

Key to Navjeevan Practice Book

Standard
6

Teacher's Copy

History and Civics


NAVJEEVAN
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History

1. The Indian Subcontinent and History

Class Assignment

- (A)** (1) rivers (2) strenuous (3) Deccan Plateau
(4) agricultural produce (5) Indian subcontinent
- (B)** (1) - d, (2) - c, (3) - a, (4) - b.
- (C)** (1) China and Myanmar
(2) The Himalayas
(3) Satluj
(4) Pakistan
(5) geography and geographical conditions
(6) Thar
- (D)** (1) History is a coherent account of the significant past events in the progress of human culture.
(2) The Hindukush and Himalaya ranges have created an impenetrable wall on the northern side of the Indian subcontinent.
(3) The Thar desert spreads across Rajasthan, Haryana and some parts of Gujarat.
(4) China and Myanmar had trade relations with ancient India.
(5) The manuscript 'Periplus of the Erythrean Sea' or 'Handbook of the Red Sea' makes a mention of Indian islands.
(6) Human settlements flourished wherever the means of living were plentiful.
(7) The life of the people in hilly regions is more strenuous than that of the people on the plains.
- (8)** The country is contiguous except for islands of Andaman - Nicobar and Lakshadweep.
- (9)** The people in hilly regions depend on hunting and gathering for their food.
- (10)** Harappan Civilization is the earliest civilization in India.
- (11)** The Harappan civilization spreads mainly in the northwestern part of the Indian subcontinent.
- (12)** Degradation of the environment, drought, invasions, etc., lead to the scarcity of human settlements.
- (13)** Afghanistan, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and India are the countries which together form South Asia.
- (D)** (1) (a) The Ghaggar river that originates in Himachal Pradesh reaches the Thar desert.
(b) It is known as 'Hakra' in Pakistan.
(c) Its course in Rajasthan and Pakistan has now dried up.
(d) Many sites of the Harappan civilization are situated along the now dry course of this river.
- (2)** The human life depends on diet, clothing, housing, occupation and to a large extent a region's geographical characteristics. Human settlements flourish wherever the means of living are plentiful.
- (3)** The climate, rainfall, agricultural produce, flora and fauna of the region where we live are the features of our surrounding, which form the means of our livelihood.
- (4)** Afghanistan, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and India together form the region known as South Asia. Considering the expanse and significance of India in this region, it is known as Indian subcontinent.

- (E) (1) Time, place, society and individuals are the four major pillars of history. Among the four components of history 'place' is related to geography or geographical conditions. Hence, history and geography are inseparable. As a result, there is a close relation between history and geography.
- (2) Human settlements have flourished wherever the means of living are plentiful. But reasons like the degradation of the environment, drought, invasions, etc., lead to the scarcity of those means. As a result, people are forced to leave their settlements.

Home Assignment

- (A) (1) hilly regions (2) Himachal Pradesh (3) Peninsula
- (B) (1) - a (2) - c (3) - b
- (C) (1) Hakra (2) Hilly areas
(3) The Himalayas (4) The Deccan Plateau
- (D) (1) The Hindukush and Himalaya ranges create a climate wall separating the Indian subcontinent from the deserts of Central Asia.
(2) The mountain ranges of Vindhya and Satpuda are situated to the north of the Deccan Plateau.
- (E) (1) (a) There is no fertile land available in the hilly regions.
(b) As a result, grains and vegetables are scarce.
(c) This has a bad impact on the diet of the people.
(d) As a result, in the hilly regions people depend more on hunting and gathering for their food.
- (2) (a) Ancient India had trade relations with the western countries from the time of the Harappan Civilization which was carried on by sea.

- (b) And so, India developed contact and interaction with foreign cultures and people at the sea ports.
- (c) Later on, land routes came to be used for trade and transport.
- (d) But the importance of sea routes did not diminish.

(3)

	Life in hilly region		Life on plains
(1)	Life is more strenuous.	(1)	Life is comparatively easier.
(2)	Fertile land not available.	(2)	Availability of fertile land.
(3)	Scarce foodgrains and vegetables.	(3)	Plenty of foodgrains and vegetables.
(4)	Depend on hunting and gathering food.	(4)	Consume foodgrains and vegetables.

Activity

- (1) (1) Hindukush and Himalaya mountain range lies in the north of India.
(2) The route to India from the north east is by sea.
(3) Rivers Ganga and Brahmaputra meet in Bangladesh.
(4) The Andaman and Nicobar islands are to the east of the Indian peninsula.
(5) We see the Thar desert in the north western part of India.
- (2) (To be done by students with the help of the teacher.)
- (3) (Refer textbook page no. 4)

2. Sources of History

Class Assignment

- (A) (1) paintings (2) folk songs, folk tales
(3) archaeological (4) written sources (5) oral
- (B) (1) - c (2) - a (3) - b
- (C) (1) Articles (2) Inscriptions carved (3) Vedic literature
(4) Kashmir (5) Paintings on rocks
- (D)

Material Sources	Written Sources	Oral Sources
(1) Pottery	(1) Travelogues	(1) Folk tales
(2) Beads	(2) Inscription	(2) Owis
(3) Stupa	(3) Puranas	
(4) Coin	(4) Vedic literature	
	(5) Copper - plate	

- (E) (1) bark of brich tree (2) Vedic literature (3) fort
- (F) (1) Material source, written source and oral sources help to understand history.
(2) Man learnt the art of writing after thousands of years.
(3) In the beginning, humans recorded their thoughts and ideas by using symbols and signs.
(4) Owis, folk songs, folk tales and similar literature are passed from generation to generation by word of mouth.
(5) The ancient Indians developed the technique of memorizing and reciting the vedas.
(6) Thousand of years were taken to develop a script.

