

According to the latest syllabus

Practice & More

Social Science



ANSWERS



Ratna Sagar

THEME A – India and the World: Land and the People

1. Locating Places on the Earth

- A. 1. c 2. a 3. a 4. d 5. b
- B. 1. north 3. poles. 5. ahead
2. Symbols 4. axis.
- C. 1. d 2. a 3. e 4. b 5. c
- D. 1. False 2. False 3. False 4. False 5. True
- E. 1. political 3. coordinates 5. degrees
2. directions 4. Ujjayini/Ujjain
- F. 1. Physical, political and thematic are the three types of maps.
2. Distance, direction and symbols are the three components of a map.
3. The latitudinal value of South Pole is 90°S.
4. The climate around the Equator is generally hot.
5. The line opposite the Prime Meridian, at approximately 180° longitude, is called the International Date Line.
- G. 1. A globe is a sphere on which a map is drawn. A globe represents the Earth's geography better than a flat map because the globe and the Earth have the same spherical shape.
2. An imaginary line that runs east and west, parallel to the Equator is called a parallel of latitude. Equator is a parallel of latitude. (Accept this or any other relevant response.)
3. Varahamihira was a famous astronomer who lived and worked in Ujjayini (now Ujjain) some 1500 years ago.
The ancient Indian astronomers were aware of concepts of latitude and longitude, including the need for a zero or prime meridian.
4. Moving westward from the Prime Meridian, we get 0°, 15°W, 30°W, 45°W, and so on every 15° up to 180°W. It is the same as subtracting one hour of local time with each meridian. This is why, when it is 12 am at Greenwich, it is 9 am local time at 45°W.
5. The lines dividing the time zones are not fully straight because they have to respect each country's standard time and, therefore, tend to follow international borders.
- H. 1. Symbols are used on a map to represent large features such as different kinds of buildings (a railway station, a school, a post office), roads and railway lines, and natural elements such as a river, a pond, or a forest. Symbols help in showing numerous details in the limited space available on a map. Different countries use different sets of symbols.
2. All parallel circles from the Equator up to the poles are called parallels of latitudes. The 0° latitude or the Equator equally divides the Earth into the Northern Hemisphere and the Southern Hemisphere. There are 90 latitudes in each hemisphere. They help to locate places in the Northern and the Southern hemispheres. On the other hand, the imaginary lines running from the North Pole to the South Pole are called the

meridians of longitudes. The 0° and the 180° longitudes equally divide the Earth into the Eastern Hemisphere and the Western Hemisphere. There are 180 longitudes in each hemisphere. They help to locate places in the Eastern and Western hemispheres.

3. Around the Equator, the climate is generally hot/torrid. As we travel away from the Equator towards one of the two poles, the climate becomes more moderate/temperate. The climate grows colder/frigid closer to the North Pole or the South Pole.
4. To measure longitudes, we need to define a reference point called the Prime Meridian which is also known as the Greenwich Meridian. It is marked as 0° longitude. Longitude is a measure of the distance from the Prime Meridian if we travel along the Equator. Westward or eastward, the longitudes increase in value from 0° to 180° with the letter W or E added.
5. The International Date Line is at approximately 180° longitude. The +12 and the -12 time zones touch each other at this line. Therefore, if we cross the International Date Line by ship or plane we need to change the date in our watch because if we cross the International Date Line travelling eastward, we subtract a day and if we cross it travelling westward, we add a day.

2. Oceans and Continents

- A. 1. b 2. a 3. d 4. b 5. c
- B. 1. Varuna 3. continents 5. Europe
2. water 4. Kerala
- C. 1. True 2. False 3. True 4. True 5. False
- D. 1. bay 3. Africa 5. coastal
2. algae 4. Northern
- E. 1. d 2. c 3. a 4. e 5. b
- F. 1. The largest water bodies we see on the globe are called oceans.
2. The motto of the Indian Navy is *Sam noh Varunah*, which means, "Be auspicious to us, O Varuna."
3. The Indian Ocean lies in both the Northern and the Southern hemispheres, but a major part of the ocean lies in the Southern Hemisphere.
4. 'National Disaster Management Authority' deals with disasters in India.
5. A large continuous expanse of land is called a continent.
- G. 1. When the Earth is seen from outer space, it appears mostly blue. This is because almost three-fourths of the Earth's surface is covered with water. Therefore, the Earth is called the 'blue planet'.
2. The Pacific Ocean is the largest ocean. The continents that surround the largest ocean are Asia, Australia, North America, and South America.
3. Tsunami is a natural disaster that originates in the ocean. It is a huge and powerful wave generally caused by a strong earthquake or a volcanic

eruption at the bottom of the ocean.

4. Colourful fish, bonaire sea turtles, sharks, dolphins and whales are part of the marine fauna.
 5. The Indian Antarctica Programme is a programme that has been exploring Antarctica, a continent with a very cold climate and harsh environment.
- H. 1. There are five oceans.
They are—the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean, and the Southern/Antarctic Ocean.
2. The lines that divide the oceans on the map are no more than conventions—the natural world does not follow such boundaries. Therefore, the oceans are not really separate. For example, seawater constantly flows across different oceans, sustaining a rich diversity of marine life.
 3. On 26 December 2004, India and another 13 countries around the Indian Ocean were struck by a powerful tsunami caused by an earthquake in Indonesia. More than two lakh people lost their lives. In India, the Andaman and Nicobar Islands and the coasts of Tamil Nadu and Kerala were severely affected and suffered much damage and loss of life.
 4. We may list any number of continents between four and seven because:
 - ◆ North America and South America are generally considered to be two continents; but if seen as a single landmass, they can also be considered as one.
 - ◆ Europe and Asia are generally considered as two continents, although the map makes it clear that they form a single landmass. For historical and cultural reasons, Europe's evolution has been very different from Asia's, which is why they can be seen as two continents. Geologists, however, often regard them as a single continent called 'Eurasia'.
 - ◆ Africa and Eurasia are generally regarded as two continents, but sometimes as one.
 5. Continents do not include all landmass. Some smaller pieces of land are left out and are surrounded by water on all sides, they are called islands.
Greenland is the largest island in the world.

3. Landforms and Life

- A. 1. d 2. a 3. b 4. c 5. a
B. 1. Europe. 3. Tibetan 5. hot
2. montane 4. Plateaus
- C. 1. False 2. False 3. True 4. False 5. True
- D. 1. e 2. a 3. d 4. b 5. c
- E. 1. The Himalayas
2. Son/Sone
3. The Tibetan Plateau
4. cotton/jute/hemp (Accept any one of these.)
5. desert
- F. 1. A landform is a physical feature on the surface of our planet Earth.
2. A type of forest that grows in mountainous regions is called montane forest.
3. Cultivation practised on the mountain slopes by cutting steps into the slope is called terrace farming.

