

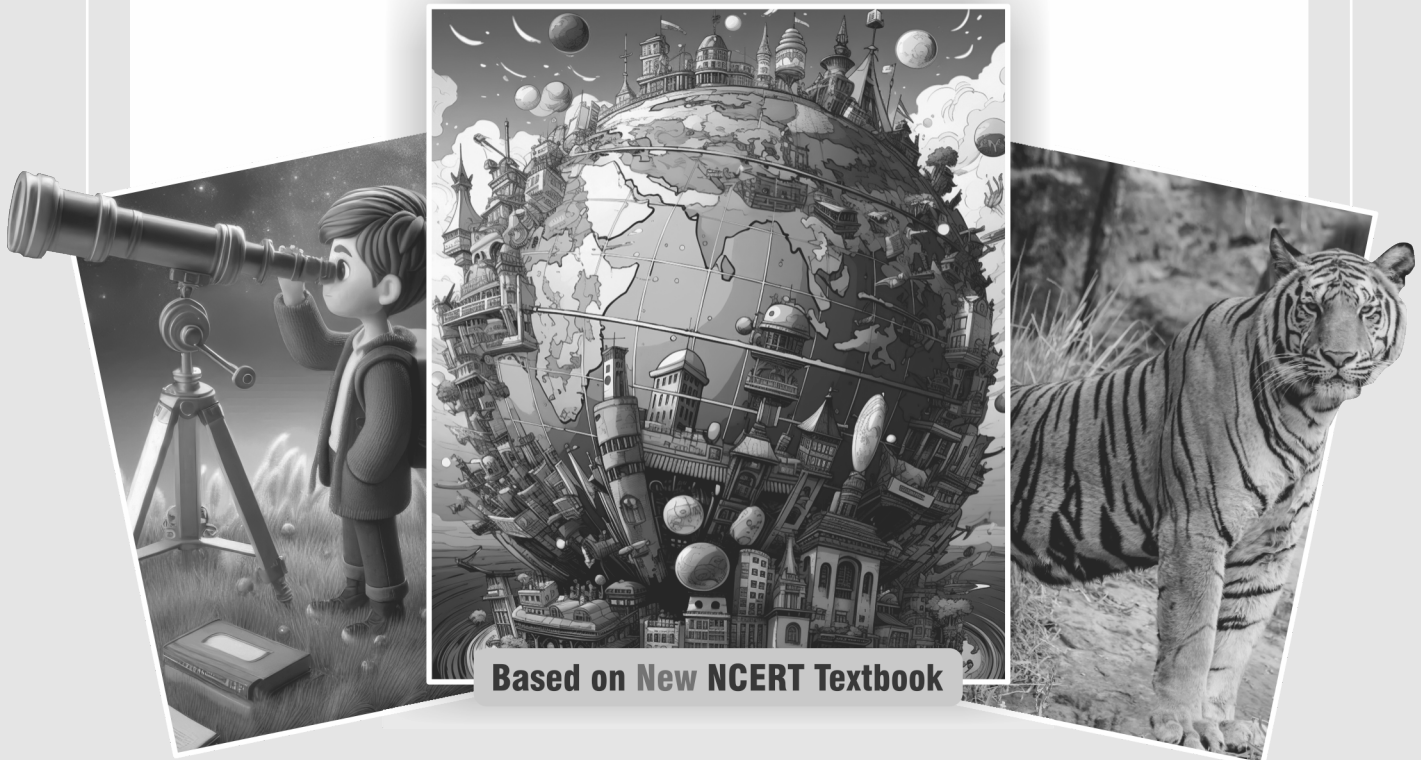
MASTERMIND

Class

6

SOCIAL STUDIES

Exploring Society
India And Beyond



Based on New NCERT Textbook

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SST Grade 6 Answer Key

Ch- 1: Locating Places on the Earth

NCERT CORNER

1. Sample Answer

(a)

The hospital should be marked using the given symbol in the legend (usually a red cross or 'H'). Locate that symbol on the map and circle/label it.

(b)

Blue-coloured areas represent water bodies such as rivers, lakes, or ponds.

(c) The correct answer will depend on the map, but generally:

2. Class Activity (Map Drawing)

Students should draw a simple map of the school and nearby roads, showing directions and landmarks.

This activity helps develop spatial understanding and map-reading skills.

2. Rectangle & Scale Activity

Given:

Length = 40 m, Width = 30 m

Scale = 1 cm = 10 m

So, drawing dimensions:

Length = 4 cm, Width = 3 cm

3. Now diagonal using concept (Pythagoras):

$$\text{Diagonal} = \sqrt{40^2 + 30^2} = \sqrt{1600 + 900} = \sqrt{2500} = 50 \text{ m}$$

On map:

50 m = 5 cm

Final Answer: Diagonal = 5 cm on map

Identify correct and incorrect statements

- (a) Market is north of the hospital → **Correct**
- (b) Museum is southeast of the bank → **Correct**
- (c) Railway station is northwest of the hospital → **Correct**
- (d) Lake is northwest of the apartment block → **Incorrect**

4.

The direction of my home from school depends on its actual location. For example, if my home is towards the rising sun, it is in the east direction. Such activities help us understand real-life use of directions and maps.

5. You simply repeat the same symbols/moves as given in the example (activity-based, no fixed written answer).

6. Latitude & Longitude (approx values)

- Mumbai: 19°N, 73°E
- Kolkata: 22°N, 88°E
- Singapore: 1°N, 104°E
- Paris: 49°N, 2°E

7. Difference in time (Porbandar & Tinsukia)

- Longitude difference = **30°**
- Time difference = 30×4 minutes = **120 minutes = 2 hours**

Answer: Tinsukia is about 2 hours ahead of Porbandar.

That's why it becomes dark earlier in Assam.

8. Local time is based on the position of the sun at a particular place, so it changes from place to place.

Standard time is fixed for a whole country using one standard meridian (in India, 82°30'E).

In Gujarat, the sun sets later, while in Assam it sets earlier. But both follow the same IST, so the time difference is adjusted.

Questions, Activities and Projects

1.

Do using scale (activity-based). No fixed answer.

2. India is 5 hours 30 minutes ahead of London because of difference in longitudes.

3. To make maps easy to read, understand, and represent many features clearly.

4. Activity-based (student's own answer).

5. Already explained above—write in paragraph form.

6. Longitudes same → No difference in local time (0 minutes)

7.

- All parallels of latitude have same length → False
- Meridian length is half of Equator → True
- South Pole latitude is 90°S → True
- Assam local time = IST → False
- Time zone lines = meridians → False
- Equator is a parallel → True

8. Crossword Answers

Across:

1. Scale
2. Globe
3. Equator
4. Greenwich
5. Map
6. Latitude

Down:

2. Longitude
3. Coordinates
6. Grid
7. IST
9. North Pole
11. IDL

Test Trekker

A. Tick the correct options

1. Equator
2. Compass rose
3. 24
4. Greenwich
5. Locate places

B. Fill in the Blanks

1. Prime Meridian
2. Scale
3. Intermediate
4. Prime
5. Parallels

C. True or False

1. False
2. True
3. False
4. False
5. False

D. Match the Columns

- 1 → e (0°)
- 2 → a (0° Longitude)
- 3 → b (Shows symbols)
- 4 → c (Horizontal lines)
- 5 → d (Vertical lines)

E. Very Short Answer Questions

1. The four cardinal directions are North, South, East, and West.
2. A map legend explains the meaning of symbols used on a map.
3. The line of 0° latitude is called the Equator.
4. Latitudes and longitudes help to locate places accurately on Earth.
5. India follows IST (Indian Standard Time).

F. Short Answer Questions

1. Maps are easy to carry and can show detailed information of small areas. They are more practical for daily use compared to globes.
2. A grid system is formed by intersecting lines of latitude and longitude. It helps in locating exact positions on Earth.
3. Latitudes are horizontal lines measuring distance north or south of the Equator. Longitudes are vertical lines measuring distance east or west of the Prime Meridian.
4. Time zones standardise time in different regions, making communication, travel, and business easier worldwide.
5. The Equator divides Earth into Northern and Southern Hemispheres, while the Prime Meridian divides it into Eastern and Western Hemispheres and helps in time calculation.