- (7) The variety of things used by man in his day-to-day life are known as artefacts.
(8) In the beginning, man wrote on potsherds, unbaked bricks using pointed objects.

Home Assignment

- (A) (1) Vedic literature (2) Artefacts (3) courts
- (B) (1) - b (2) - a
- (C) (1) Sources such as archaeological remains, ancient monuments and coins found in excavations are the material sources through which we learn history.
(2) In the past, man used materials like potsherds, unbaked bricks, bark of birch trees and copper plates for writing.
(3) We can decide the period of ancient artefacts like earthen pots by studying the shape, colour and designs on potsherds.
(4) The information about life of man and ancient Indian History is obtained from Vedic literature.
(5) The books on religious and social subjects, plays, poetry, travelogues and scientific works help us to understand the history of various historical periods.
(6) Owis, folk songs, folk tales and similar literature is preserved by oral tradition.
- (D) (1) Precautions to be taken while writing history are -
A written document cannot be said to be authentic just because it is old. It needs to be examined critically as to who wrote it, why and when it was written.
The conclusions drawn on the basis of various genuine documents have to be cross-checked and corroborated with one another.

Such a critical analysis is very important in the writing of history.

- (E) (1) (i)** Man uses a variety of things in his day - to-day life. These are known as artefacts.
- (ii)** We get information about the diet of the people from the remains of foodgrains, seeds and bones of animals found in excavations.
- (iii)** We also find ancient coins and seals. All these give us information about human activities in the past.
- (iv)** All such artefacts, articles, monuments or their ruins are called the 'material sources' of history.

Activity

- (1)** (To be done by students.)
- (2)** (To be done by students.)

3. The Harappan Civilization

Class Assignment

- (A) (1)** Archaeological **(2)** baked bricks **(3)** red terra cotta
(4) Mohen-jo-daro **(5)** Indus
- (B)** (1) - b (2) - c (3) - a

(C)	Major Crops	Clothes	Ornaments
(1)	Wheat	Knee length cloth	Multistrand necklaces
(2)	Barley	Upper garment	Rings
(3)	Peas		Armlets, bangles
(4)	Sesame	Cloak	Waistbands

- (D) (1)** Unicorn **(2)** Barely **(3)** Steatite stone
- (E) (1)** Archaeological excavations first began in 1921 CE at Harappa in Punjab on the banks of river Ravi. This was the reason the civilization got the name Harappa.
- (2)** Harappan civilization is also known as Indus Civilization.
- (3)** Some regions became arid due to weakening of monsoon, drying up of river basins, earthquakes, changes in sea level, etc.
- (4)** The patterns such as fishscales, interlocking circles, pipal leaves, etc. are seen on the Harappan pots.
- (5)** The similar remains of structures and artefacts have been found Dholavira, Lothal, Kalibangan, Daimabad etc.
- (6)** The Harappan people practiced agriculture.
- (7)** The Harappan people grew crops such as wheat, barley, sesame, peas, lentils and cotton.
- (8)** The Harappan traders supplied muslin cloth to Egypt.
- (F) (1) (i)** Frequent floods, invasions by foreign tribes, decline in trade were some of the reasons for the decline of the Harappan civilization.
- (ii)** Some regions became arid due to weakening of monsoon, drying up of river basins, earthquakes, changes in sea level, etc.
- (iii)** People migrated to other places leading to the decline of cities.
- (iv)** The Harappan civilization was a prosperous and flourishing urban civilization.
- (v)** It laid the foundation of the Indian civilization.
- (2)** Frequent floods, invasions by foreign tribes, decline in trade were some of the reasons for the decline of the

Harappan Civilization. Some regions became arid due to weakening of monsoon, drying up of river basins, earthquakes, changes in sea level, etc. People migrated to other places leading to the decline of cities.

Home Assignment

- (A) (1) artefacts (2) drains (3) 2.5
- (B) (1) - c (2) - b
- (C) (1) The streets were broad and laid out in a grid pattern.
(2) The Great Bath was lined with baked bricks to prevent the seepage of water in it.
(3) In Rajasthan, barley while in Gujarat, ragi crops were grown.
(4) The seals of Harappan civilization were mainly square-shaped and made from a stone called steatite.
(5) The steps of the great bath led down to the tank.

(D) (1) **Seals of Harappa**

- (i) The seals of harappa were square-shaped and made from the stone called steatite.
(ii) The pictures of animals like bulls, buffaloes, oxen, elephants, rhinos, tigers etc. and imaginary pictures like unicorn were carved on the seals.
(iii) Some seals had human pictures. Many times these seals were used as stamps.