4. Huge reserves of iron, coal and manganese are found in the Chhota Nagpur Plateau.
 5. Floodplains are one type of plains formed by rivers originating in mountain ranges, where they collect particles of rock, sand and silt called 'sediments'.
- G. 1. Mountains are landforms that are much higher than the surrounding landscape. They can be recognised by a broad base, steep slopes and a narrow summit. Some mountains that are located at a great height are covered with snow.
2. Diverse fauna found in the mountains includes the golden eagle, the peregrine falcon, the Canadian lynx, the snow leopard, the ibex, the Himalayan tahr, the mountain hare, the yak, the grey fox and the black bear.
 3. Tourism is an important source of income for the people in the mountains because the crisp mountain air and scenic beauty attract many tourists. Some tourists also go to the mountains for sports such as skiing, hiking, mountaineering and paragliding. For many centuries, people have also travelled to these uplands for pilgrimages to holy sites.
 4. A plateau is a landform that rises up from the surrounding land and has a more or less flat surface; some of its sides are often steep slopes. A plateau can be young or old in terms of the Earth's history.
Mining is a major economic activity in the plateaus.
 5. Deserts are large and dry expanses with very little precipitation.
The two types of deserts are hot deserts and cold deserts.
- H. 1. The mountain terrain is usually rugged or rough, and has steep slopes. This means that regular farming can only be practised in some valleys. Cultivation is practised on the slopes by cutting steps into the slope. This is called terrace farming. In many mountainous regions of the world, herding is the preferred occupation over agriculture. Tourism is often an important source of income for the people living in the mountains. But an excessive inflow of visitors can also put the fragile mountain environment under pressure; it is often difficult to find the right balance.
2. Many traditional communities around the world consider mountains to be sacred places and worship them. Mount Everest, the highest mountain in the world at 8,849 m, has many names. Tibetans call it 'Chomolungma', which means 'Mother Goddess of the World' and worship the mountain as such. The people of Nepal call it 'Sagarmatha', meaning 'Goddess of the Sky'. Similarly, Mount Kailash in Tibet is held sacred by followers of Hinduism, Buddhism, Jainism and Bon (an ancient Tibetan religion).
 3. Like mountains, plateaus are rich in mineral deposits and hence they are called 'storehouses of minerals'. As a result, mining is a major activity on plateaus, where many of the world's largest mines are found. For example, the East African Plateau is famous for gold and diamond mining. In India, huge reserves of iron, coal and manganese are found in

the Chhota Nagpur Plateau.

4. Plains are landforms that have an extensive flat or gently undulating surface. They do not have any large hills or deep valleys. They are generally not more than 300 metres above sea level. Floodplains are ideal for growing crops because they are formed by rivers originating in the mountain ranges where they collect sediments. These sediments are carried all the way to the plains, where the rivers deposit them, making

the soil very fertile.

5. The major occupation of the people in the plains include river fishing and agriculture. Food crops such as rice, wheat, maize, barley and millets are grown. Fibre crops such as cotton, jute and hemp are also grown. Traditional agriculture has been mostly rainfed. In recent decades, however, agriculture has turned to irrigation, with water brought to the fields through networks of canals or pumped from groundwater.

THEME B – Tapestry of the Past

4. Timeline and Sources of History

A. 1. b 2. d 3. a 4. c 5. b

B. 1. the Gregorian 4. humans
2. epigraphist 5. cattle, goats.
3. newspapers.

C. 1. b 2. e 3. d 4. a 5. c

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

E. 1. rock shelters/caves 4. the last Ice Age
2. century 5. calendar
3. hamlet

F. 1. Palaeontologists study the fossils.
2. There are ten years in a decade.
3. A historian studies and writes about the past.
4. Afterlife is a life that begins after death.
5. Stone axes, stone blades, and arrowheads were some tools used by the early humans. (Accept any two of these.)

G. 1. An archaeologist studies the past by digging up remains that people, plants and animals left behind, such as tools, pots, beads, figurines, toys, bones and teeth of animals and humans, burnt grains, and parts of houses or bricks.

2. A timeline is a tool that marks historical events, covering any particular period. It shows a sequence of dates and events of any specific period. Sometimes, a dotted portion indicates a skipped period in a timeline so that it doesn't become too lengthy.

3. A panchanga is a book of tables which lists the days of each month along with the related astronomical data.

The following are the uses of panchanga:

- ◆ A panchanga is used to predict events such as solar and lunar eclipses, times for sunrise and sunset, and so on.
- ◆ A panchanga also gives weather predictions for the year and dates and timings of the festivals.

4. Places, persons, texts or objects from which we gather information about some past event or period are called the sources of history.

The sources of history can be divided into:

- ◆ Archaeological sources – inscriptions, structures, and excavations
- ◆ Oral sources – folklores and genealogies
- ◆ Literary sources – Indian literature and foreign accounts
- ◆ Artistic sources – paintings, sculptures, and panels

5. The early humans settled near the rivers because of the following reasons:

- ◆ There was no shortage of water.
- ◆ The soil near the rivers was more fertile.
- ◆ The availability of water and the fertile soil made the process of growing crops easier.

H. 1. The Gregorian calendar is a type of calendar. It has 12 months adding up to 365 days, and a leap year every four years. At present, the Gregorian calendar is commonly used worldwide.

The year of Jesus Christ's birth is an important component of it because it is generally taken as the starting point for this calendar. Years after Christ's birth are marked as 'AD' or 'CE' (Common Era) and years before his birth are marked as 'BC' (Before Christ) or 'BCE' (Before Common Era).

2. Historians reconstruct the history of the period they are studying by gathering information from as many sources as possible. They consult archaeological sources, literary sources, oral sources, and artistic sources. Each source is like a piece in a jigsaw puzzle. Sometimes, the sources confirm each other, like matching pieces of a jigsaw puzzle, but at other times, they may give contradictory information. In such cases, historians carefully analyse which source they can trust more.

3. Scientific studies have helped in the reconstruction of the past by providing fresh insights into the past. These insights supplement the information derived from more usual sources. In the last 50 years, studies of ancient climates, chemical studies of excavated materials, and studies of the genetics of ancient people have increasingly contributed to the reconstruction of the past.

4. Nature and climatic conditions greatly influenced the daily lives of early humans. During the Ice Age, the Earth was very cold as much of it was covered with ice. This made the lives of early humans very challenging. They used fire and started making tools to make their lives easier. The harsh climatic conditions forced the early humans to live in temporary camps, rock shelters, or caves. However, after the last Ice Age, the climate warmed up and living conditions improved. Thereafter, the early humans started settling down and cultivating cereals and grains.

5. The end of the last Ice Age brought about significant historical changes. As the climate warmed up, ice partly melted, causing rivers to swell. This improved living conditions for humans, allowing them to cultivate cereals and grains. They also domesticated animals such as cattle, goats, and so on. With more food available, these communities grew in size and number and settled down near rivers. Thus, from living in temporary camps, rock shelters or caves and constantly seeking shelter and food during the Ice Ages, early humans in many parts of the world settled down near the rivers after the end of the last Ice Age.

5. India, That Is Bharat

- A. 1. d 2. d 3. b 4. c 5. a
 B. 1. False 2. True 3. True 4. False 5. False
 C. 1. b 2. a 3. d 4. e 5. a
 D. 1. Vanga
 2. jambul tree/Malabar plum tree
 (Accept any one of these.)
 3. Xuanzang
 4. Bharata
 5. Inde

E.

INDIAN NAMES FOR INDIA	FOREIGN NAMES FOR INDIA
Jambudvipa	Yindu
Bharatavarsha	Hindustan

- F. 1. The boundaries of the present-day Indian Subcontinent were comparatively different in the past because they kept on shifting. There were no defined borders or defined states.
 2. Inhabitants are people who live in a particular place.
 3. The word 'Sindhava' comes from the word 'Sindhu', which refers to the Indus river, or at times to a river in general.
 4. Yintu, Yindu, and Tianzhu were some names used by the ancient Chinese for India.
 5. The term 'Hindustan' was first used 1,800 years ago in a Persian inscription.
- G. 1. India is considered a modern nation today because it has defined borders, defined states and a known population.
 2. Emperor Ashoka, in his inscriptions, described the Indian Subcontinent as 'Jambudvipa'. During his time, which is around 250 BCE, the term Jambudvipa was used to denote the whole of India. It included what is today Bangladesh, Pakistan, as well as parts of Afghanistan.
 3. The *Vishnu Purana* defined the Indian Subcontinent as a country that lies north of the ocean and south of the snowy mountains. It also used the name Bharata to refer to the Indian Subcontinent.
 4. The jamun tree, also known as the 'jambul tree' or 'Malabar plum tree', is a common tree native to India. The *Mahabharata* and Emperor Ashoka's inscription use the term 'Jambudvipa' to define the entire Indian Subcontinent. The term, 'Jambudvipa', means 'the island of the fruit of the jamun tree'. Thus, the term which was commonly used in the historical sources to define the Indian Subcontinent

was named after the jamun tree. Therefore, the jamun tree played an important role in the process of defining the Indian Subcontinent.