G. Long Answer Questions

1. A map has three main components: distance (scale), direction, and symbols. The scale shows the relationship between map distance and real distance. Direction is indicated using a compass rose. Symbols represent features like rivers, roads, and buildings. These components make maps easy to understand and useful for navigation and study.

2. A time zone is a region where the same standard time is followed. The Earth is divided into 24 time zones based on longitudes. India follows IST, which is based on 82.5°E longitude. This longitude passes near Mirzapur in Uttar Pradesh. It ensures uniform time across the country.
3. Coordinates are formed by latitudes and longitudes. Latitudes tell how far north or south a place is, while longitudes tell how far east or west it is. Together, they form a grid system. This system helps in pinpointing exact locations on Earth. It is widely used in maps, GPS, and navigation.
4. Ancient Indian scholars made significant contributions to astronomy and geography. Ujjain was considered a prime meridian in ancient India. Scholars like Varāhamihira studied stars and planetary movements. Texts like Surya Siddhanta explained eclipses and Earth's shape. These contributions helped in scientific mapping and time calculation.
5. The International Date Line is an imaginary line near 180° longitude. It helps in maintaining the correct date across the world. When crossed, the date changes by one day. It is important for global travel, communication, and timekeeping. It ensures consistency in the calendar system worldwide.

Competency-Based Questions

1. Assertion–Reason

Correct Answer: (a)

Both A and R are true, and R explains A.

2. Source-Based

1. Ujjain
2. Varāhamihira studied stars and planetary movements to calculate time and positions.

Ch – 2 : Oceans and Continents

NCERT CORNER

1. The circular lines are latitudes, and the rotating lines are longitudes.
2. The Southern Hemisphere holds more water because it contains large ocean areas. The Northern Hemisphere has more land.
3. About 71% of Earth is water, and 29% is land. The Southern Hemisphere has more water than land.
4. Yes, all oceans are interconnected and form one continuous water body.
- 5.

Ocean	Northern Hemisphere	Southern Hemisphere
Pacific Ocean	✓	✓
Atlantic Ocean	✓	✓
Indian Ocean	✓	✓
Southern Ocean	✗	✓
Arctic Ocean	✓	✗

6. Asia is the largest, and Australia is the smallest continent.
7. North America is larger than South America. Africa is larger than North America. Antarctica is larger than Australia.
8. Europe and Asia together form **Eurasia**, the largest landmass on Earth.
9. Australia → Europe → Antarctica → South America → North America → Africa → Asia

Questions, Activities and Projects

1.

(a) Continent

A continent is a large landmass on Earth.

(b) Ocean

An ocean is a vast body of salt water.

(c) Island

An island is land surrounded by water on all sides.

4. Crossword

Across

1. Oxygen
2. Continent
3. Asia
4. Plastic
5. Antarctica

Down

2. Greenland
3. Tsunami
4. Australia
5. Pacific
6. Island

TEST TREKKER

A. Tick the correct options

1. d. Pacific Ocean
2. c. 71%
3. c. Water bodies
4. c. Africa
5. d. Mediterranean

B. Fill in the blanks

1. Blue
2. 29%

3. Southern
4. Pacific
5. Australia

C. Match the Columns

- 1 → b (Largest and deepest ocean)
2 → c (Surrounds the North Pole)
3 → a (Warm ocean near India)
4 → e (Sahara Desert and Nile River)
5 → d (Amazon Rainforest and Andes)

D. True or False

1. True
2. False
3. False
4. True
5. False

E. Very Short Answers

1. Arctic Ocean
2. Pacific Ocean
3. About 2.5%
4. South America
5. Water

F.

1. Earth is called the Blue Planet because most of its surface is covered with water, which appears blue from space.
2. Oceans absorb heat and regulate temperature. They also help in rainfall through evaporation.
3. Only a small portion of Earth's water is fresh, and most of it is frozen or underground, making it limited.
4. Pollution and overfishing are major threats to oceans.

5. Areas near oceans have moderate climate, while inland areas face extreme temperatures.

G.

1. The Pacific Ocean is the largest and deepest. The Atlantic Ocean is important for trade. The Indian Ocean influences monsoon winds. The Southern Ocean surrounds Antarctica. The Arctic Ocean is the smallest and coldest. These oceans support marine life and regulate climate.

2. Continents provide land for settlement, agriculture, and resources. They support human civilisation and cultural development. Different continents have different climates and lifestyles. They also influence economic activities. Human history is shaped by continents.

3. Oceans provide water and regulate climate, while continents provide land and resources. Together they support life on Earth. Oceans influence rainfall, and continents support ecosystems. This balance is essential for survival.

4. Tsunamis are huge sea waves caused by underwater earthquakes or volcanic eruptions. They travel very fast and can cause great destruction. They damage coastal areas, homes, and lives. Early warning systems help reduce damage.

5. Water should be used wisely and not wasted. Pollution in oceans must be reduced. Plastic use should be controlled. Awareness and conservation programs should be promoted. Protecting water ensures a better future.

Competency-Based Questions

Assertion–Reason

Answer: (c) A is true, R is false

Source-Based

1. A powerful undersea earthquake near Sumatra
2. Development of early warning systems and international cooperation

Skill Booster Zone

Communication

Oceans are the lungs of our planet as they produce oxygen and regulate the climate. Protecting oceans is necessary for life on Earth.

Social & Life Skills

Students can save water by turning off taps, using water carefully, and spreading awareness in school and at home.

Ch- 3 Landforms and Life

NCERT CORNER

1. sample answer

The landscape around the school may include plains, roads, buildings, and fields. The landscape can change within a few kilometres, depending on natural features such as hills, rivers, and vegetation.

2. sample answer

During a journey, we may see different landforms such as plains, hills, rivers, and plateaus. Each region has its own features and lifestyle.

3. People living in the mountains face many challenges, such as harsh weather, landslides, and a lack of transport. Farming is difficult due to steep slopes. Access to education and healthcare is limited. Despite this, people live there because of natural beauty, tourism opportunities, and the availability of resources like forests and water. Their lifestyle is adapted to the environment.

4. Plateau – Tibetan Plateau, Mountain – Himalaya, Plain – Nile Plain.

5. Satellite image questions

- The Ganga plain appears green.
It represents snow-covered Himalayas.
- It represents mountains or dry land.

6. Rivers like the Ganga and Yamuna are considered sacred. Many religious activities and rituals are performed near them.

7. People use rivers for irrigation, fishing, transport, and religious activities. Rivers are important for both economic and cultural life.

8. Shimla – mountains, Rajasthan – desert, Kerala – coastal plains. Each place is linked to a specific landform.

Questions, Activities and Projects

1. Most cities and towns in India are located in the plains. These areas have fertile land, good transport, and a dense population.

2. sample answer

During the journey from Chhota Nagpur to Prayagraj and Almora, different landforms are seen. Chhota Nagpur has plateaus rich in minerals. Prayagraj lies in the fertile Ganga plains. Almora is located in the Himalayan mountains. Each region has distinct features, climate, and lifestyle. This shows diversity in landforms.

Test Trekker

A. Tick the correct option

1. a. River
2. c. Tibetan Plateau
3. c. Himalayas
4. c. Regur soil
5. b. Ganga Plain

B. Fill in the blanks

1. Mountains
2. volcanic
3. sediments
4. Mount Everest
5. Rajasthan

C. Match the Columns

- 1 → e (Spiritual mountain)
- 2 → d (Black cotton soil)
- 3 → a (Sacred river)
- 4 → b (Cultural desert traditions)
- 5 → c (Volcanic Plateau)

D. True or False

- 1. False
- 2. True
- 3. True
- 4. False
- 5. True

E.