Pots of Harappa

- (i) Earthen pots of different shapes and types were found at excavations.
(ii) The pots found there were red terra cotta pots with different patterns and many were in black colour with different design.

- (iii) The patterns on pots were that of fishscales, interlocking circles, pipal leaves etc.
(iv) The Harappan people used to bury earthen pots along with the bodies of dead.
- (2) (i) The great and spacious bath was discovered at Mohen-jo-daro.
(ii) The tank in the great bath was nearly 2.5 metres deep.
(iii) It was 12 metres long and 7 metres wide.
(iv) It was lined with baked bricks to prevent seepage of water.
(v) There were steps leading down to the tank.
(vi) There was also a provision for draining, cleaning, and refilling the tank from time to time.
- (3) While visiting an ancient site I will seek help of the local tour guide to get more information. To conserve I will not touch the structures of the monument and will request people to not get their pets inside. I will ask the officials to not allow stray animals to wander close to the site. I will avoid food product inside the premises. I will keep a contribution box for supporting in the monitoring, maintenance and amenities.
- (E) (1) The Harappans cultivated wheat, barely, sesame, ragi, peas, cotton, etc. They knew the art of weaving cotton into cotton textiles. Archaeologists have found spindle which proves the use of cotton for weaving cloth, fragments of cloth found wrapped in metal objects, etc., show that the harappan people wove a range of cotton cloth.
- (F) (1) Archaeological excavation first began in 1921 CE at Harappa in Punjab on the banks of the river Ravi.

Therefore, the civilization is also known as Indus civilization or Harappan civilization. Excavations were also carried out at Mohen-jo-daro, a place about 650 km to the south of Harappan in the Indus Valley. There was a striking resemblance between the remains of structures and artefacts found at the two places. The characteristic of the Harappan civilization includes town planning, roads, construction of houses, drainage system, seals, pots and toys and burial customs.

Activity

- (1) (To be done by students.) Refer textbook page 10
 (2) (To be done by students.)

4. The Vedic Civilization

Class Assignment

- (A) (1) Vedic Civilization (2) Aranyakas (3) Agriculture
 (4) sanyasashrama (5) Sanskrit
- (B) (1) - d (2) - c (3) - b (4) - a
- (C) (1) True (2) False (3) True
- (D) (1) Wrong (2) Right (3) Right
- (E) (1) Lopamudra, Gargi and Maitreyi.
 (2) Singing, playing musical instruments, dance, board games, chariot race and hunting.
 (3) Brahmacharyashrama, Grihasthashrama, Vanaprasthashrama, Sanyasashrama.
- (F) (1) Sanskrit (2) To know (3) Grihapati
 (4) Shreshthi (5) Vedic hymns

- (6) serious and profound issues (7) for its speed
- (G) (1) The vedas considered to be our earliest literature.
 (2) The Aranyakas are concerned with accurate performance of yajna rites.
 (3) The vedas were composed by many sages or rishis.
 (4) Animals like the horses, cows and dogs had special importance during the Vedic period.
 (5) The convention at the fourth stage was to renounce all relations, lead life in order to understand the meaning of human life, and not stay in one place.
- (H) (1) (i) In the Vedic thought, Smritis and Puranas were composed. (ii) After a period of time, the religious stream based on the Vedas, Smritis, Puranas and local traditions came to be known as Hinduism.
 (2) The four Vedas are :-
 (a) **Rigveda Samhita** :- Rigveda is considered to be the first Veda. The Veda consisting of **richas** is called 'Rigveda'. **Richa** means a verse composed to praise a deity.
 (b) **Yajurveda Samhita** :- The Yajurveda contains **mantras** uttered during a **yajna**.
 (c) **Samaveda Samhita** :- The Samaveda provides guidance on singing Rigvedic verses to a set rhythm and tune at the time of **yajna** rites.
 (d) **Atharvaveda Samhita** :- The Atharvaveda is named after Atharva rishi. This Veda is different from the other three Vedas. It includes solutions to adversities and diseases. It also provides information about medicinal herbs.

- (3)** (i) In the Vedic period Joint family system was prevalent.
- (ii) The head of the family and the man responsible for the family is called grihpati.
- (iii) The family included old parents, wife and children and also the families of the children, the younger brothers and their families.
- (iv) The family in Vedic period was patriarchal.
- (4)** The main duties of the king were to protect the people, collect taxes and run the administration efficiently. Therefore, the king appointed various officers like purohit (priest), the Senapati and bhagdugh. The institutions that guided the king were Sabha, Samiti, Vidath and Jana.

Home Assignment

- (A)** **(1)** diverse **(2)** serious **(3)** Cows
- (B)** (1) - b (2) - c (3) - a (4) - d
- (C)** **(1)** Veena, Guitar, Piano **(2)** Rings, Bracelets, Anklets
(3) Television, Internet, etc.
- (D)** **(1)** Cowdung **(2)** Samhita **(3)** griha or shala
(4) Medicines **(5)** Senior citizens
- (E)** **(1)** Rigveda is considered to be the first text.
(2) The four Vedas, Brahmanas, Aranyakas and the Upanishads were composed over a period of one thousand and five hundred years.
(3) Since cows were used as means of exchange, the people took special care of their cows to ensure that their cows would not be stolen.