5. The Chinese word 'Tianzhu' is derived from the word 'Sindhu', which refers to the Indus river, or sometimes to a river in general.
 The word 'Tianzhu' can also be understood as 'heavenly master'. The ancient Chinese used this word as a mark of respect for the land of the Buddha.
- H. 1. The *Mahabharata* uses the terms—'Bharatavarsha' and 'Jambudvipa'—to define the entire Indian Subcontinent:
- ◆ The term 'Bharatavarsha' means 'the country of the Bharatas'. The name Bharata originally appears in the *Rig Veda*, referring to one of the main Vedic groups of people. In later literature, several kings named 'Bharata' are mentioned. The term 'Bharatavarsha', clearly extends to the entire Subcontinent as the text includes the names of numerous rivers and peoples belonging to the different parts of the Indian Subcontinent.
 - ◆ The term Jambudvipa means 'the island of the jamun tree.' It was another name used in the *Mahabharata* to refer to the entire Indian Subcontinent. The inscriptions of Emperor Ashoka further substantiate this information as he used this term in one of his inscriptions to describe the land that included present-day India, Bangladesh, Pakistan, and parts of Afghanistan.
2. Yes, it is correct to say that ancient Indians knew their geography well. They gave immense importance to geographical features while defining a region. References in both the literary and the archaeological sources support this:
- ◆ The *Rig Veda* describes the northwest region of the Indian Subcontinent as the 'land of the seven rivers'.
 - ◆ The *Mahabharata* lists many regions such as Kashmira, Kurukshetra (parts of Haryana today), Vanga (parts of Bengal), Pragiyotisha (roughly today's Assam Kaccha (today's Kutch), Kerala (today's Kerala), and so on.
 - ◆ The *Vishnu Purana* defines Bharatavarsha as the land 'north of the ocean and south of the snowy mountains,' accurately describing India's geographical extent from the Indian Ocean to the Himalayas. This also shows that the ancient Indians also knew about the natural boundaries.
 - ◆ Emperor Ashoka in one of his inscriptions used the term 'Jambudvipa' to describe the Indian Subcontinent.
 - ◆ A poem of ancient Tamil literature praises a king whose name extended 'from Cape Kumari in the south to the great mountain in the north and from the eastern to the western ocean'.
3. A constitution is a document that spells out the basic principles and laws of a nation. The Indian Constitution came into force in 1950. It uses the phrase 'India, that is Bharat' in its English version to describe India. Similarly, in the

Hindi version, India is described as 'Bharat arthath India'. This phrase, in both versions, appears at the beginning of the Constitution.

4. The term 'Sindhu' went through a series of changes before becoming 'Indoi'/'Indike' in Greek. This transformation occurred as different languages adapted the term over time. The word 'Sindhu' first appeared in the *Rig Veda* to describe the region around the Indus river. In the 6th century BCE, the Persians came into contact with the Indus region. They referred to India as 'Hind', 'Hidu' or 'Hindu', which are adaptations of 'Sindhu' in their language. Based on these Persian sources, the ancient Greeks named the Indus region, 'Indoi'/'Indike'. They dropped the initial letter 'h' of 'Hindu' because this letter did not exist in the Greek language.
5. Xuanzang was a Chinese traveller who visited India in the 7th century CE. He travelled across the Indian Subcontinent for 17 years. Xuanzang met Indian scholars and collected Buddhist texts. After returning to China, he translated the Sanskrit manuscripts, he took back with him, into Chinese. Several other Chinese scholars also visited India after him.

6. The Beginnings of Indian Civilisation

- A. 1. d 2. a 3. a 4. b 5. a
 B. 1. True 2. False 3. True 4. False 5. False
 C. 1. e 2. d 3. b 4. c 5. a
- D. 1. Mesopotamia 3. plough. 5. animal
 2. wide, cardinal 4. bronze
- E. 1. cotton 3. the Great Bath 5. copper
 2. steatite 4. carnelian
- F. 1. Productive agriculture is an important characteristic of a civilisation because it ensures adequate food supply to feed not just the villages but also the urban towns and cities where people are engaged in activities other than agriculture, such as trade.
 2. A reservoir is a large natural or artificial place where water is stored.
 3. The Harappans grew food items such as barley, wheat, millets, rice, pulses and a variety of vegetables.
 4. The Harappans exported timber, some objects of daily use such as ivory comb, gold, cotton, some food items, and ornaments such as beads of carnelian.
 5. The Indus–Sarasvati Civilisation began to decline around 1900 BCE.
- G. 1. Metallurgy includes the techniques of extracting metals from nature, purifying or combining them, as well as the scientific study of metals and their properties.
 2. Archaeologists have proposed several possible interpretations for the purpose of building a structure like the Great Bath at Mohenjo-daro. They suggest that it might have been used as a public bath for people or a bath reserved only for the royal family. Besides this, they also suggest that it could have been a tank used for religious rituals. However, the first interpretation is now ruled out.
 3. The city of Dholavira is located in Gujarat. The water management system at Dholavira

was very efficient. Unlike in other cities, such as Mohenjo-daro, where water was drawn from wells, people in Dholavira primarily relied on the human-made reservoirs to draw water. At Dholavira, at least six large reservoirs were built with stones or carved into the rock. Most of them were connected through underground drains to ensure efficient water harvesting and distribution.

4. The Harappans grew a variety of crops, including barley, wheat, millets, rice, pulses, and vegetables. They domesticated animals for meat and fished both in rivers and in the sea. Scientific examinations of their clay pots have revealed remains of dairy products, turmeric, ginger, and banana. Therefore, it is correct to say that the Harappan diet was quite diverse.
 5. Archaeologists suggest that around 2200 BCE, a climatic change led to reduced rainfall, causing a drier phase. This climatic change would have made agriculture more difficult and could have reduced food supply to the Harappan cities and might have contributed to their decline as well. In addition to this, the drying up of River Sarasvati led to the abandonment of major cities around it such as Kalibangan and Banawali.
- H. 1. The main characteristics of a civilisation are as follows:
- ◆ some form of government and administration to manage a complex society and its many activities
 - ◆ urbanism, which includes, town-planning, the growth of cities and their management
 - ◆ a variety of crafts including the management of raw materials and the production of finished goods
 - ◆ trade, both internal and external, to exchange all sorts of goods
 - ◆ some form of writing to keep records and to communicate
 - ◆ cultural ideas about life and the world, expressed through art, architecture, literature, oral traditions or social customs
 - ◆ a productive agriculture, enough to feed not just the villages, but also the cities
2. The rise of Indus–Sarasvati Civilisation in the northwest region of the Indian Subcontinent was a result of the following developments:
- ◆ The vast plains of the Punjab and Sindh are watered by the Indus river and its tributaries, making the land fertile and suitable for agriculture. A little further east the River Sarasvati used to flow from the foothills of the Himalayas through Haryana, Punjab, parts of Rajasthan and Gujarat.
 - ◆ Around 3500 BCE, small villages gradually expanded into towns due to increased agricultural production and trade, in these regions.
 - ◆ Over time, some of these towns transformed into well-planned cities. This transition happened around 2600 BCE. Archaeologists gave this civilisation several names including Indus–Sarasvati Civilisation.

These developments are collectively called as the 'First Urbanisation of India'.

3. The Sarasvati river is first mentioned in the *Rig Veda*. In this text, Sarasvati is worshipped both as a goddess and as a river flowing 'from the mountain to the sea'. Archaeological evidence suggests that many Indus–Sarasvati Civilisation sites were located along its banks. However, due to climatic changes the Sarasvati River began to dry up around 1900 BCE. Today, the Sarasvati river goes by the name of 'Ghaggar' in India and 'Hakra' in Pakistan. This river is now seasonal, because it flows only during the rainy season.
4. The larger Harappan cities displayed remarkable architectural features. They were well-planned, fortified, and had wide streets which were often oriented to the cardinal directions. They were divided into two parts—the 'upper town' (for the local elite) and the 'lower town' (for common people). The houses and other buildings were generally

made of bricks of same quality. Besides this, a well-structured network of drains ran beneath the streets which was connected to the bathing areas of each house. The cities also had large reservoirs, wells, and underground drains for efficient water storage and distribution.