- 1. Yak
- 2. A plateau is a flat elevated land.
- 3. Black (Regur) soil
- 4. Jog Falls
- 5. Ganga Plain

F.

- 1. Mountains are high with steep slopes and pointed peaks. They have a cold climate and a thin population.
- 2. Plateaus are rich in minerals due to volcanic activity and rock formations.
- 3. People adapt by wearing loose clothes, conserving water, and living near oases.
- 4. Floodplains are formed when rivers deposit sediments during floods.
- 5. Plains have fertile soil, flat land, and good transport, making them suitable for living.

G.

- 1. Mountains are high and rugged, with a cold climate and sparse population. Plateaus are flat elevated lands rich in minerals and used for mining. Plains are

flat and fertile, supporting agriculture and a dense population. Human life differs based on landforms. Each landform affects lifestyle, occupation, and settlement patterns.

2. Rivers help form plains by depositing fertile soil. They provide water for drinking, irrigation, and industries. Many civilisations developed near rivers. Rivers support transport and cultural activities.

3. India has mountains (Himalayas), plateaus (Deccan Plateau), plains (Ganga plains), and deserts (Thar Desert). Each has unique features. These landforms influence climate, vegetation, and human life.

4. The classification of landforms helps us understand how humans interact with nature. Different landforms offer different resources and challenges. This shows the relationship between the environment and human life.

5. Mountain regions face harsh climate, landslides, and poor transport. Farming is difficult due to slopes. People have limited access to facilities. Despite challenges, people adapt and continue to live there.

Competency-Based Questions

Assertion–Reason

Answer: (a) Both A and R are true, and R explains A.

Source-Based

1. Sagarmatha
2. It is considered sacred and linked with cultural beliefs.

Skill Booster Zone

Rivers are important as they provide water, support agriculture, and help in transport. They are also culturally significant.

Social & Life Skills

Ancient societies respected nature and used resources wisely. We should also conserve nature and live sustainably.

Ch- 4 Timeline and Sources Of History

NCERT CORNER

1. In the Gregorian calendar, there is no year 0. The year 1 BCE is immediately followed by 1 CE. So, fewer years pass between BCE and CE than expected.

2. To find the gap between BCE and CE, we add the years and subtract 1. For example, between 2 BCE and 2 CE: $2 + 2 - 1 = 3$ years.

3. Buddha was born about **2,583 years ago** (560 BCE to 2024 CE).

4. Students create a timeline from 1900 CE to the present and mark important family events. The 20th century is from 1901 to 2000.

5. Students collect information about three generations and present it in a table. Sources include elders, documents, and records.

6. The images may show tools, coins, inscriptions, or pottery. These help historians understand past life and activities.

7. Early humans hunted animals, gathered food, and used fire. They lived in groups for safety.

8. People started farming, domesticating animals, and living in settlements. This marked the beginning of civilisation.

Questions, Activities and Projects

1. Sample Answer

The history of a family or village can be studied using sources like stories, photographs, and documents. Elders provide oral information about past events. Written records like certificates and letters give details about people and places. Material sources like tools and houses also tell us about lifestyle. This helps us understand changes over time. It connects us to our roots.

3. Chronological Order

323 BCE → 323 BCE → 100 CE → 1900 BCE → 2024 CE

(Arrange properly:)

✓ 1900 BCE → 323 BCE → 100 CE → 2024 CE

Chandragupta (320 BCE)

- Century: 4th century BCE
- Before Buddha (~563 BCE): about 243 years after Buddha (so NOT before)

Rani of Jhansi (1828)

- Century: 19th century
- Years before 1947: 119 years

12,000 years ago → Date

Around 10,000 BCE

TEST TREKKER

A. Tick the correct options

1. a. Palaeontologist
2. c. Tool
3. a. BCE
4. c. Tools and buildings
5. c. Trade and rulers

B. Fill in the blanks

1. Coins
2. Palaeontologist
3. Timeline
4. Cave paintings
5. Artefacts

C. Match the Columns

- 1 → a (Palaeontologist)
- 2 → b (Archaeologist)
- 3 → c (Geologist)
- 4 → d (Material source)
- 5 → e (Oral source)

D. True or False

- 1. False
- 2. True
- 3. False
- 4. True
- 5. True

E. Very Short Answers

- 1. Songs
- 2. Archaeologist
- 3. Trade and rulers
- 4. A timeline shows events in chronological order
- 5. A fossil is the remains of ancient plants or animals

F.

- 1.** BCE means Before Common Era, and CE means Common Era. BCE counts years before year 1, while CE counts years after it.
- 2.** Inscriptions provide written records of past events, rulers, and achievements. They help historians understand history.
- 3.** Archaeologists dig sites carefully to find tools, pottery, and remains. They study these to understand past life.
- 4.** History helps us understand our past, culture, and development. It teaches lessons for the future.

5. Tools show how people lived, worked, and survived. They reveal skills and technology of early humans.

G.

1. Primary sources are original materials like tools, coins, and inscriptions. Secondary sources include books and writings based on primary sources. Primary sources give direct evidence, while secondary sources explain and interpret history. Both are important for understanding the past. They help historians build accurate knowledge.

2. Palaeontologists study fossils to understand ancient life. Archaeologists study tools and buildings. Geologists study rocks and layers. Together, they help reconstruct history. Their work provides scientific evidence of the past.

3. Oral traditions include stories, songs, and folklore. They preserve culture and history across generations. They are useful where written records are not available. They help understand beliefs and traditions.

4. Farming allowed humans to settle in one place. They grew crops and domesticated animals. This led to a stable food supply. Villages and civilizations developed. Life became more organized.

5. Early humans were nomads, moving for food. With farming, they settled permanently. This led to building homes and communities. Trade and culture developed. Civilizations began to grow.

Competency-Based Questions

Assertion–Reason

Answer: (a) Both A and R are true, and R explains A.

Source-Based

1. Tools and inscriptions

2. Inscriptions tell about people's lives and events

Skill Booster Zone

Communication

Learning about the past helps us understand our culture and identity. It teaches us lessons and helps us make better decisions.

Social & Life Skills

Early humans survived by working together and sharing resources. We can learn cooperation and teamwork from them.

Ch-5 : India, That is Bharat

NCERT CORNER – Let's Explore ()

1. Kashmir

2. Yes, the phrase is "India, that is Bharat".

3.

- Persian → **Hindu / Hindustan**
- Greek → **Indoi / Indike**
- Latin → **India**
- Chinese → **Yindu**
- Arabic & Persian → **Hindustan**
- English → **India**
- French → **Inde**

Questions, Activities and Projects

1. The quotation highlights that India has been known by different names over time. These names reflect how various cultures and people understood this land. Terms like Bharat, Jambudvipa, and Hindustan show India's cultural and geographical identity. Foreign travellers also gave their own names. This shows India's evolving identity shaped by history, language, and contact with other regions. It reflects unity in diversity.

2.

1. False
2. True
3. True
4. True
5. False

3. Naming India (imagination)

If I were born long ago, I might name India based on its rivers or culture, such as "Land of Rivers" or "Sacred Land." Names often reflect important features of the region.

4. People travelled to India for trade, especially spices, silk, and precious goods. Some came for knowledge and education. Others visited for religious purposes. Explorers came to discover new routes and lands. Some travellers were attracted by India's wealth and culture. These journeys helped in cultural exchange.

TEST TREKKER

A.

1. b. Land of seven rivers
2. b. Ashoka
3. b. Vishnu Purana
4. c. Persian records
5. c. Xuanzang

B.

1. Sindhu
2. Jambudvipa
3. Bharat
4. Tamil
5. Indoi

C.

- 1 → d (Buddhist cosmology)
- 2 → b (Vedic tribe)
- 3 → a (Constitution of India)
- 4 → e (Chinese traveller)
- 5 → c (Ashoka's edicts)

D.

1. False
2. True
3. False
4. True
5. True

E.

1. Land of seven rivers
2. Ganga
3. Indoi / Indike
4. Sage Vyasa (traditionally associated)
5. India

F.**1.**

Rivers provided water, fertile soil, and transport. They helped in the growth of early civilizations.