- (4)** People in the Vedic period thought about how the natural phenomena occur.

- (F)** **(1)** (i) Artisans and people participating in various occupations were an important part of the social system.
(ii) They formed independent organizations known as shrenis or guilds.
(iii) The head of the guild was known as shreshthi. However, slowly, the status of skilled artisans became secondary.
- (G)** **(1)** (i) In the Vedic period, forces of nature such as the sun, wind, rain, lightning, storms and rivers were given the form of deities.
(ii) Vedic compositions pray them to become life giving forces. The Vedic people put offerings into the yajna fire to please them. These offerings were called havi.
(iii) Initially, the yajna rites were simple.
(iv) As the rules of yajna became harder and harder the importance of priests went on increasing.
- (2)** (i) Atharvaveda is named after Atharva rishi.
(ii) It is more concerned with many things in day-to-day life of the people.
(iii) It also provides information about medicinal herbs and includes solutions to adversities and diseases.
- (3)** (i) The houses built during the Vedic period were of earthen or wattle and daub constituents.
(ii) Wattle means woven lattice of wooden strips which is daubed with clay mixed with cowdung.
(iii) A house was called griha or shala.

- (4) (i) In the Vedic period, each village had a head known as gramani. A group of villages formed a vish, whose head was called vishpati.
- (ii) Several vish formed a jana. Later, when the jana settled into a specific region, it came to be known as janapad.
- (iii) The main duties of the king were to protect the people, collect taxes and run administration efficiently.
- (iv) The special officers of the kingdom were the Purohit (Priest) and the Senapati of the army.
- (v) Both men and women participated in the working of **sabha** and **vidath**. The **sabha** consisted of senior citizens of the state whereas the **samiti** was a general body of the people.
- (H) (1) (i) The diet of the people mainly consisted of cereals like wheat, barley and rice.
- (ii) The words like java, godhoom, vrihi etc. can be found in the Vedic literature.
- (iii) The Vedic people relished milk, yoghurt, ghee, butter, honey.
- (iv) Black gram (udad,) lentil (masoor), sesame and meat were also a part of their diet.
- (2) (i) During the Vedic period, animals like horses, cows and dogs were given special importance.
- (ii) Cows were used as means of exchange.
- (iii) That is why, cows were highly priced.
- (iv) People took special care to ensure that their cows would not be stolen.

- (3) In Sanyasashrama man was expected to renounce all relations, lead life in order to understand the meaning of human life, and not stay in one place.

5. Religious Trends in Ancient India

Class Assignment

- (A) (1) Vedic (2) Pancha Mahavratas
(3) sorrow and suffering (4) non-violence (5) 30
- (B) (1) - b (2) - c (3) - a
- (C) (1) True (2) True
- (D) (1) St. Thomas established a Church at Pallayur in Trichur district, in 52 CE.
(2) Only the priestly class had the knowledge of the Vedic details.
(3) The teachings of Christianity is that we are all brothers and sisters and we should love everyone.
(4) The teachings of Vardhaman Mahavir were 'Love all living things', 'Have mercy and compassion' and 'Live and let live'.
(5) The famous quote of Gautama Buddha given in the textbook is that 'Even the little quail can chirp freely in her nest'. It upholds values such as equality and freedom.
- (E) (1) Bodhgaya (2) Staying away from stealing
- (F) (1) The name 'Jina' given to Vardhaman Mahavir because the joy of derived from physical comforts and the discomfort felt due to undesired things had no impact whatsoever on him.

- (2) (i) Jainism is one of the ancient religions in India.
(ii) This religion gives importance to the principle of non-violence.
(iii) According to the Jain tradition, a person who reveals religious knowledge is known as the Tirthankar.
(iv) There have been 24 Tirthankars in all. Vardhaman Mahavir is the twenty-fourth Tirthankar in the Jain religious tradition.
- (3) (i) Gautama Buddha was born at Lumbini in Nepal.
(ii) Gautama Buddha's birth name was Siddharth.
(iii) At a young age he was pained by the sorrow and suffering in human life.
(iv) So he left home and all comforts in pursuit of the answer to this question.
(v) After rigorous tapascharya he acquired 'Bodhi' i.e. enlightenment or the highest knowledge. Therefore, he came to be known as the 'Buddha'.

Home Assignment

- (A) (1) Jesus Christ (2) ancient
(3) compassion (4) good conduct
- (B) (1) - b (2) - c (3) - a
- (C) (1) The Varna system decided a person's social position.
(2) The assembly held by the Tirthankar to preach the people was known as 'Samavasaran' in Ardhamagadhi.
(3) At the core of Parsee thinking are three main principles of conduct, namely, good thoughts, good words and good deeds.
(4) Gautama Buddha refused the discrimination based on things like varna.