5. The Harappans were engaged in active trade. To conduct such a trade, they used land routes, rivers, and the sea (for distant destinations). The Harappan carnelian beads have been excavated at Susa (present-day Iran) and a Harappan ivory comb has been found on the coast of Oman. The discovery of a massive dockyard in Lothal (Gujarat), which was used to receive and send boats for further transportation of goods, also indicates that the Harappans were engaged in maritime trade. Thousands of small seals, which have been excavated from many settlements, were also likely used for trading. All these evidences suggest intensive maritime activity.

THEME C – Our Cultural Heritage and Knowledge Traditions

7. India's Cultural Roots

- | | | | | |
|--------------|-----------------|------------------------|------|--------------|
| A. 1. d | 2. c | 3. a | 4. d | 5. b |
| B. 1. four | | 3. Lumbini | | 5. conqueror |
| | 2. Upanishads | 4. attachment | | |
| C. 1. orally | | 3. interdependence | | 5. Toda |
| | 2. ahimsa | 4. janjati | | |
| D. 1. RISHIS | | 3. BUDDHA | | 5. FOLK |
| | 2. HEALER | 4. CHARVAKA | | |
| E. 1. UNESCO | | 3. nun | | 5. 705 |
| | 2. <i>Katha</i> | 4. <i>anekantavada</i> | | |
- F. 1. The Bharatas, the Purus, the Kurus, the Yadus and the Turvashas are some janas or clans mentioned in the *Rig Veda*. (Accept any four of these.)
 2. According to the Vedic schools of thought, *atman* means Self – the divine essence that resides in every being but is ultimately one with *brahman* whereas the *brahman* is a divine essence which comprises everything – human life, nature and the universe.
 3. *Cosmos* is the world or the universe as an ordered and harmonious system.
 4. Siddhartha Gautama attained enlightenment under a pipal tree at Bodh Gaya (today in Bihar).
 5. The tribes of eastern India such as the Munda and Santhal tribes among others, worship Singbonga as a supreme deity.
 - G. 1. A Sangha is a community of monks (*bhikshus*) and nuns (*bhikshunis*) founded by the Buddha. The monks and nuns, connected to the sanghas, contributed to the spread of Buddhism by travelling across the land and spreading Buddha's teachings far and wide. They also dedicated themselves to practising his teachings.
 2. Mahavira, originally named Vardhamana, was born in the early 6th century BCE near the city of Vaishali, in modern-day Bihar. He was born

into a royal family. However, at the age of 30, he decided to leave his home in search of spiritual knowledge. He practised strict asceticism for 12 years. Eventually, he attained infinite knowledge or supreme wisdom and became known as Mahavira, or 'great hero'.

3. The Charvaka school, also known as the Lokayata, believed that the material world is the only thing that exists and rejected the concepts such as life after death. However, this school of thought did not gain much popularity and eventually disappeared over time. Therefore, it can be said that it was not a popular school of thought. (Accept this or any other relevant response.)
4. A tribe is a group of families or clans sharing a tradition of common descent, a culture and a language, living as a close-knit community under a chief and holding no private property
5. Andre Beteille analysed the interaction between tribal religions and Hinduism by highlighting their influence on each other. He pointed out that while tribal religions have been influenced by Hinduism, Hinduism itself has also absorbed many elements from tribal religions throughout its evolution.
- H. 1. The Early Vedic society was organised into different janas or clans, such as the Bharatas, Purus, Kurus and so on. Each clan was associated with a specific region of the northwest part of the Indian subcontinent. Not much is known about how these clans governed their society, but the Vedas mention terms, such as *raja* (a king or ruler), *sabha*, and *samiti*, both of which refer to a collective assembly. People were engaged in various professions such as agriculture, weaving, pottery-making, building, healing, and so on.

2. The Vedic schools of thought introduced several important philosophical concepts. Some of the key concepts include:
- ◆ Rebirth and karma—The Upanishads built upon Vedic concepts and also introduced new ones such as rebirth (taking birth again and again) and karma (our actions or their results).
 - ◆ Atman and brahman—According to the Vedanta, everything—human life, nature and the universe—is one divine essence called brahman or sometimes just tat ('that'). The Upanishads also explained the concept of atman and brahman. According to them, the atman is Self—the divine essence that resides in every being but is ultimately one with brahman. Yoga, one of the Vedic schools, developed methods intended to achieve the realisation of brahman in one's consciousness.
3. Prince Siddhartha saw an old man, a sick man, a dead body, and an ascetic. Following this experience, Prince Siddhartha decided to give up his palace life, leaving behind his wife and son. Travelling on foot as an ascetic, meeting other ascetics and scholars, he searched for the root cause of suffering in human life. After years of intense meditation, he attained enlightenment under a pipal tree in Bodh Gaya. Siddhartha, then, became known as the 'Buddha'.
4. The Jain teachings include the concepts such as ahimsa, anekantavada, aparigraha, belief in the interconnectedness and interdependence of all creatures and so on.
- ◆ Anekantavada means 'not just one' aspect or perspective. That is, the truth has many aspects and cannot be fully described by any single statement.
 - ◆ Aparigraha means 'non-possession' and advises detachment from material possessions, limiting oneself to what is truly necessary in life.
5. There has been a constant interaction among folk, tribal, and Hindu belief systems. This is because folk, tribal and Hindu belief systems have many similar concepts. For instance, in all three, elements of nature such as mountains, rivers, trees, plants and animals, and some stones too, are regarded as sacred, because there is consciousness behind all of them. This continuous interaction among these belief systems has led to mutual enrichment. As sociologist Andre Beteille noted, Hinduism and tribal religions have influenced each other throughout history as this interaction is unavoidable as no belief system can develop in isolation.

8. Unity in Diversity, or 'Many in the One'

- A. 1. b 2. c 3. d 4. a 5. d
 B. 1. Vincent Smith 3. tribal 5. K S Singh
 2. Magh Bihu 4. Animals
 C. 1. False 2. True 3. False 4. True 5. True
 D. 1. d 2. e 3. b 4. a 5. c
 E. 1. India 4. Makara Vilakku
 2. Pigeon pea 5. *Ramayana*
 3. Chintz

- F. 1. The main observation of the 'People of India' project was that many Indians may be called migrants, in the sense of people not living near their birthplace or with their original community.
2. Some of the famous types of silk saris are Banarasi, Kanjivaram, Paithani, Patan Patola, Muga or Mysore.
 3. The stone relief of a woman in a sari goes back a few centuries BCE. This signifies that the sari has a long history.
 4. The *Panchatantra* is a collection of stories with animals as the main characters that teach us important life skills.
 5. An epic is a long poem generally narrating the adventures of heroes and other great figures of the past.
- G. 1. Five cereals found in different parts of India are rice, basmati, jawar, millet, kollam rice, ponni rice, sona masuri, maize (Accept any five of these or any other relevant response.)
 Five pulses found in different parts of India are white lobia, moong dal, masoor dal, chana dal, chickpea, arhar dal, pigeon pea (Accept any five of these or any other relevant response.)
2. The chintz became so popular in Europe that the sale of some European dresses dropped sharply. Eventually to protect their own products, England and France banned the import of chintz from India.
 3. Five festivals which mark the beginning of the harvest season are Shishur Saenkraat, Maghi/Lohri, Kichdi Parv, Magh Bihu, Uttarayan, Makar Sankraat, Pongal, Makara Sankramana, Pedda Panduya (Accept any five of these or any other relevant response.)
 4. In the *Ramayana*, Rama, with the help of his brother Lakshmana and of Hanuman, defeats the demon Ravana, who had kidnapped his wife Sita.
 5. Yes, tribal communities have their own version of the epics. Some tribal communities are the Bhils, the Gonds and the Mundas.
- H. 1. The 'People of India project' is a massive survey conducted by the Anthropological Survey of India. It surveyed more than 4,635 communities across all States of the country. It counted 325 languages using 25 scripts. It also observed that many Indians may be called migrants, in the sense of people not living near their birthplace or with their original community.
2. Every region and community in India has developed its own style of clothing and dresses. Yet, there is a commonality in some traditional Indian dresses, regardless of the material used. For example, a sari, it is worn in most parts of India and is made from different fabrics. This unstitched piece of cloth comes in hundreds of varieties. They are produced by different methods of weaving and designing. The sari has a long history. There are many ways of wearing the sari as they vary from one region to another. In fact, new ways of draping the sari are still being invented. But in the end, it is a single dress.
 3. There is an immense variety of festivals in India. There are a few common ones which are

