Cooperative:**
Students can create a model dairy cooperative, decide milk prices, calculate farmers’ earnings, plan processing and select suitable transport and marketing methods.
- (6) Economic-Sector Board Game:**
Design a board game in which students move a product through raw-material collection, manufacturing, transportation, warehousing and retailing stages.
- (7) Augmented Product Labels:**
Students can attach labels to everyday objects showing their raw material, production process, economic sectors involved and route to the consumer.
- (8) Sector Interdependence Web:**
Give each student an occupation card and connect related occupations using coloured threads to form a visual web of economic interdependence.
- (9) Paper-Recycling Innovation Challenge:**
Groups can design practical ideas to reduce, reuse and recycle paper in school and calculate the possible savings in trees, water and energy.
- (10) Student Podcast or Newsroom**
Students can produce a short podcast or mock news report about AMUL, cooperatives, economic sectors or a disruption in a product’s supply chain.
- (11) Gamified Digital Quiz:**
Use a digital quiz with picture-based classification, product-journey sequencing, puzzles and real-life problem-solving questions.
- (12) “What If?” Problem-Solving Lab:**
Present situations such as a transport strike, factory closure or crop failure and ask groups to predict how each economic sector would be affected.

3.17: Practicing Questions/Question Bank:**A. Fill in the Blanks:**

1. Activities that create monetary value are called _____ activities.
Answer: Economic
2. Agriculture, fishing and mining belong to the _____ sector.
Answer: Primary
3. The sector that converts raw materials into useful products is the _____ sector.
Answer: Secondary
4. Banking and transportation belong to the _____ sector.
Answer: Tertiary
5. The tertiary sector is also called the _____ sector.
Answer: Service
6. AMUL stands for Anand Milk _____ Limited.
Answer: Union
7. AMUL was established in _____.
Answer: 1946
8. Sardar Vallabhbhai Patel advised the milk producers to form a _____.
Answer: Cooperative
9. The process of heating milk to kill harmful bacteria is called _____.
Answer: Pasteurisation
10. Recycling one tonne of paper saves approximately _____ trees.
Answer: 17

B. One-Mark Questions:

1. **What are economic activities?**
Answer: Activities that create monetary value and help people earn a livelihood are called economic activities.
2. **Name the three economic sectors.**
Answer: The three economic sectors are primary, secondary and tertiary.
3. **What is the primary sector?**
Answer: The primary sector includes activities that obtain goods or raw materials directly from nature.
4. **Give two examples of secondary activities.**
Answer: Manufacturing cloth and constructing buildings are examples of secondary activities.
5. **What is another name for the tertiary sector?**
Answer: The tertiary sector is also known as the service sector.
6. **Who are middlemen?**
Answer: Middlemen purchase goods from producers and sell them to consumers.

7. What is a cooperative?

Answer: A cooperative is a voluntarily formed group whose members work collectively to meet common needs.

8. Who were the two main leaders associated with AMUL?

Answer: Tribhuvandas Patel and Dr. Varghese Kurien were the main leaders associated with AMUL.

9. What is retail?

Answer: Retail is the sale of goods in small quantities directly to final consumers.

10. What is a warehouse?

Answer: A warehouse is a large building used to store products before they are sold or used.

C. Two-Mark Questions:**1. What is the primary sector? Give one example.**

Answer:

1. The primary sector obtains goods and raw materials directly from nature.
2. Agriculture is an example of a primary-sector activity.

2. What is the secondary sector? Give one example.

Answer:

1. The secondary sector processes raw materials into useful products.
2. Converting cotton into cloth is a secondary-sector activity.

3. Why is the tertiary sector called the service sector?

Answer:

1. It provides services rather than extracting or manufacturing goods.
2. Banking, healthcare, transportation and education are examples of these services.

4. Why did the milk producers of Anand depend on middlemen?

Answer:

1. Milk spoiled quickly, and farmers found it difficult to transport it to markets.
2. Therefore, they sold it in bulk to middlemen, often at very low prices.