2. It represents India as a cultural and geographical unity. It was widely used in ancient texts.
3. Ashoka used the term 'Jambudvipa' in his inscriptions to describe India.
4. Chinese travellers called India 'Yindu' and saw it as a land of religion and learning.
5. Different names show how India's identity evolved through time due to culture, language, and contact with other regions.

G.

1. India was first called Sapta Sindhava in the Rig Veda, meaning land of seven rivers. Later, names like Bharatvarsha and Jambudvipa appeared in texts. Foreign travellers used names like Indoi and Hindustan. Over time, the name India became common. Today, the Constitution uses both India and Bharat. This shows historical continuity.
2. Names like Bharatvarsha reflect cultural unity. Jambudvipa shows religious and cosmological ideas. Indoi reflects Greek understanding. Hindustan shows Persian influence. Each name reveals how people viewed India differently.
3. Foreign languages changed pronunciation, like Sindhu becoming Hindu. Greeks used Indoi, and the Chinese used Yindu. These changes show linguistic influence on the naming of India.
4. Using both India and Bharat respects both modern and ancient identity. It shows continuity of history and culture.
5. India's rivers, mountains, and plains shaped its culture and identity. Different regions influenced traditions and lifestyles. This created a diverse yet unified identity.

Competency-Based Questions

Assertion–Reason

Answer: (c) A is true, R is false

Source-Based

1. India and Bharat
2. It shows unity of ancient and modern identity

Skill Booster Zone

Knowing historical names helps us understand our roots and cultural identity. It shows how India evolved over time.

Social & Life Skills

Names like Bharat and Jambudvipa teach us to respect our cultural heritage. They remind us of our history and traditions.

Ch- 6 : The Beginning Of Indian Civilisation

NCERT CORNER – Let's Explore

1. Farmers, traders, potters, bead makers, metal workers, builders, merchants, and craftsmen existed in Harappan society. These occupations supported urban life.
2. Dholavira → Gujarat
 - Harappa → Punjab (Pakistan)
 - Kalibangan → Rajasthan
 - Mohenjo-daro → Sindh (Pakistan)
 - Rakhigarhi → Haryana
3. We can interpret that Harappans had advanced knowledge of planning, trade, and water management, even without written records.

4. (Activity-based)

Students will measure and compare lengths—answers may vary.

5. Meals may include wheat bread, barley dishes, pulses, vegetables, and milk products.

6. Seals may represent trade marks, religious symbols, or identity signs of merchants.

Questions, Activities and Projects

1. The civilisation is called Harappan because Harappa was the first site discovered. It is also called Indus Valley Civilization as it developed near the Indus River. Indus-Sarasvati is used because many sites were found near the Sarasvati River.

2. The Harappan Civilization was one of the earliest urban civilizations. It had well-planned cities with straight roads, drainage systems, and strong brick houses. The people were skilled farmers growing wheat, barley, and cotton. They also domesticated animals like cattle and sheep. Trade was well developed, with goods exchanged with distant regions like Mesopotamia. Crafts such as pottery, bead-making, and metallurgy were advanced. The Great Bath and granaries show their architectural skills. They used standardized weights and measures for trade. Their drainage system shows concern for cleanliness. Even though the civilization declined, its achievements influenced later cultures.

3. Travelling on foot would take several days. Using carts or boats would be faster. Time estimates depend on distance and mode of transport.

4. They would be surprised by gas stoves, refrigerators, packaged food, and modern utensils.

5. Jewellery, pottery, tools, and ornaments still resemble modern items.

6. They show advanced water conservation and planning skills.

7. The large number of wells shows that people had easy access to water. It also indicates good planning and maintenance over time.

8. Harappans had a strong civic sense, shown by clean streets and drainage systems. Wastewater was properly managed. Public structures like wells were maintained. Compared to modern cities, their planning was more organised in some ways. However, today's cities are larger and more complex. Still, we can learn cleanliness and planning from them.

TEST TREKKER

A.

1. c. Mohenjo-daro
2. b. Steatite
3. c. Religious rituals
4. d. Dholavira
5. a. Cotton

B.

1. Mohenjo-daro
2. Mohenjo-daro
3. script
4. baked
5. Dholavira

C.

- 1 → b (Mohenjo-daro)
- 2 → e (Unicorn motif)
- 3 → c (Bronze figurine)
- 4 → d (Trade measurement)
- 5 → a (Harappan script symbols)

D.

1. True
2. False
3. True

4. False
5. True

E. Very Short Answers

1. Mohenjo-daro
2. Aryabhata
3. Baked clay
4. Covered Drain
5. Wheat

F. Short Answer Questions

1. Harappan towns had straight roads in a grid pattern and a proper drainage system. Houses were well planned and made of baked bricks.
2. Archaeologists believe the Great Bath was used for ritual bathing and religious purposes. It may have been a public bathing place.
3. Seals were used for trade and identification of goods. They also showed symbols of the Harappan script.
4. The Harappans grew crops like wheat, barley, and cotton. They also used irrigation and farming tools.
5. In Dholavira, water was managed using large reservoirs and channels. Rainwater was carefully stored for use.

G.

- 1.** Harappan cities were well planned with grid patterns. Roads crossed at right angles. Houses were made of baked bricks and had proper ventilation. Advanced drainage systems carried wastewater away. Public structures like the Great Bath and granaries were well constructed. Wells provided water supply. Cities like Mohenjo-daro and Dholavira show high urban planning.
- 2.** Harappans had advanced water and sanitation systems. They built wells for water supply and large reservoirs to store rainwater. Covered drains carried wastewater from houses to main drains. Regular cleaning and proper planning show they valued hygiene and efficient water management.

3. Harappans carried out trade using seals, which had animal figures and script for identification. These seals were used to mark goods. The dockyard at Lothal shows they had maritime trade with distant regions, proving a well-organised and active trading system.

4. Archaeologists found seals, pottery, tools, ornaments, and figurines. These objects show that Harappans were skilled craftsmen, traders, and artists. They had a writing system, followed cultural practices, and lived an organised and developed life.

5. The decline of the Harappan civilisation may have been caused by natural disasters like floods and earthquakes, drying of rivers, and climate change. These factors affected agriculture and living conditions, forcing people to leave cities and leading to the gradual decline.

Competency-Based Questions

Assertion–Reason

Answer: (a) Both true and R explain A

Source-Based

Ans: Seals show animal figures and script symbols and were likely used for trade.

Skill Booster Zone

Communication

Harappan cities were highly advanced with proper drainage, planning, and water systems. Their urban design was ahead of its time.

Social & Life Skills

We can learn cleanliness, water conservation, and planned living from the Harappans.

NCERT CORNER

Q1. A society where people can choose their leaders is called a democracy. In a democracy, people have the right to vote and participate in decision-making. This ensures that leaders are accountable and work for the welfare of the people. It promotes equality, freedom of expression, and justice. People feel responsible and connected to their nation.

If people cannot choose their leaders, it may lead to dictatorship or unfair rule. In such systems, leaders may misuse power, ignore people's needs, and suppress freedom. This can create inequality, fear, and dissatisfaction among citizens. Therefore, democracy is important for a fair and balanced society.

Q2. The Buddha is shown as calm, peaceful, and composed. His posture reflects meditation and inner balance. His facial expression shows wisdom and compassion. The depiction highlights his teachings of peace, non-violence, and self-control. It suggests that true happiness comes from inner understanding rather than external rituals.

Q3. In India, Buddhism is followed in states like Ladakh, Sikkim, Arunachal Pradesh, and Maharashtra.

Other countries where Buddhism is widely practiced include Sri Lanka, Thailand, China, Japan, Myanmar, and Nepal.

Q4. The panel is detailed and symmetrical, showing discipline and harmony. It often includes figures in peaceful poses, reflecting calmness and order. The striking feature is the emphasis on simplicity and balance.