- (5) Virtues like justice, truth, peace, love, compassion, humility, charity, ethical speech and self-respect are emphasized in Judaism.
- (D) (1) (i) Allah is eternal, absolute, all powerful and merciful.
(ii) The purpose of human existence is to worship Allah.
(iii) The Quran Sharif provides guidance on how man should behave in life.
- (2) **The Pancha Mahavrata are:**
- (i) **Ahimsa** (Non-violence) :- No living being should be hurt, injured or harmed through one's behaviour.
(ii) **Satya** (Truth) :- Every speech and action should be true.
(iii) **Asteya** (Non-stealing) :- Asteya means theft. Asteya means not stealing anything.
(iv) **Aparigraha** (Non-attachment) :- Man tends to accumulate property due to greed. Aparigraha means not hoarding or accumulating anything in this way.
(v) **Brahmacharya** (Chastity) :- It means leaving bodily pleasures and following the vows.
- (E) (1) **Aryasatyas** : According to Buddhism there are four truths at the root of all human suffering. They are called Aryasatyas (Noble truths), they are :-
- (i) **Dukkha (Suffering)** :- There is suffering in human life.
(ii) **The Cause of Dukkha** :- There is a cause of suffering.
(iii) **Dukkha - nivarana** :- It is possible to end suffering.
(iv) **Pratipad** :- Pratipad means the 'way'. This way leads to the end of suffering. This is the way of good conduct. It is known as the Ashtangik or Eightfold Path.

(2) Panchasheel : Gautama Buddha asked people to follow five rules. These rules are called Panchasheel.

- (i) Stay away from killing animals.
- (ii) Stay away from stealing.
- (iii) Stay away from unethical conduct.
- (iv) Stay away from telling lies.
- (v) Stay away from intoxicants.

(F)	Five Great Vows	Three Jewels
	(1) Ahims	(1) Samyak Darshan
	(2) Satya	(2) Samyak Jnan
	(3) Asteya	(3) Samyak Charitra
	(4) Aparigraha	
	(5) Brahmacharya	

6. Janapadas and Mahajanpadas

Class Assignment

- (A)** (1) Post-vedic (2) Ashmak
(3) janapadas (4) Ardhamagadhi
- (B)** (1) - b (2) - d (3) - a
- (C)** (1) Ajatshatru (2) Nandas (3) Rajgriha
(4) Nandas (5) King Dhananand
- (D)** (1) Foothills of the Himalayas.
(2) Some janapadas.
(3) Very small states that came into existence in north Indian in the post-Vedic period were known as janapadas.

- (4)** Mahajanapadas are some janapadas who gradually became stronger and expanded their geographical boundaries.
- (5)** Ajatshatru successfully conquered many republics of the east.
- (6)** The parishad of senior citizens is known as gana - parishad.

Home Assignment

- (A)** (1) santhagar (2) Magadha (3) Prayag (4) Avanti
- (B)** (1) - c (2) - b (3) - a
- (C)**

Sr. No.	Name of the Mahajanpada	Location	Capital	Name of the most important king
1.	Kosala	At the foot of Himalayas	Shravasti	King Prasenjit
2.	Vatsa	Regions around Prayag, Allahabad, Uttar Pradesh.	Kosam	King Udayana
3.	Avanti	Malwa region of Madhya Pradesh	Ujjayani	Pradyot
4.	Magadha	Regions around the cities of Patna, Gaya	Rajgriha	King Bimbisara

- (D)** (1) Ashmak (2) Gana - parishad (3) Santhagar
(4) Shakya (5) The Nanda Kings of Magadha
- (E)** (1) Kosam (2) Ujjayani (3) Rajgriha
- (F)** (1) Gautam Buddha hailed from the Shakya Republic.
(2) Shravasti, Kushavati and Saket were the famous cities of Kosala.

- (3) Every janapada had its own coinage.
 - (4) Standard weights and measures.
 - (5) Small states
- (G) (1)**
- (i) Ajatshatru, the son of Bimbisara continued with the policy of expansion of Magadha Empire.
 - (ii) The foundation for the new capital Pataligram of Magadha was laid during Ajatshatru's period.
 - (iii) A noteworthy successor of Ajatshatru was the Magadha king Shishunag.
 - (iv) He annexed the kingdoms of Avanti, Kosala and Vasta to Magadha.
 - (v) Nearly the entire region of Northern India came under the control of Magadha.
 - (vi) That was how the Magadha Empire took shape.

7. India during the Maurya Period

Class Assignment

- (A) (1)** Greek **(2)** Chandragupta **(3)** Bindusara
(4) Kalinga **(5)** Buddhism
- (B)** (1) - b (2) - a (3) - d
- (C) (1)** Pataliputra **(2)** Agricultural production
(3) Art of rock-cut sculpture
- (D) (1)** The satraps began to fight among themselves for power after Alexander's death.
(2) The message of Emperor Ashoka:
(i) It's good and right to serve one's parents;