5. State two benefits of paper recycling.

Answer:

1. Recycling one tonne of paper saves approximately 17 trees and landfill space.
2. It uses about 70% less energy and water than producing paper from fresh wood pulp.

6. How does transportation support farmers?

Answer:

1. Transportation carries seeds, fertilisers and equipment to farms.

2. It also moves farm produce quickly from farms to markets and factories.

D. Three-Mark Questions:

1. Explain the primary sector with examples.

Answer:

1. The primary sector includes activities that depend directly on nature.
2. Agriculture, fishing, forestry, mining and livestock rearing belong to this sector.
3. It supplies raw materials and products such as cotton, wood, minerals, milk and fish.

2. Explain the secondary sector with examples.

Answer:

1. The secondary sector transforms raw materials into useful products.
2. It includes manufacturing, construction, electricity production and water supply.
3. Making furniture from wood and cloth from cotton are secondary activities.

3. Explain the tertiary sector with examples.

Answer:

1. The tertiary sector provides services to people and the other economic sectors.
2. Banking, transportation, education, healthcare and communication belong to this sector.
3. These services support the production, distribution and sale of goods.

4. How did AMUL help the milk producers of Anand?

Answer:

1. AMUL allowed milk producers to manage collection, processing and sale collectively.
2. It reduced their dependence on middlemen and helped them receive fairer prices.
3. Shared responsibilities and increased sales gradually improved their incomes.

5. Explain the interdependence of the three sectors using milk production.

Answer:

1. Obtaining milk from cows and buffaloes is a primary activity.
2. Processing milk into butter, cheese or milk powder is a secondary activity.
3. Transporting and selling dairy products are tertiary activities.

6. How are the three sectors involved in textbook production?

Answer:

1. Forestry supplies wood fibres for making paper through the primary sector.
2. Paper mills and printing units manufacture textbooks in the secondary sector.
3. Transporters, warehouses and shops distribute them through the tertiary sector.

E. Five-Mark Questions:**1. Differentiate among the primary, secondary and tertiary sectors.**

Answer:

1. The primary sector obtains goods and raw materials directly from nature.
2. Agriculture, mining, fishing, forestry and livestock rearing are primary activities.
3. The secondary sector processes raw materials into useful products.
4. The tertiary sector provides services such as banking, transportation and retailing.
5. The three sectors perform different functions but depend on one another.

2. Describe the establishment and growth of AMUL.

Answer:

1. The milk producers of Anand faced low prices and exploitation by middlemen.
2. Sardar Vallabhbhai Patel advised them to establish a cooperative.
3. AMUL was formed in 1946 under Tribhuvandas Patel and Dr. Varghese Kurien.
4. Its members collectively managed milk collection, processing and distribution.
5. AMUL later produced several dairy products and sold them across India and abroad.

3. Explain how all three sectors are involved in making and selling cotton clothes.

Answer:

1. Farmers cultivate cotton as a primary-sector activity.
2. Textile factories convert cotton into yarn and fabric.
3. Garment units stitch the fabric into clothes as a secondary activity.
4. Transporters and warehouses move and store the finished clothes.
5. Retailers sell them to consumers through tertiary-sector activities.

4. A village produces plenty of milk, but much of it spoils before reaching the market. Suggest a solution.

Answer:

1. The milk producers should form a cooperative to organise collection and sale.
2. Collection centres with chilling facilities should be established near the farms.
3. The milk should be pasteurised and processed under hygienic conditions.
4. Refrigerated vehicles should transport it quickly to shops and markets.
5. Surplus milk can be converted into butter, ghee, cheese or milk powder.

5. Explain the importance of recycling paper.

Answer:

1. Recycling converts used paper into new and useful paper products.
2. Recycling one tonne of paper saves approximately 17 trees.
3. It also saves about 2.5 cubic metres of landfill space.
4. It requires about 70% less energy and water than making paper from fresh wood pulp.
5. Therefore, recycling conserves natural resources and protects the environment.