celebrated across the country almost at the same time, though they have different names. This is because India is a land of diversity. Despite different languages spoken across the country, the celebration of festivals marking the beginning of same things, or celebrating the same causes unites us all. (Accept this or any other relevant response.)

4. Yes, the *Mahabharata* has a folk version. For more than two millennia, the epic has been translated or adapted into regional literatures in India and beyond. There are countless folk versions of the epic. A few years ago, a scholar conducted a survey in Tamil Nadu and counted about a hundred versions of the epic that are known to the public in the form of folklores.
5. The two epics for more than two millennia have been translated or adapted into regional literatures. Many communities have their own versions of the *Ramayana* and the *Mahabharata*. They have also preserved legends connecting their own history with these epics. There is hardly any place in the country where the characters of the epics did not visit. Over the centuries, these two epics have created a dense web of cultural interactions across India and many other parts of Asia. Though there are numerous versions of the epics, the main story remains the same throughout, signifying the unity of India.

Model Test Paper 1

- A. 1. c 3. d 5. a 7. d
 2. b 4. b 6. a 8. c
- B. 1. False 2. True 3. False 4. False 5. True
- C. 1. tsunami – The rest three occur in the mountains, while a tsunami occurs in the ocean.

2. south – The rest three are intermediate directions, while south is a cardinal direction.
 3. Lumbini – The rest three are Harappan sites, while Lumbini is the birthplace of Siddhartha Gautama.
 4. folklore – The rest three are archaeological sources, while folklore is an oral source.
 5. chintz – The rest are different types of silk saris.
- D. 1. e 2. d 3. a 4. b 5. c
- E. 1. Human activity of overfishing, throwing plastic waste into oceans and several other forms of pollution have threatened the marine environment.
2. Bachendri Pal is the first Indian woman to climb Mount Everest in 1984.
 3. Palaeontologists contribute to the study of the past by studying the remains of plants, animals and humans from millions of years ago in the form of fossils.
 4. The Harappan seals were generally made from steatite, a soft stone that gets hardened through heating.
 5. The two examples that showcase India's unity in diversity is the different ways in which sari is worn around the country and the two epics, the *Mahabharata* and the *Ramayana*.
- F. 1. Precipitation is the water from the atmosphere that reaches the ground in any form—rain, snow and hail are the most common forms of precipitation.
2. Latitude is an imaginary line that runs east and west, parallel to the Equator.
 3. Genetics is the branch of biology that studies how, in plants, animals or humans, certain features and characteristics get passed down from one generation to the next.
 4. Tributary is a river that flows into a larger river (or lake).

THEME D – Governance and Democracy

9. Family and Community

- A. 1. c 2. b 3. d 4. a 5. c
- B. 1. *bua* 3. joint 5. flexible
 2. responsibility 4. Teachers
- C. 1. True 2. False 3. True 4. True 5. False
- D. 1. e 2. d 3. b 4. a 5. c
- E. 1. nuclear, joint, single parent (Accept any two of these or any other relevant response.)
2. Accept any relevant response.
 3. sports, National Service Scheme, National Cadet Corps, science, drama (Accept any two of these or any other relevant response.)
 4. America's Indian community, Kerala's scientific community (Accept these or any other relevant response.)
- F. 1. A nuclear family consists of a couple and their children, and sometimes one parent and children.
2. Relationships among family members are based on love, care, cooperation and interdependence.
 3. Some of the Indian values that elders of the family teach their children are ahimsa, *dāna*,

sevā and *tyāga*.

4. The main objective of the *halma* tradition is to serve Mother Earth.
 5. A smaller group within a community can be a group of people of a particular religion, region, common work or interest. For example, the village's farming community (Accept this example or any other relevant response.)
- G. 1. There are different words for different family members as Indian languages have many more terms than English. For example, in Hindi there are *bua*, *tau*, *tai*, *chacha*, *mausi*, *nana*, *nani* and many more. Another example can be in Tamil which has different terms for elder brother and sister or younger brother and sister. Indian languages are much more diverse in nature. It emphasizes the bond between family members.
2. Tenzing's grandfather is actively involved in their society. For example, when there is a power failure in his area, he goes and registers a complaint at the nearby office. Another example can be when one

of their neighbours' house got damaged in a storm, Tenzing's grandfather collected some money from the whole neighbourhood to help with the repairs. (Accept any one example.)

3. Families are connected not only within themselves but also with other families and the people around them. Such a group of connected people are called a community. The meaning of community can change depending on the context.
 4. During the Chennai floods of 2015, there were massive floods which resulted in shops being closed and most of the services not being available. Many private groups, in particular spiritual and religious organisations cooked large quantities of food and distributed it to the people who needed it.
 5. Communities are interdependent. For instance, the Residents' Welfare Associations will depend on the trading community for supplies and also on municipal workers to handle waste. In societies, everyone depends on a number of other people and communities.
- H.
1. In Indian society there are several types of families. A joint family has several generations living together – grandparents, parents, uncles and aunts, brothers, sisters and cousins. A nuclear family is limited to a couple and their children. In a single-parent family there is one parent and their child or children.
 2. Each member of the family has a role and responsibility towards other members. For instance, parents are responsible for raising their children to become happy individuals and responsible members of society. As children grow up, they take on more responsibilities in the home to help other family members. Through daily practice, children learn to participate in the life of the household.
 3. In some villages, people come together to support each other with agricultural practices such as land preparation, sowing and harvesting. Over time, this often leads to agreed upon practices on the use of shared natural wealth and resources such as water, grazing lands and forest produce. These are considered unwritten rules which have provided communities with secure access to resources.
 4. The region around Jhabua was suffering from an acute water crisis. To solve this problem the Bhil community decided to plant thousands of trees in hundreds of villages. They also dug many trenches to conserve rainwater and created other water harvesting structures. They did not get paid for this work but did it as their duty towards their community and the environment.
 5. Kamal Parmar gave underprivileged children free tuition every day of the week after his work hours. He also provided the kids with free dinner. Soon, there were 150 children attending his classes regularly. A few teachers from the local school joined the classes and helped Kamal.