- (ii) The victory which arouses compassion and love is the real victory.
- (3)** According to Emperor Ashoka, the important values were truth, non-violence, compassion and forgiveness.
- (4)** Ashoka sent his own son Mahendra and daughter Sanghamitra to Sri Lanka for the spread of Buddhism.
- (5)** Crossing the river Indus, Emperor Alexander reached Takshashila.
- (6)** According to the Jain tradition, it is believed that Chandragupta Maurya had accepted the Jain religion.
- (7)** Ashoka, Bindusara's son, succeeded to his throne after his death.
- (E) (1)** Occupations during the Maurya period were agricultural production, trade, ship building, pottery, ivory work carving and engraving on ivory, weaving and dyeing cloth and metal work.
- (2)** Emperor Ashoka made provisions for free medicines and medical treatment for people as well as for animals. He builds many roads and planted trees for shade of both sides of the road. He dug wells and built dharmashalas.
- (3)** (i) Pataliputra was the capital of the Maurya empire.
(ii) For the sake of administrative convenience, the empire was divided into four regions, each with its own capital.
- (1) Eastern region - Toshali (Odisha)
 - (2) Western region - Ujjayani (Madhya Pradesh)
 - (3) Southern region - Suvarnagiri (Kanakgiri in Karnataka)
 - (4) Northern region - Takshashila (Pakistan).

- (iii) There was a Council of Ministers which advised the King in matters of administration.
- (iv) There were many officers working at different levels.
- (v) There was an efficient intelligence service which kept an eye on the administration and on the movements of enemies.

Home Assignment

- (A)** (1) occupation (2) four (3) Dhanananda
 (4) Mudrarakshasa (5) Emperor Ashoka
- (B)** (1) - c (2) - a (3) - b
- (C)** (1) Animals like the lion, elephant, bull.
 (2) The pillars erected by Ashoka.
 (3) Seleucus Nicator was Alexander's General.
 (4) The victory which arouses compassion and love is the real victory.
 (5) Chess was called Ashtapad.
- (D)** (1) **Satrap** - Satrap were the Greek officers deputed by Alexander while returning to Greece to administer the conquered territory.
 (2) **Sudarshan** - Chandragupta Maurya had built a dam called 'Sudarshan' near Junagadh in Gujarat State.
 (3) **'Devanampiyō Piyadasi'** was the title referred to Emperor Ashoka, which was engraved on stone inscriptions and pillar edicts raised by him.
 (4) **Ashtapad** - The board game of chess was known as Ashtapad which was very popular among the people during the Maurya period.

- (E)** (1) By defeating Dhananand, Chandragupta, conquered Magadha and established his own rule in Magadha. He won Avanti and Saurashtra and began to extend his empire. The defeat of Seleucus Nicator led to the inclusion of the northwest region of Kabul, Kandahar and Herat.
 (2) Ashoka's empire extended from Afghanistan in the northwest and Nepal in the north to Karnataka and Andhra Pradesh in the south, and from Bengal in the east to Saurashtra in the west.
- (F)** (1) During Alexander's invasion, his army had to suffer severe hardships. The soldiers were eager to go back home. So they rebelled against Alexander and he was forced to turn back.
 (2) Coins of Greek King were characteristic because (a) on one side, the coin had a picture of the king and on other side, a picture of Greek god. (b) The name of the king was also written on the coin. (c) Later, Indian Kings also started minting similar coins.
 (3) Ashoka was deeply moved by the bloodshed of the Kalinga war. And so he decided never to wage war again.
- (G)** (1) Emperor Ashoka laid stress on the creation of facilities for the welfare of the people. For example, he made provisions for free medicines and medical treatment for people as well as for animals. He built many roads and planted trees for shadow on both sides of the roads. He dug wells and built dharmashalas.
 (2) In villages and towns different festivals and functions were celebrated. There were dance and music concerts. Wrestling bouts and chariot races were popular sports and so were board games and chess. Chess was called Ashtapad.

- (H) (1) The National Anthem of India is an adaptation of the Lion capital of Ashoka at Sarnath. Sarnath is near Varanasi Uttar Pradesh. The Lion capital was erected in the third century BC by Emperor Ashoka. Our National Emblem was adopted on 26th January 1950.

8. States after the Maurya Empire

Class Assignment

- (A) (1) Emperor Ashoka (2) Greek (3) Gupta dynasty
(4) Chandragupta I (5) Yuan Chwang
- (B) (1) - c (2) - b (3) - a
- (C) (1) Kashiyaapur (2) Brihadratha
(3) Fa Hien (4) Yuan Chwang
- (D) (1) The Kushanas were from Central Asia.
(2) Kanishka's empire extended from Kabul in the west to Varanasi in the east.
(3) Emperor Kanishka minted Kanishka's gold coin.
(4) Kashmir was ruled by the Karkot dynasty.
(5) King Menander is referred to as Milinda.
(6) Many States emerged in North India due to the decline of the Gupta power.
(7) Prabhakar Vardhan was the king of Thanesar, near Delhi.
- (E) (1) (i) Kanishka's gold coin was minted by Emperor Kanishka.
(ii) It has the words 'Shao Nano Shao Kaneshki Koshano' on one side.
(iii) It means 'King of kings, Emperor Kanishka Kushana'.

- (iv) On the other side, there is an image of Gautama Buddha and the word 'Boddo', meaning Buddha, written in the Greek script.