The message it carries is non-violence (ahimsa), self-discipline, and spiritual purity. It teaches that one should live a simple life, avoid harming others, and focus on inner growth.

TEST TREKKER

A.

1. b. Sanskrit
2. c. Deep philosophical questions
3. d. 24th

4. c. Bhakti
5. d. “Ekam sat vipra bahudha vadanti”

B.

1. manuscripts
2. Upanishads
3. Eightfold Path
4. soul
5. Santhals and Bhils (*answers may vary by region*)

C.

- 1 → a (Vedic chant)
- 2 → b (Enlightened One)
- 3 → c (Jain value of simplicity)
- 4 → d (Stories of Buddha’s lives)
- 5 → e (Nature-based worship)

D.

1. True
2. False
3. True
4. False
5. False

E.

1. Rig Veda, Sama Veda
2. Sitting near a teacher (learning through discussion)
3. Siddhartha Gautama (the Buddha)
4. Non-violence / not harming any living being
5. Answers may vary (e.g., Dharti Mata, local deity)

F.

1. The Buddha taught the Four Noble Truths and the Eightfold Path. He promoted non-violence, compassion, and the middle path to overcome suffering.
2. The Upanishads moved focus from rituals to deep thinking and self-realisation. They encouraged questioning and understanding the truth.
3. Anekāntavāda is a principle of Jainism which means that truth has many sides. It teaches that no single viewpoint is complete. Different views can all be partly true.
4. Tribal traditions promoted nature worship, respect for environment, and community living, influencing Indian culture deeply.
5. Santhals and Bhils—both practice nature worship and community rituals.

G.

1. Jainism focuses on ahimsa (non-violence), aparigraha (non-possession), and anekāntavāda (many-sided truth). People practice these through simple living, avoiding harm to all beings, and respecting different viewpoints.
2. Folk and tribal traditions enriched Indian culture with storytelling, festivals, nature worship, and local customs. They blended with mainstream traditions, creating diversity and unity.
3. Both promoted non-violence and ethical living. Buddha taught the Middle Path and rejected extreme practices. Mahavira emphasised strict discipline and complete non-violence. Both aimed for liberation from suffering.

Competency-Based Questions

Assertion–Reason

Answer: (a) Both A and R are true, and R explains A

Source-Based

1. Purity does not come from rituals like bathing but from good actions and thoughts.

2. The Buddha did not support blind rituals; he valued inner goodness and conduct.

Skill Booster Zone

Communication

Non-violence is not just physical—it starts in thoughts and words. True peace begins within.

Social & Life Skills

Ahimsa can be practiced by being kind, avoiding hurtful words, helping others, and respecting all living beings.

Chapter 8 – Unity in Diversity (Many in the One)

NCERT CORNER

Q4. The sari is a perfect example of unity in diversity in India. It is worn by women across the country, showing a shared cultural identity. However, the style of wearing a sari differs from region to region. For example, it is worn differently in Maharashtra, Tamil Nadu, Gujarat, and Bengal. The fabrics, colours, and designs also vary based on local traditions and climate. Despite these differences, the sari remains a common traditional attire that connects women across India. It reflects how one cultural element can have many forms, yet still represent unity. Thus, the sari shows how diversity exists within a shared tradition.

Q6. It can be used as a blanket, curtain, baby carrier, or temporary bag.

Q7. Like the sari, the dhoti also shows unity in diversity as it is worn differently in different regions but remains a common traditional attire.

Questions, Activities and Projects

1.

The quotations highlight that India has many cultures, languages, and traditions, yet people are connected through shared values, stories, and beliefs.

Conclusion: India represents unity in diversity.

2.

- The Lion and the Rabbit → Intelligence is stronger than physical power.
- The Monkey and the Crocodile → Presence of mind saves life.

These stories are still relevant because they teach wisdom, honesty, and smart thinking.

3.

- Akbar–Birbal stories → Teach wit and justice
- Tenali Rama stories → Teach intelligence and humour

Message: Use wisdom in difficult situations.

TEST TREKKER

A.

1. c) Unity in Diversity
2. b) Pongal
3. c) 4,635
4. c) Sari
5. c) Lohri

B.

1. Unity
2. 25
3. common
4. dhoti
5. Ramayana, Mahabharata

C.

1. False
2. True

3. False
4. True
5. False

D.

- 1 → b (Tamil Nadu)
- 2 → c (Animal fables)
- 3 → d (Worn differently across India)
- 4 → a (Traditional male attire)
- 5 → e (Epic of Prince Rama)

E.

1. Unity in Diversity means different cultures living together in harmony.
2. Rice and wheat.
3. Sari.
4. Vishnu Sharma.
5. Pongal and Bihu.

F.

1. An Indian thali includes different dishes from various regions, showing diversity within one meal
2. Different regions use different spices, giving unique flavours to similar dishes.
3. The sari is worn across India in many styles, showing unity with regional diversity.
4. Migration mixes cultures, languages, and traditions, increasing diversity.
5. Ramayana and Mahabharata are called examples of shared roots because they come from the same cultural and religious traditions of ancient India.

G.

1. Food in India shows both unity and diversity. Common ingredients like rice and wheat are used across the country, but dishes differ from region to region. For example, rice is cooked as idli in the south, pulao in the north, and pakhala in the east. Spices and cooking styles vary based on climate and culture. Despite these differences, food connects people through shared traditions and values like hospitality and community eating. Thus, Indian food reflects diversity in preparation but unity in basic ingredients and cultural importance.

2. Indian clothing shows both unity and diversity. Traditional clothes like the sari and dhoti are worn across the country, showing unity. However, the style of wearing them, fabrics, and designs differ from region to region. For example, silk saris are popular in South India, while cotton saris are common in other regions. Similarly, dhotis are worn differently in Bengal, Tamil Nadu, and North India. These variations reflect regional culture, climate, and traditions. Despite these differences, the basic idea of traditional clothing remains the same, showing unity in diversity.

3.

Festivals in India reflect unity in diversity because they are celebrated differently across regions but share common meanings. For example, harvest festivals like Pongal (Tamil Nadu), Lohri (Punjab), and Bihu (Assam) have different names and customs. However, all celebrate the harvest and express gratitude to nature. People wear traditional clothes, prepare special food, and perform rituals unique to their region. Despite these differences, the purpose of celebration remains the same. Thus, festivals show how India is united in spirit but diverse in practices.

4. Indian literature plays an important role in creating unity. Epics like the Ramayana and Mahabharata are known across the country. They are told in different languages and styles but convey the same moral values. Folk tales, stories, and oral traditions also pass on cultural knowledge from one generation to another. Even though versions may differ, the core message remains the same. This helps people from different regions feel connected. Thus, literature strengthens a shared cultural identity.

5. India has many languages and scripts, which make its culture rich and diverse. Each language has its own literature, songs, and traditions. People express their ideas, beliefs, and emotions differently through these languages. This diversity helps preserve regional identity and traditions. At the same time,

people respect and learn from other languages, which promotes unity. Thus, regional languages and scripts add depth and richness to Indian culture while maintaining unity.

COMPETENCY-BASED QUESTIONS

Assertion–Reason

✓ **Answer:** (a) Both A and R are true, and R explains A

Source-Based

**1. Original language of Panchatantra:
Sanskrit**

2. Contribution to global literature:

It spread moral stories worldwide through translations and adaptations.

SKILL BOOSTER (for class use)

Communication (1 min idea)

Festivals like Pongal, Lohri, and Bihu show different traditions but celebrate the same harvest spirit—one nation, many expressions.

Social & Life Skills

Celebrating others' cultures builds respect, unity, and peaceful coexistence.

Chapter 9: Family and Community

NCERT CORNER

Q5.

Regional languages use specific words for relations that show deeper emotional meaning than English.

Q6. sample answers

- Buying decisions: Parents
- Cooking: Mother/parents
- Oldest person: Grandparent
- Cleaning: Shared by family members
- Washing utensils: Parents/help
- Homework help: Parents/elder siblings

Q8. To show care, equality, and family bonding.