10. Grassroots Democracy – Part 1: Governance

- A. 1. c 2. b 3. a 4. d 5. b
 B. 1. True 2. False 3. False 4. True 5. False

- C. 1. Citizens 4. Supreme Court
 2. cybercrime. 5. democracy
 3. executive.
- D. 1. d 2. e 3. a 4. b 5. c
- E. 1. PRIME MINISTER 4. REPRESENTATIVES
 2. SEPARATE 5. GRASSROOTS
 3. RAJYA SABHA
- F. 1. The group of individuals or the system that makes the rules and ensures that they are followed is called a government.
 2. In India the government functions at three levels or tiers – local, state or regional and national. Each level deals with different matters.
 3. The local government will resolve the problems that occur in a district.
 4. The elected representatives at the state level are called Member of Legislative Assembly (MLA), and the elected representatives at the national level are called Member of Parliament (MP).
 5. The term grassroots democracy refers to a system that enables and encourages the participation of ordinary citizens at the local government.
- G. 1. The process of taking decisions, organising society's life with different sets of rules and ensuring that they are followed is called governance.
 2. The judiciary is a system of courts which decides whether someone has broken the law and if so, what course of action should be taken, including punishment if necessary. Sometimes, it also examines the decisions taken by the executive and the legislature.
 3. The Government of India's motto is *Satyameva Jayate*, which means 'Truth alone triumphs.' The Supreme Court's motto is *Yato Dharmastato Jayah*, which means 'Where there is dharma, there is victory.'
 4. The five departments that are looked after by the state government are police, law and order, public health, education, agriculture, irrigation and local government. (Accept any five of these or any other relevant response.)
 5. Dr A P J Abdul Kalam was a renowned scientist and served as the 11th President of India from 2002–2007. He was popularly called the 'Missile Man of India' for his crucial role in the development of India's space programme, missile programme and nuclear capabilities.
- H. 1. When a large number of people live together there can be disagreements and disorder. Rules become necessary to maintain order and harmony in society. If no one followed the rules society would not be able to function. It will lead to chaos and disorder.
 2. One of the features of good governance is that the three organs of the government, that is, the legislature, the executive and the judiciary must be kept separate, although they interact with each other and work together. This is called the separation of powers. It is intended to provide a system of checks and balances. This means that each organ of the government can check what the other is doing.
 3. The executive is the organ that implements the

laws. This includes the head of state such as the President, the Prime Minister, the ministers who are a Member of Parliament and any central agency responsible for enforcing law and order. The executive also keeps a check on the other two organs of the government which are the legislative and the judiciary.

4. Through elections, people vote for representatives who will be the elected members of their respective assemblies. At the state level they are called Members of the Legislative Assembly (MLAs) and at the national level they are called Members of Parliament (MPs). All these members discuss laws, problems and solutions in the assemblies, and through dialogue and debate try to convince each other whenever there are different opinions.
5. Dr A P J Abdul Kalam was a renowned scientist who was also called the 'Missile Man of India' for his crucial role in the development of India's space programme, missile programme and nuclear capabilities. He served as the 11th President of India from 2002–2007. He was deeply connected to the youth through his passion for good education and innovation. He inspired millions of people with his humility, dedication to social causes and commitment to the nation. He encouraged young Indians to dream big and work hard to achieve their goals.

11. Grassroots Democracy –

Part 2: Local Government in Rural Areas

- A. 1. d 2. b 3. a 4. c 5. b
- B. 1. block 4. Panchayat Samiti
2. Sarpanch 5. one-third
3. Children's Parliament
- C. 1. True 2. True 3. False 4. False 5. True
- D. 1. e 2. d 3. a 4. b 5. c
- E. 1. rural 4. Hiware Bazar
2. Sarpanch/Pradhan 5. all-weather
(Accept any one of these.)
3. 2017
- F. 1. Panchayats are important because they play a vital role in addressing local issues, promoting development and ensuring that the benefits of government schemes reach grassroots level.
2. Dnyaneshwar Kamble's motto is *lok seva, gram seva*, which means, 'service to the village is service to the public.'
3. The Panchayat Secretary performs administrative functions such as calling meetings and maintaining records. The Panchayat Secretary plays a vital role in assisting the Gram Panchayat.
4. Popatrao Pawar applied Anna Hazare's model of rainwater harvesting, watershed conservation and massive planting of lakhs of trees, all of which contributed to the recharge of groundwater.
5. The structure of the Panchayati Raj institutions differ across states because the States have authority over those institutions.
- G. 1. Panchayats bring governance closer to the people, making it possible for them to actively participate in decision-making processes. This is why the Panchayati Raj is a form of self-government.

2. The main responsibilities of the Panchayati Raj system cover almost all aspects of life in the district, block and village level. It looks after agriculture, housing, maintenance of roads, management of water resources, education, healthcare, social welfare and cultural activities.
 3. Sangkhu Radhu Khandu Gram Panchayat has given a lot of importance to children's needs and rights. The Panchayat has built compound walls for schools to make them safer for children. They ensure the students get midday meals and have even constructed kitchens in the schools.
 4. The Zila Parishad functions at the district level. The members are elected by the local people. There may be other members, such as Sarpanchs of the villages in the area and local members of the State Legislative Assembly.
 5. The *Arthashastra* is an ancient text of governance written by Kautilya some 2,300 years ago. It describes how a state should be structured and run, how the economy can be made prosperous, what the duties of the ruler are and how to conduct war.
- H. 1. The Panchayati Raj system is a three-tier system because it functions at three different levels.
- ◆ At the village level there is the Gram Panchayat.
 - ◆ At the block level there is the Block Panchayat/ Panchayat Samiti/Mandal Parishad.
 - ◆ At the district level there is District Panchayat/ Zila Parishad.
2. Vandana Maida convinced women in the village to attend the Sabha meetings and addressed critical issues, such as education and sanitation. She earned recognition for showcasing how women can play a leading role in transforming rural India.
 3. A few Bal Panchayats have worked to eliminate child labour and child marriage. They have brought many children back to school. The members of Bal Panchayat get together to convince parents and other adults to send their wards back to school and not to arrange marriages for girls who should be studying.
 4. The Children's Parliament empowered underprivileged children in Rajasthan's rural areas through education and democratic participation.
 - ◆ Children aged 8 to 14 years were engaged in governance processes, learning about democracy and social responsibility through night schools and parliament-like elections.
 - ◆ These elections followed formal procedures which included voter ID cards and campaigning.
 - ◆ Following the results of the election, the elected representatives formed a 'Cabinet' overseeing school management and advocating for community needs.
 - ◆ This initiative fostered leadership skills and social awareness, enabling children to challenge societal norms and advocate for change.
 - ◆ The children actively addressed issues such as access to education, sanitation and social equality contributing to community development.
 5. The Panchayat Samitis play an important role in strengthening participation of local people in governance.

- ◆ They coordinate matters across Gram Panchayats, for instance by collecting development plans from all Gram Panchayats and putting them together to present them at the District or State levels respectively.
- ◆ This facilitates the allotment of funds for development projects and for government schemes.
- ◆ They have special provisions so that disadvantaged sections of the population can make their needs and problems heard. They also have provisions for reservation of seats for women.