6. What would happen if transportation services stopped for several days?

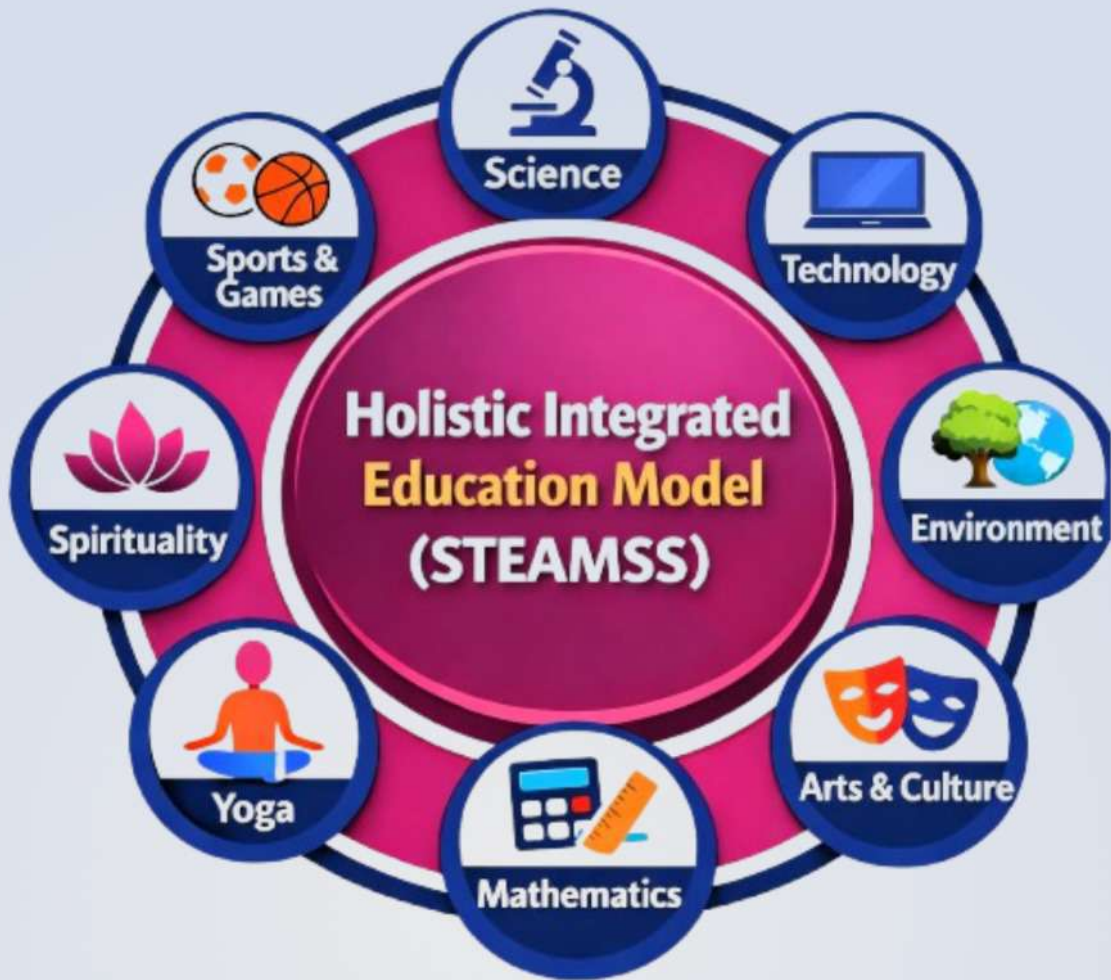
Answer:

1. Farmers would be unable to deliver perishable produce to markets before it spoiled.
2. Factories would not receive the raw materials required for production.
3. Finished goods would remain in factories and warehouses.
4. Shops would face shortages, and product prices might increase.
5. This situation shows how strongly all economic sectors depend on tertiary services.



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