Q9. I would share happiness and think about everyone's needs.

10.

The Verma family lives in a village in India. They believe in respect, sharing, and helping others. Every morning, the children greet their elders and take blessings. One day, their neighbour fell sick. The family helped by bringing medicines and food. During festivals, they share sweets with everyone. The parents teach their children to be honest and kind. Everyone in the family does their work and supports each other. This shows values like love, care, unity, and responsibility.

11.

Title: "Stronger Together"

Characters: Two families

- One family faces a problem (illness or money issue)
- The other family and neighbours help them

Ending:

Problem is solved through teamwork

Message: **Unity and cooperation make life easier**

12.

Joint Family

- Advantages: Support, shared work, care for elders
- Disadvantages: Less privacy, possible conflicts

Nuclear Family

- Advantages: Independence, privacy
- Disadvantages: Less support, more responsibility

Conclusion: Both are important in different situations.

13.

- Teachers
- Doctors
- Farmers
- Shopkeepers
- Police
- Sanitation workers

They help us through their work daily.

14. Communities you are part of

- Family
- School
- Neighbourhood
- Religious/social groups

We belong to many communities at once.

15.

Yes, I am part of a school club (like Eco Club). It organizes activities such as plantation drives, awareness programs, and teamwork events. It helps students learn responsibility and cooperation.

Questions, Activities and Projects

1.

- Respect elders
- Help others
- Keep surroundings clean
- Follow discipline

These rules maintain **peace and order**.

2.

Yes, some rules may be unfair if they treat people unequally or restrict freedom. Rules should be equal and just for everyone.

3. Situations where community support helps

- During illness
- During festivals
- During disasters
- Helping neighbours

Community support builds strong bonds and safety.

TEST TREKKER

A.

1. c) Family
2. c) Three or more generations living together
3. b) Halma
4. b) Urban communities
5. c) Community service

B.

1. Joint

2. Madhya Pradesh
3. urban
4. family
5. Seva

C.

1. False
2. False
3. True
4. False
5. True

D.

- 1 → d (Value of selfless service)
- 2 → b (Community support in cities)
- 3 → c (Community farming effort)
- 4 → a (Joint family structure)
- 5 → e (Community education effort)

E.

1. Joint family and nuclear family.
2. A community is a group of people living or working together.
3. RWAs manage and solve local issues in residential areas.
4. Madhya Pradesh.
5. Respect (or responsibility).

F.

1. A joint family has many generations living together, while a nuclear family has only parents and children.
2. Children help in small tasks, study well, respect elders, and support family members.

3. Indian languages have specific words for relations showing respect and closeness.
4. He taught poor children and created a community learning space.
5. Families come together to form communities by sharing values, support, and cooperation.

G. Long Answer Questions

1. Families are the first place where individuals learn values like love, respect, care, and responsibility. They teach social behaviour and shape a person's character. In families, members support each other emotionally and financially. Children learn discipline, sharing, and cooperation. Joint families provide stronger support systems, while nuclear families focus on independence. These values and habits learned in families help individuals become responsible members of society. Thus, families form the base on which communities and society are built.
2. Rural communities like Halma show strong unity and cooperation. In Halma, people come together to help each other in farming and other tasks without expecting payment. This builds trust, teamwork, and mutual support. Such communities solve problems collectively and strengthen relationships. They also preserve traditions and promote equality. These practices make rural life more connected and sustainable, showing the importance of community bonding.
3. A person can belong to many communities, like family, school, neighbourhood, religious group, sports team, or online groups. Each community provides support, identity, and a sense of belonging.
4. Dharma teaches duty and responsibility, seva promotes helping others selflessly, and tyag encourages sacrifice. Together, they create caring, respectful, and strong family relationships.
5. Rural communities are close-knit, with strong personal bonds and shared work like farming. Urban communities are more diverse, organized through systems like RWAs, and follow formal rules. Both provide support but function differently.

COMPETENCY-BASED QUESTIONS

Assertion–Reason

Answer: (b) Both A and R are true, but R does not explain A

Source-Based Answers

1. A small workshop owner who helped educate poor children.
2. Seva, kindness, and social responsibility.
3. He inspired others and created a learning environment for children.

Chapter 10 – Grassroots Democracy (Part 1: Governance)

NCERT CORNER

1. One may show order (rules followed), the other disorder (rules not followed).
2. Rules help maintain discipline and avoid confusion.
3. Examples: uniform, punctuality; made by school authorities.
4. Transport, sanitation, education, health, safety, etc.
5. Provides services, maintains law and order, and ensures welfare.
6. Education, healthcare, transport, security, environment protection.
7.
 - Legislature: makes laws
 - Executive: investigates and arrests
 - Judiciary: gives judgment
8. It may lead to misuse of power and dictatorship.

9. Answers may vary—focus on services like education, police, and health affecting daily life.

TEST TREKKER

A.

1. c) Gram Panchayat
2. b) Executive
3. c) Chief Minister
4. c) Panchayat meeting
5. c) Resolves disputes and interprets laws

B.

1. local, state, central
2. Legislature
3. order and safety
4. 18 years
5. grassroots

C.

1. False
2. False
3. True
4. False
5. True

D.

- 1 → c (Law-making body)
- 2 → a (Enforces laws)
- 3 → b (Resolves legal conflicts)

4 → d (Citizens' body at village level)

5 → e (Nominal head of state)

E.

1. Local, state and central levels.
2. Executive.
3. It interprets laws and resolves disputes.
4. People participating in local decision-making.
5. Chief Minister.

F.

1. Rules maintain order, safety, and discipline in society.
2. The legislature makes laws for the country or state.
3. It allows people to participate directly in local decision-making, making democracy stronger.
4. By voting, attending meetings, and raising issues.
5. It prevents misuse of power and ensures balanced governance.

G.

1.

The legislature makes laws (Parliament/Assembly). The executive implements laws (President, PM, CM, officials). The judiciary interprets laws and ensures justice (courts). These three work independently but together maintain balance and proper governance.

2. At the local level, Panchayats handle sanitation and water supply. At the state level, governments manage police, education, and health. At the central level, the government handles defence, currency, and foreign affairs. Each level focuses on specific responsibilities.

3. Citizen participation ensures that people's needs are heard. For example, raising issues like roads or water supply in local meetings helps solve problems effectively.

4. Students can take part through school elections, sharing ideas, and following rules responsibly.

5. Rules ensure peace, safety, and smooth functioning in society, like traffic rules preventing accidents.

COMPETENCY-BASED QUESTIONS

Assertion–Reason

Answer: (c) A is true, R is false

Source-Based Answers

1. Local government (Panchayat / grassroots democracy)
2. Villagers shared their views in a meeting and helped decide the solution.

Chapter 11: Grassroots Democracy (Part 2: Local Government in Rural Areas)

NCERT CORNER

Questions, Activities and Projects (Blue Box)

1.

Three tiers:

- Gram Panchayat (village level)
- Panchayat Samiti (block level)
- Zila Parishad (district level)

Functions:

- **Gram Panchayat:**
Maintains village roads, water supply, sanitation, solves local problems
- **Panchayat Samiti:**
Coordinates development work at block level, supports villages

- **Zila Parishad:**
Plans and supervises development at district level

2.

To,

The Sarpanch
[Village Name]

Subject: Problem of plastic waste

Respected Sir/Madam,

I want to bring to your notice the problem of plastic bags lying on village roads. It is causing pollution and harming animals. I request you to take steps like banning plastic use and arranging proper waste disposal.

Thank you.

Yours sincerely,
[Your Name]

3.

- Honest
- Responsible
- Helpful
- Good decision-maker
- Works for people's welfare

4. Options:

- Speed breakers
- Zebra crossing
- Traffic signs

Institutions helping:

- Gram Panchayat
- Panchayat Samiti

Students can:

- Follow rules
- Raise awareness
- Inform authorities

TEST TREKKER

A.