12. Grassroots Democracy – Part 3: Local Government in Urban Areas

- A. 1. a 2. d 3. b 4. d 5. c
- B. 1. State government 4. 1688
2. Panchayati Raj 5. Madhya Pradesh
3. three-tier
- C. 1. True 2. False 3. True 4. False 5. True
- D. 1. d 2. e 3. a 4. b 5. c
- E. 1. Central government
2. Panchayat Samiti
3. Greater Chennai Corporation
4. Nagar Panchayat
5. Municipal Council/Nagar Palika (Accept any one.)
- F. 1. The local governing body for Thiruvananthapuram will be a Municipal Corporation, for Nagam Village it will be a Nagar Panchayat.
2. Cities and towns are divided into smaller units called wards.
3. Madras Corporation attained municipal power when a Parliamentary Act was passed in 1792 which allowed the corporation to levy municipal taxes in the city.
4. The cities with a population above 10 lakhs will have a Mahanagar Nigam.
- G. 1. A system of governance where the citizens actively participate in their country's functioning whether it is at the rural, regional, urban, state or national level, is called participatory democracy.
2. Ward committees facilitate activities such as conducting health camps, organizing a campaign against the use of single-use plastics and so on. They also keep an eye on anything that might go wrong such as water leak, or a blocked drain, etc., and report such problems to the authorities.
3. The Madras Corporation was established on 29 September 1688. The East India Company issued a charter the previous year constituting the town of Fort St. George and all territories within 16 km from the Fort into a corporation.
4. The services provided on request under the Citizen Relationship Management by the Indore Municipal Corporation are water tanker, septic tanker, auditorium, funeral van, mobile toilet, ambulance (Accept any five of these.)
5. According to Anita, in a democracy everyone's voice matters. This means that the decisions should not be taken by listening only to the majority but should also include the minorities. Everyone together should be involved in the decision-making process.
- H. 1. The urban local bodies are decentralised which means that instead of operating under a central authority at the top, the local communities have a direct say on how their areas are managed or the issues they face. It is a mechanism for citizens living in an area to come together and take decisions about what is best for them. For this purpose, cities and towns are divided into smaller units called wards, and the ward committees are responsible for facilitating different activities.
2. The urban local bodies are responsible for a range of functions such as helping to take care of the infrastructure, maintaining the burial ground, garbage collection and disposal, checking the implementation of government schemes, collecting local taxes and fines and so on. They also have some role in planning for the area's economic and social development.
3. For the urban local bodies to perform their functions efficiently, people living in the city must also perform their duties, which means that they must show care and concern for their area. For instance, if people carefully follow instructions regarding waste segregation, garbage collection becomes easier; or if they notice a water leakage in a street, reporting it promptly will prevent further wastage of precious water (Accept any one of these examples or any other relevant response.)
4. Yes, there is a sense of community in the city where Anita resides. For example, one day, following heavy rains, a house had collapsed two streets away from where Anita lives. Dozens of people gathered from all over the place to help clear the rubble and make sure no one was trapped inside.
5. The children helped the panchayat in Sameer's village by noticing that an electricity wire that was hanging dangerously low, almost touching the roof of a building. The children immediately reported the issue and explained to one of their Gram Sabha members that an electric post should be shifted a little. The Sabha listened to the children and the issue was resolved.

THEME E – Economic Life Around Us

13. The Value of Work

- A. 1. a 2. d 3. b 4. c 5. d
- B. 1. economic 4. Seva
2. monthly 5. Swachh Bharat Abhiyan
3. kind.
- C. 1. True 2. False 3. False 4. True 5. True
- D. 1. d 2. c 3. a 4. e 5. b
- E. 1. A payment made by the employer to the worker for a specific period of time.
2. A fixed regular payment generally paid monthly by an employer to an employee.
3. The monetary value that a person places on an object based on the benefit that they derive from it.
4. A place where people engage in the exchange of goods and services.
5. A payment made to a person or organisation in exchange for professional advice or services.
- F. 1. Kabir's grandfather retired from the Border Security Force.
2. Some examples of non-economic activities are parents cooking food for the family or helping their children with schoolwork, youth taking care of their grandparents, and family members helping in the renovation of the house. (Accept one of these or any other relevant response.)
3. When father cooks food for us, he is doing a non-economic activity.
4. Sevā which means 'selfless service' is an example of a non-economic activity that generates value. (Accept this or any other relevant response.)
5. A payment made by the employer to the worker for a specific period of time is called a wage.
- G. 1. Yes, Anu's mother is involved in a community service activity.
She contributes to a voluntary group that teaches knitting to the women in the community.
2. Economic activities are those activities that involve money or are performed in exchange for money or money's worth for the parties involved.
3. Kabir's grandfather provides free geography classes to the neighbourhood kids in the form of community service.
4. Non-economic activities are those activities that do not generate income or wealth but are done out of feelings like gratitude, love, care and respect.
5. Economic activities add value at each stage of the process of transforming something into another form. This is called value addition.
- H. 1. Economic activities are performed in exchange for money or money's worth, whereas non-economic activities do not generate any income or wealth but are done out of feelings of gratitude, love, care and respect. Economic activities have value in terms of money. Non-economic activities generate value that is important in our lives. A lawyer arguing a case and earning a fee is an example of an economic activity. A mother helping her children with schoolwork is an example of a non-economic activity.

2. Salary is a fixed regular payment generally paid monthly by an employer to an employee. Payment in kind is a non-cash payment that is received for the work performed. For example, a person employed at a village post office receives a monthly salary but a farm labourer receives some payment for his work in cash, and the remaining part of the payment in the form of mangoes of equal value. These mangoes are called payment in kind.
3. Economic activities add value at each stage of the process of transforming something into another form. This is called value addition. For example, Rajesh is a carpenter who buys wood from a nearby market for ₹600 to make furniture. He uses special tools and materials to build a chair. He then sells a chair for ₹1,000 each in the market. The monetary value of Rajesh's skill, time and effort, which went into making that chair is ₹400 (₹1000 – ₹600). Rajesh has added value to the wood by turning it into furniture.
4. Seva means selfless service. We see seva in many places such as temples, gurudwaras, mosques and churches. For instance, *langars* or community kitchens at gurudwaras serve food to every visitor for free. These practices foster a sense of satisfaction and gratitude for what we have, and they are also a way of contributing to society without expecting anything in return.
5. The Swachh Bharat Abhiyan is based on the collective efforts of all Indian citizens to keep our surroundings clean. People have come together to clean up streets, roads, parks and other public places or community areas. Another example of collective community participation is the celebration of Van Mahotsav (the festival of forests) in India to promote awareness about the value of trees and the conservation of forests. The initiative brings together members of the community for tree plantation drives.

14. Economic Activities Around Us

- A. 1. a 2. c 3. b 4. d 5. a
- B. 1. c 2. e 3. a 4. b 5. d
- C. 1. secondary activity. 4. Dairy
2. primary activity. 5. middlemen
3. tertiary sector.
- D. 1. False 2. True 3. True 4. False 5. False
- E. 1. A large building used for storing products before they are sold, used or rented out to shops.
2. A group of people who voluntarily come together to meet their economic and social needs in a formal way.
3. The sale of goods in small quantities for use by the end consumer rather than for resale.
4. A building or a group of buildings where goods are manufactured, or various components are put together, to make a final product.
5. Goods and services that are produced in one country and sold to buyers or consumers in another country.