Home Assignment

- (A) (1) three (2) Samudragupta
(3) Ulupi (4) Indo-Greek
- (B) (1) - c (2) - b (3) - a
- (C) (1) Chandragupta II (2) Fa Hien
(3) Vardhan Dynasty
- (D) (1) Kushana kings (2) Kanishkapur
(3) Samudragupta (4) Pragjyotish
- (E) Delhi, Valabhi, Bharuch, Sopara, Ujjayani, Sanchi, Prayag, Kanauj, Kashi, Vaishali, Pataliputra, Champa, Bodhgaya.
- (F) (1) **Emperor Kanishka :**
(i) Kanishka's empire extended from Kabul in the west to Varanasi in the east.
(ii) It is believed that the village of Kampur near Srinagar today could be Kanishkapur.
(iii) The well-known poet Ashvaghosh lived during the period of Kanishka.
(iv) The famous Vaidya Charaka was also in Kanishka's court.
(v) Kanishka's gold coin was minted by Emperor Kanishka.
- (2) **The Iron Pillar at Mehrauli :**
(i) The iron pillar is at Mehrauli near Delhi.
(ii) It is an excellent specimen of the metallurgical skill of the ancient Indian people.

- (iii) The inscriptions on the pillar bear the name of a king called 'Chandra'.
- (iv) It is on this basis that the iron pillar is assumed to be of the period of Chandragupta II.
- (v) It has not rusted even in the course of the last fifteen hundred years.

(3) The Shunga Dynasty :

- (i) Maurya power started declining after Emperor Ashoka.
- (ii) The last Maurya Emperor was called Brihadratha.
- (iii) The Maurya General Pushyamitra Shunga revolted against Brihadratha, killed him and became the king himself.

(G)	Books	Authors
(1)	Harshacharita	Poet Banabhatta
(2)	Milind Panha	Menander
(3)	Buddacharita and Vajrasuchi	Ashvaghosh
(4)	Ratnavali, Naganand, Priyadarshika	Harshavardhan
(5)	Rajtarangini	Kalhan

(H)

Points	Gupta Dynasty	Vardhan Dynasty
Founder	It was founded by Shrigupta.	It was founded by Prabhakar Vardhan.
Expansion of the kingdom/ empire	During the reign of Samudragupta, Gupta empire extended from Assam upto Punjab and eastern coastal region upto Kanchi in Tamilnadu. Chandragupta II extended it towards the northwest and Malwa, Gujarat and Saurashtra.	Harshavardhan extended the Vardhan empire to Nepal in the north upto river Narmada in the south, Assam in the east and Gujarat in the west.
Achievements	<ul style="list-style-type: none"> (i) Efficient Administration. (ii) Made treaties of friends with kings on the northwestern frontiers and those in Sri Lanka. (iii) An iron pillar built at Mehrauli is an excellent specimens of the metallurgical skills. 	<ul style="list-style-type: none"> (i) Trade flourished. (ii) Develop cordial relation with Raja Bhaskarvarman of Kamrup and friendly relation with the Emperor of China. (iii) Spent large portion of his revenue for the welfare of people.

	(iv) Made treaties of friendship with kings in north-west and Sri Lanka.	(iv) Made treaties of friendship with Kamrup and China.
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(I) (To be done by students with the help of the teacher)

(J)

	¹ R			² F		³ N			⁴ B
⁵ P	A	N	H	A		A			A
	J			H		G			N
	A			I		A			A
				E		S			B
⁶ M	E	N	A	N	D	E	R		H
A						N			A
L		⁷ C	O	I	N				T
W									T
A			⁸ N	A	L	A	N	D	A

9. Ancient Kingdoms of the South

Class Assignment

- (A) (1) Maharashtra (2) Chalukya (3) Vindhya mountains
(4) Dantidurg (5) Erythrean
- (B) (1) (1)-d, (2)-c, (3)-b, (4)-a
(2) (1)-c, (2)-b, (3)-a, (4)-d
- (C) (1) Satvahana (2) King Vindhyashakti
(3) Kadamba, Kalachuri (4) Kanchipuram
(5) Muziris (6) Satavahana (7) Pratihthan

- (D) (1) The Cher, Pandya and Chola dynasties were the ancient dynasties of southern India.
(2) The mountain pass, part of Junnar-Murbad, joining Pune and Thane districts is known as Naneghat.
(3) The Nane Pass was used for trade and transport.
(4) After the decline of the Maurya Empire the local kings in Maharashtra, Andhra Pradesh, Karnataka became independent.
(5) Periplus is a handbook, that gives information about the trade that went on along the Indian coastline, the Persian Gulf and Egypt.
(6) The Cher, Pandya and Chola dynasties are mentioned in the Mahabharata and Ramayana epics.
- (E) (1) During the region of Mahendravarman, the Pallava kingdom was extended, a powerful and well-equipped navy was formed, India came in close contact with the countries of Southeast Asia, Internal and foreign trades flourished and the famous 'ratha' temples of Mahabalipuram were sculpted.
(2) (i) Gautamiputra Satakarni is described as 'Tri-samudra-toya-peat-vahana'.
(ii) The title means, 'one whose horses have drunk the water of three seas.'
(iii) The three seas are the Arabian Sea, the Bay of Bengal and the Indian Ocean.
(iv) During his reign, the empire of Satavahanas extended from the river Narmada in the north to the Tungabhadra river in the south.
(3) (i) 'Muziris' was an important port on the coast of Kerala.