1. c) Gram Panchayat
2. c) Sarpanch
3. c) Planning development at the district level
4. c) Discuss children's issues in the Panchayat
5. c) Arthashastra

B.

1. 73rd
2. Gram Sabha
3. Panchayat Samiti
4. Bal Sabha
5. Gram Swaraj

C.

1. False
2. False
3. True
4. True
5. False

D.

- 1 → b (Head of Gram Panchayat)
- 2 → d (Block level coordination)

- 3 → a (District level body)
- 4 → e (Village-level decision makers)
- 5 → c (Children's governance)

E.

1. Gram Panchayat, Panchayat Samiti, Zila Parishad.
2. People of the village (Gram Sabha voters).
3. It coordinates development work at the block level.
4. Village self-rule.
5. Example: Chhavi Rajawat (or any correct example).

F.

1. The Gram Panchayat looks after basic needs like sanitation, drinking water, roads, and street lighting. It implements government schemes and works for village development. It also resolves local disputes and maintains records.
2. The Zila Parishad prepares development plans for the entire district. It coordinates with Panchayat Samitis and distributes funds. It ensures proper implementation of government schemes at the district level.
3. Bal Panchayats give children a platform to express their problems and ideas. They discuss issues like education, cleanliness, and safety. This helps children learn responsibility and democratic participation.
4. The 73rd Amendment gave constitutional status to Panchayati Raj institutions. It ensured regular elections and reserved seats for women and weaker sections. It strengthened grassroots democracy.
5. The Gram Sabha includes all adult villagers who can take part in decision-making. It approves plans and budgets and questions the Panchayat. This ensures transparency and people's involvement.

G.

1. The Panchayati Raj system has three levels. At the village level, the Gram Panchayat manages local issues like sanitation and water supply. At the block level, the Panchayat Samiti coordinates the work of several villages and

implements development programs. At the district level, the Zila Parishad plans and supervises overall development. For example, a road project may be suggested by the Gram Panchayat, coordinated by the Panchayat Samiti, and funded by the Zila Parishad.

2. Inclusive governance ensures equal participation of all sections of society. The reservation of seats for women and weaker sections in Panchayats gives them a voice in decision-making. It helps reduce inequality and promotes social justice. Women leaders bring attention to issues like health, education, and sanitation. This strengthens democracy at the grassroots level.

3. The Panchayat Samiti works at the block level and connects village and district authorities. It collects development plans from Gram Panchayats and sends them to the Zila Parishad. It also supervises the implementation of schemes in villages. Thus, it ensures coordination and smooth functioning of the Panchayati Raj system.

4. The Panchayati Raj system allows villagers to take part in decision-making through Gram Sabha meetings. People can raise local issues like roads, water, and schools. Decisions are taken at the local level, making governance more effective. It increases awareness, accountability, and participation, making democracy real in daily life.

5. The Panchayati Raj system has improved rural infrastructure like roads, schools, and sanitation. It has increased people's participation in development activities. Villages like Hiware Bazar show how collective efforts can lead to progress. The system ensures better implementation of government schemes and promotes self-reliance in villages.

G.

1. Three-tier structure of Panchayati Raj

The Panchayati Raj system has three levels:

- **Gram Panchayat (village level)** – handles local issues like sanitation and water
- **Panchayat Samiti (block level)** – coordinates between villages
- **Zila Parishad (district level)** – plans and supervises development work

2. It ensures participation of women and marginalised groups through reservations. This gives equal voice and strengthens democracy at the grassroots level.
3. Acts as a link between the Gram Panchayat and Zila Parishad and coordinates development programs at the block level.
4. It brings decision-making closer to people. Villagers participate in meetings, raise issues, and solve local problems directly.
5. Panchayati Raj improves infrastructure, education, sanitation, and participation. Example: villages like Hiware Bazar show progress through community efforts.

COMPETENCY-BASED QUESTIONS

Assertion–Reason

Answer: (c) A is true, R is false

Source-Based Answers

1. Children’s Parliament
2. School dropouts, child marriage, and sanitation
3. Improved awareness, better decisions, and community development

Chapter 12: Grassroots Democracy (Part 3 – Urban Local Government)

NCERT CORNER

1.

Cities have large populations, diverse communities, heavy traffic, industries, and more services (water, waste, transport).

So they are more complex than villages/towns.

2.

- Different religions (Hindu, Muslim, Sikh, etc.)

- Different languages
- Different occupations

Observation: Cities show high diversity and mixed cultures.

3. Similarities:

- Both are **elected bodies**
- Work for people's welfare

Differences:

- Panchayat → rural areas
- Urban bodies → cities
- Urban handles **traffic, waste, large population**

4.

- Keep surroundings clean and avoid littering
- Segregate waste (dry and wet waste)
- Follow traffic rules
- Report issues like water leakage or garbage to authorities
- Participate in community drives and meetings

5.

City	Type of Urban Local Body
Delhi	Municipal Corporation
Mumbai	Municipal Corporation
Jaipur	Municipal Corporation
Meerut	Municipal Corporation
Aligarh	Municipal Council

(You can adjust cities based on your state if needed.)

6. Urban local bodies collect funds through property tax, water charges, trade licenses, and fees for services. They also receive grants from the government. These funds are used for city services like sanitation, roads, and water supply.

Questions, Activities and Projects

1.

- Inform municipal authority
- Avoid wasting water
- Spread awareness

2. (answers idea)

Ask about:

- Their responsibilities
- Services provided
- Challenges faced

3.

- Clean roads
- Proper water supply
- Waste management
- Safety and lighting

4.

- Efficient
- Transparent
- Responsive

- Inclusive

5.

Panchayat	Urban Local Body
Rural areas	Urban areas
Small population	Large population
Focus on agriculture	Focus on city services

TEST TREKKER

A.

1. c) Municipal Corporation
2. c) Chennai
3. b) Distributing power to local levels
4. c) Urban Governance
5. c) Effective waste management

B.

1. 1 million
2. Chennai Municipal Corporation
3. rural areas to urban areas
4. participation
5. port

C.

1. False
2. False
3. True
4. True

5. False

D.

- 1 → b (Over 1 million population)
- 2 → c (Between 1 lakh–10 lakh people)
- 3 → a (Small towns)
- 4 → d (Representative unit)
- 5 → e (Waste management model)

E.

- 1. Providing water supply (or sanitation/roads).
- 2. A small area of a city represented by an elected member.
- 3. Nagar Panchayat.
- 4. Distribution of power to local levels.
- 5. Example: Mumbai Municipal Corporation.

F.

- 1. Rural bodies deal with villages and agriculture-based issues, while urban bodies manage cities and complex services like traffic and waste. Urban areas have larger populations and more infrastructure needs compared to rural areas.
- 2. Urban governance provides essential services like water, sanitation, roads, and public health. It ensures cleanliness, safety, and smooth functioning of city life. Without it, cities would face disorder and poor living conditions.
- 3. A ward representative represents people of a specific area in the municipal body. They raise local issues and ensure that services like roads, water, and cleanliness are maintained in their ward.
- 4. Water supply and waste management.
- 5. They involve citizens through meetings, complaints systems, and participation in decision-making. Citizens can report issues, attend discussions, and vote in elections.

G.

- 1. Urban local bodies are of three types. **Municipal Corporations** manage large cities with populations above 1 million, such as Mumbai and Delhi. **Municipal Councils (Nagar Palika)** govern medium-sized towns. **Nagar Panchayats**

manage areas that are developing from rural to urban. Each body provides services like water supply, sanitation, roads, and urban planning according to the size and needs of the area.

2. Urban local bodies play a key role during emergencies like floods, fires, or health crises. They provide quick services such as ambulance, fire brigade, and disaster management. They ensure water supply, sanitation, and waste removal continue properly. They also coordinate relief work and maintain public safety. This helps cities function smoothly even in difficult situations.