- F. 1. Earlier most people were engaged in agriculture, livestock rearing, production of tools, pottery and weaving cloth. (Accept any two of these or any other relevant response.)
2. As societies progressed, the number of economic activities through which people earn their livelihoods increased vastly.
3. Some examples of primary activities include agriculture, mining, fishing, raising livestock and forestry. (Accept any two of these or any other relevant response.)
4. Some examples of secondary activities include construction, manufacturing, water supply, electricity production and generation of solar power. (Accept any two of these or any other relevant response.)
5. Some milk cooperatives include AMUL, Nandini, Mother Dairy, Aavin, Vijaya, Kevi, Sudha and Verka. (Accept any two of these or any other relevant response.)
- G. 1. Economic sectors are broad groups that include various activities that help with the economic prosperity of a nation.
2. Those economic activities in which people are directly dependent on nature to produce goods are known as primary activities or primary sector economic activities.
3. The group of activities that involves processing of raw materials derived from primary sector into products for sale or consumption is called the secondary sector.
4. The group of activities that involves the provision of services that complement both primary and secondary sectors, such as transportation, banking, and management of business, is called the tertiary sector.
5. AMUL was set up in 1946. It was set up under the leadership of Tribhuvandas Patel (lawyer and freedom fighter) and Dr. Varghese Kurien (an engineer who was working at a dairy factory in Mumbai).
- H. 1. The three economic sectors are primary, secondary, and tertiary. Primary activities include economic activities in which people are directly dependent on nature to produce goods. Secondary activities include activities in which people are dependent on outputs of the primary sector and transform them to produce goods. The tertiary sector includes all those economic activities that provide support to people involved in primary and secondary sectors. Some examples of the primary sector are agriculture, mining, fishing, raising livestock, forestry, and so on. Construction, manufacturing, electricity production, and so on, are examples of the secondary sector. Some examples of tertiary sector are healthcare, trade and logistics, transportation, and so on.
2. The tertiary sector includes services that we may not be able to see but which still play a very important role. For example, the driver of a truck transports grains and vegetables from the farm to a factory or the market. The farm produce is sold to household consumers by fruit or vegetable vendors. Similarly, doctors, nurses, lawyers, teachers, and pilots provide their services to people in need. There are technicians who repair and service various electronic items. There are mechanics who repair our vehicles. There are services provided at hotels, restaurants, banks, schools, hospitals, airports, shops, and so on. This is why the tertiary sector is also called the service sector.
3. The dairy farmers at Anand faced many problems. They would have to cycle or walk to nearby villages to sell the milk under scorching heat. As milk spoils or curdles very fast in hot weather, the farmers had to sell the milk quickly before it could spoil. This was a lot of effort for the small amount of money they would earn. So, they depended on middlemen, who would buy the milk in bulk at meagre prices from the farmers and sell it in the market. Many times, the farmers felt cheated and harassed by the middlemen.
4. One day, the dairy farmers of Anand collectively approached Sardar Vallabhbhai Patel, a prominent national leader, with their problems. He advised them to form a cooperative to become independent and stop relying on the middlemen. As a cooperative, the farmers would be able to buy and sell milk as a group, taking care of the entire operation of milk collection, processing and distribution themselves. The farmers took Sardar Patel's advice. AMUL was set up. This brought farmers together and gave them control over the production and sale of milk. Since the tasks were shared by everyone, it helped raise the income of the farmers. They no longer needed the middlemen.
5. The three types of economic activities play an important role in the process of conversion of natural raw materials into finished goods for final consumption. Let us look at the above statement through an example – the role of AMUL in Anand in Gujarat. The dairy farmers of Anand used to be exploited by the middlemen. They were forced to sell the milk at meagre prices. The farmers approached Sardar Vallabhbhai Patel who advised them to form a cooperative. Thus AMUL came into being in 1946. It brought farmers together and gave them control over the production and the sale of the milk. As the cooperative grew, the quantity of milk collected also increased substantially. The farmers thus decided to make other products such as butter and milk powder out of it. The products are made at milk processing plants and factories all over India. The products are then transported and sold in retail shops and exported to several countries. Thus, the dairy farmers milking the cows to sell the milk is a primary sector economic activity. Milk when processed and converted to make different products in factories is secondary sector economic activity. These products are then transported and retailed by AMUL. Here, transportation, trading and retail is a tertiary activity. Thus, the three sectors of the economy are interconnected.

Model Test Paper 2

- A. 1. c 3. c 5. c 7. a
 2. b 4. a 6. c 8. c
- B. 1. True 2. True 3. False 4. False 5. True
- C. 1. Direct
 2. Municipal Corporation 4. Non-economic
 3. Ward committee 5. secondary
- D. 1. e 2. d 3. a 4. b 5. c
- E. 1. The main objective of the Panchayati Raj institutions is to bring governance closer to the people, making it possible for them to actively participate in decision-making processes.
 2. It is the organ that makes new laws. Sometimes it also updates or removes existing laws.
 3. Nagar Palika is the highest governing body in a town with a population between 1 and 10 lakhs.

4. Sardar Patel advised the dairy farmers of Gujarat to form a cooperative to become independent and stop relying on the middlemen.
 5. Money's worth is the monetary value that a person places on an object based on the benefit that they derive from it.
- F. 1. An assembly where laws are discussed or passed.
 2. In name only. For example, the President of India and the Governor of a State are not the actual executive head, they are nominal heads.
 3. A system that enables and encourages the participation of ordinary citizens.
 4. Persons who buy goods from producers and sell them to consumers at a fee are called middlemen.
 5. Monetary value is the value of something that can be measured in terms of money.

As Per the New Assessment Pattern

Multiple-choice questions

- | | | | | |
|------|-------|-------|-------|-------|
| 1. d | 6. c | 11. c | 16. c | 21. a |
| 2. b | 7. a | 12. d | 17. b | 22. d |
| 3. b | 8. b | 13. c | 18. a | 23. a |
| 4. a | 9. d | 14. a | 19. d | 24. a |
| 5. c | 10. a | 15. d | 20. b | |

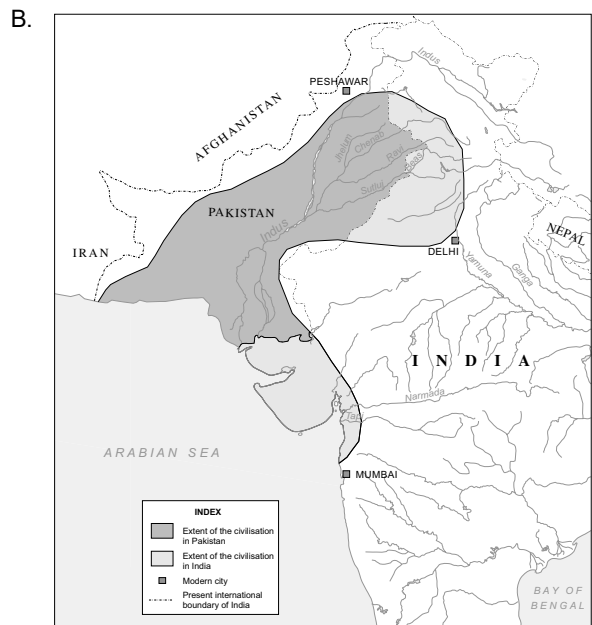
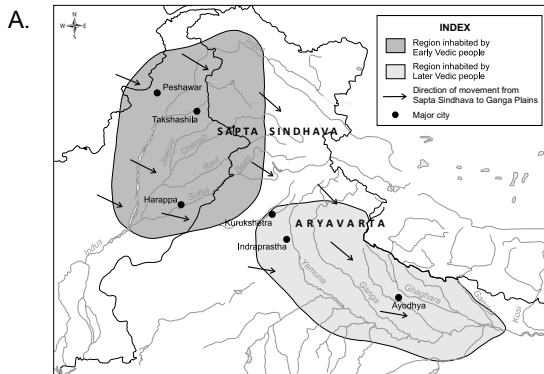
Source-based questions

- A. 1. c 2. d 3. b
 B. 1. c 2. a 3. b 4. d
 C. 1. b 2. d 3. c 4. b

Picture-based questions

- A. 1. a 2. c 3. b 4. d
 B. 1. a 2. c 3. d 4. d 5. d
 C. 1. b 2. c 3. d

Map Skill-based questions



- C. 1. b 2. a 3. d 4. c

Assertion-Reason questions

- | | | | |
|------|-------|-------|-------|
| 1. c | 6. a | 11. a | 16. a |
| 2. b | 7. d | 12. c | 17. d |
| 3. d | 8. a | 13. a | 18. b |
| 4. a | 9. d | 14. d | |
| 5. b | 10. a | 15. a | |

and More

Subject Integration

- A. 1. precipitation 4. condensation
2. percolation 5. evaporation
3. groundwater 6. transpiration
- B. 1. having a lot to do at the same time
2. to rule with absolute firmness
- C. 1. d 2. a 3. e 4. c 5. b
- D. Accept the bar graph made correctly.

Life Skills and Values

- A. 2. ✓ 4. ✓
- B. 1. Yes 3. No 5. Yes
2. Yes 4. Yes 6. No
- C. name of the voter, residential address of the voter,
photo of the voter, voter's age

- D. Clean home → Clean neighbourhood →
Clean city → Clean country

E. Accept all relevant responses.

- F. 1. ✓ 3. ✓ 4. ✓
- G. 1. P 3. A 5. A 7. P
2. P 4. A 6. A 8. P

Physical Education and Well-Being

- A. 1. tulsi 5. clove
2. coriander 6. cumin
3. turmeric 7. garlic
4. neem
- B. 1. DEMOCRACY 5. GRASSROOTS
2. EXECUTIVE 6. PARLIAMENT
3. LEGISLATURE 7. JUDICIARY
4. REPRESENTATIVE 8. GOVERNANCE