COMPETENCY-BASED QUESTIONS

Assertion–Reason

Answer: (c) A is true, R is false

Source-Based Answers

1. Chennai
2. To manage growing population, sanitation, and trade activities in cities

Chapter 13 “The Value of Work”

NCERT CORNER

1. Table (Anu & Kabir story – sample answers)

Character	Activity	Type
Anu	Studying	Non-economic
Kabir	Helping parents	Non-economic
Father	Working job	Economic
Mother	Cooking at home	Non-economic
Shopkeeper	Selling goods	Economic

3.

1. Baker → Sells bread and earns money
2. Tailor → Stitches clothes for payment
3. Farmer repairing tractor → Improves farming productivity
4. Doctor → Provides medical services for fees
5. Parents cooking → (Non-economic)
6. Scientist → Develops useful products/technology
7. Taking care of grandparent → (Non-economic)
8. Teacher → Provides education (salary)
9. Driver → Provides transport service

Questions, Activities and Projects – Answers

1. Economic activities are done to earn income, like farming, teaching, or selling goods.

Non-economic activities are done out of love, care, or duty, without expecting money, like helping parents or volunteering.

Key difference: Income vs No income

2. People engage in three main types:

- Primary activities → Farming, fishing
- Secondary activities → Manufacturing goods (factory work)
- Tertiary activities → Services like teaching, banking

These activities help in production, processing, and services.

3. Community service has great value because it helps society without expecting money. Activities like cleanliness drives, helping the needy, and volunteering improve social bonds and well-being. It teaches responsibility, kindness, and cooperation. Even though it does not generate income, it plays a major role in building a better society.

4.

- Salary → Monthly payment (e.g., teacher, office worker)
- Wages → Daily/weekly payment (e.g., labourer)
- Payment in kind → Goods instead of money (e.g., farmer giving crops)
- Bonus/commission → Extra payment for performance

These are different forms of earning for economic activities.

Test Trekker

A.

1. c) Cooking meals for family
2. c) Tertiary sector
3. c) Payment in kind
4. b) Volunteering at a blood donation camp
5. c) Increasing the worth of a product through labour or skill

B.

1. economic
2. tertiary
3. non-economic
4. salary
5. value addition

C.

1. False
2. True
3. True
4. False
5. False

D.

1. c) Primary sector
2. a) Tertiary sector
3. d) Monthly compensation
4. b) Payment in kind
5. e) Non-economic activity

E.

1. Economic activity: Work done to earn money.
2. Example of non-economic activity: Helping parents at home.
3. Two sectors: Primary and Tertiary (any two acceptable).
4. Value addition: Increasing the usefulness or worth of a product.
5. Service job: Teacher / Doctor / Banker (any one)

F.

1. They produce goods and services, create jobs, and generate income, which supports people's needs and improves living standards.
2. Builds relationships and emotional support
 - Helps society through care, service, and cooperation
3.
 - **Salary:** Fixed monthly payment (e.g., teacher)
 - **Wage:** Paid daily/weekly based on work (e.g., labourer)
4. Value is added by changing raw materials into finished goods using labour, machines, and skills.
5.
 - Provide services, not goods
 - Include jobs like teaching, banking, healthcare

- Focus on helping people

G.

1. Three sectors of economy with examples

- **Primary sector:** Farming, fishing (uses natural resources)
- **Secondary sector:** Manufacturing goods (factories, industries)
- **Tertiary sector:** Services (teachers, doctors, banks)

Together, they form the backbone of the economy.

2. Different forms of compensation

- **Salary:** Monthly fixed income (teacher)
- **Wage:** Daily/weekly payment (labourer)
- **Payment in kind:** Goods instead of money (grains, fruits)
- **Bonus:** Extra reward for good work

3. These are activities done without expecting money—like parenting, volunteering, caregiving.

They build emotional bonds, social harmony, and community strength.
No income, but massive real value.

4. Economic work provides income.

Non-economic work provides care, support, and balance.

Both together sustain life—one fuels survival, the other gives it meaning.

5. Every work—paid or unpaid—contributes to society.

A homemaker, a doctor, a farmer—each holds the system together.
Respect for all work builds equality and a strong society.

Competency-Based Answers

Assertion–Reason

Answer: (c) A is true, R is false

(Economic activities are not the only important ones.)

Source-Based

1. Type of activity → **Economic activity**
2. Compensation → **Cash + payment in kind**
3. Why prefer payment in kind → Useful goods directly, especially in rural areas

Chapter 14: Economic Activities Around Us

NCERT CORNER

1. Two more economic activities in the secondary sector:

1. Making furniture in a factory
2. Producing steel or cement

2. Label the pictures:

- Primary sector → Mining, digging raw materials
- Secondary sector → Factory processing, manufacturing goods
- Tertiary sector → Transport, selling in shops, services

3. Economic activities in your neighbourhood (with sectors + connection)

Examples:

Primary sector:

- Farmer growing vegetables
- Milk production (dairy)

Secondary sector:

- Small factory making bread
- Tailor stitching clothes

Tertiary sector:

- Shopkeeper selling goods

- Transport services (auto/bus driver)
- Banking services

Questions, Activities and Projects

1. The primary sector involves activities that use natural resources directly, such as farming, fishing, mining, and forestry.

Example: A farmer growing crops.

The secondary sector involves processing raw materials into finished goods.

Example: A factory making cloth from cotton.

Difference:

Primary = taking from nature

Secondary = converting into products

2. The secondary sector depends on the tertiary sector for services like transport, banking, and marketing.

For example, after cloth is produced in a factory, it is transported to markets, sold in shops, and financed by banks.

Without services, goods cannot reach customers.

3. Example of interdependence (flow diagram)

Cotton → Cloth → Shop → Customer

- Farmer grows cotton (Primary)
- Factory makes cloth (Secondary)
- Shop sells cloth (Tertiary)

This shows all three sectors are connected and depend on each other.

Test Trekker

A.

1. c) Cooking meals for the family
2. a) Primary sector
3. b) Weaving cloth in a factory

4. c) Banking
5. b) Raw cotton → Cloth → Sale in the market

B.

1. economic
2. non-economic
3. primary
4. secondary
5. tertiary

C.

1. False
2. True
3. False
4. True
5. False

D.

1. b) Primary sector
2. a) Tertiary sector
3. d) Service sector
4. c) Non-economic activity
5. e) Secondary sector

E. Very Short Answers

1. Economic activity means any work that people do to earn money or to produce goods and services.
2. Example of non-economic activity: Helping parents at home
3. Three sectors: Primary, Secondary, Tertiary
4. Value addition: Increasing the usefulness or value of a product
5. Two tertiary services: Banking, transport

F.

1. Primary activities like farming, mining, fishing provide basic raw materials such as crops, minerals, fish which are used by industries.

2.

- Build relationships and emotional support
- Help society through care and service

3.

Primary Sector	Secondary Sector
Uses natural resources	Processes raw materials
Example: farming	Example: factory production

4. Farmers (primary) give milk → factories process into butter/cheese (secondary) → transport & sale in markets (tertiary).

All sectors depend on each other.

5. Transportation connects producers to markets, helps in distribution of goods, and supports trade.

G.

1. Classification of economic activities

Economic activities are divided into three sectors:

- Primary sector: Uses natural resources (farming, fishing)
- Secondary sector: Converts raw materials into goods (factories)
- Tertiary sector: Provides services (banking, transport)

These sectors together support the economy.

2.

Milk is produced by farmers → processed into dairy products → transported and sold in markets.

Without one sector, the system breaks.

This shows strong interdependence.

3. Importance of economic activities

- Provide employment
- Produce goods and services
- Improve standard of living
- Support development of society

4.

- Provide fair prices
- Reduce middleman exploitation
- Improve income
- Support collective growth

Example: AMUL

5. Economic activities give income.

Non-economic activities build relationships and social values.

Both together create a balanced and strong society.

Competency-Based Answers

Assertion–Reason

Answer: (c) A is true, R is false

Source-Based

1. Milk collection → Primary sector
2. Milk processing → Secondary sector
3. Distribution → Tertiary sector
4. Interdependence → All sectors work together to complete the process