- (ii) This port was a major centre for the export of spices, pearls, precious stones etc. to Rome in Italy and to other countries of the west.
- (4)** (i) After the death of Vindhyashakti, the kingdom of Vakatakas got divided.
- (ii) It was divided into two main branches.
- (iii) The capital of the first was at Nandivardhan (near Nagpur) and the capital of the other branch was at Vatsagulm, which is today's Washim.
- (iv) Pravarsen I, son of Vindhyashakti extended the Vakataka empire in the north up to Malwa and Gujarat and in the south up to Kolhapur.
- (v) At that time, Kolhapur was known as 'Kuntal'.

Home Assignment

- (A)** **(1)** Mahendravarman **(2)** Kailas **(3)** Persian Gulf
- (B)** (1) - b, (2) - a, (3) - c
- (C)** **(1)** The Pandya kingdom was a part of today's Tamil Nadu.
- (2)** King Simuk was the founder of Satavahana dynasty.
- (3)** Statues of the Satavahana kings and some ancient inscriptions are found in the caves at Naneghat.
- (4)** The Vakataka king Pravarsen II composed 'Setubandh'.
- (5)** The famous temples at Badami, Aihole and Pattadakal were built during Chalukya period.
- (6)** While on his visit to Kanchi, Yuan Chwang recorded that people of all religions received tolerant and just treatment under the rule of the Pallava kings.
- (D)** **(1)** The Satavahana kings wrote their mother's name before their own.

- (2)** The ancient name of Kolhapur was Kuntal.

(E)	Pallav	Kanchi
	Chalukya	Aihole, Badami, Pattadakal
	Satavahana	Ajanta, Nashik, Ellora, Paithan, Naneghat, Ter, etc.

(F)	Sr. No.	Dynasty	Capital
	(1)	Satavahana	Pratishthan
	(2)	Pandya	Madurai
	(3)	Chalukya	Badami
	(4)	Pallava	Kanchipuram
	(5)	Vakataka	Nandivardhan/ Vatsagulm

- (G)** **(1)** (To be done by students with the help of the teacher.)
- (2)** (i) The powerful dynasty in Karnataka was the Chalukya dynasty.
- (ii) After the decline of the Vakatakas the kingdoms of Kadamba, Kalachuri had become powerful.
- (iii) But the Chalukya kings established their dominance over all of them.
- (iv) Pulakeshi I established the rule of the Chalukya dynasty in the sixth century CE.

10. Ancient India: Cultural

Class Assignment

- (A)** **(1)** Sangham **(2)** Bhagwad Gita **(3)** Valmiki
- (4)** Kautilya **(5)** Panini

- (B)** (1) (1)-d (2)-c (3)-b (4)-a
 (2) (1)-b (2)-a (3)-c
- (C)** (1) Prakrit and Sanskrit
 (2) Takshashila, Nalanda, Varanasi, Valabhi, Kanchi and Vikramshila were few ancient Indian Universities.
 (3) The texts of Gautama Buddha's teachings or sermons are known as Suktas.
 (4) The Buddhist doctrines have been explained in Abhidhamma Pitaka.
 (5) Indian goods such as fine textiles, ivory articles, precious stones, spices, beautifully made earthen pottery were in great demand in foreign countries.
 (6) 'Ramayana' and 'Mahabharata' are the two 'Arsha' epics of ancient India.
 (7) The ancient Indians studied Mathematics and Astronomy in great depth.
 (8) Kanad wrote the book Vaisheshik Darshan.
 (9) Varana and Asi are the two tributaries of river Ganga.
- (D)** (1) (i) The word 'pitaka' means a basket or a collection.
 (ii) The Tipitaka is written in Pali.
 (iii) Tipitaka has three pitakas or parts of Suttapitaka, Vinay Pitaka, Abhidhamna Pitaka.
 (iv) Sutta Pitaka includes teachings or sermons of Gautam Buddha.
 (v) Vinay Pitaka gives rules of behaviour which the Buddhist Sangh should follow.
 (vi) Abhidhamma Pitika is a text of the Buddhist doctrines.

- (2)** (i) The Bhagvad Gita, a sacred text of Hindus, is a part of the Mahabharata.
 (ii) The Bhagvad Gita tells us that each one of us should do our duty without expecting rewards.
 (iii) It also says that the path of devotion to God is open to all.
- (3)** (i) Valabhi was an ancient city in Saurashtra, Gujarat.
 (ii) From the fifth to the eighth century CE, it was an important centre of Jain and Buddhist philosophy.
 (iii) Yuan Chwang and Itsing, the Chinese Buddha Bhikkhus had visited Valabhi.

Home Assignment

- (A)** (1) Patna (2) Vikramshila (3) Ayurveda
 (4) Nalanda (5) India
- (B)** (1) - a (2) - c (3) - b
- (C)** (1) During the reign of Pallava dynasty, Kanchi emerged as an important centre of education.
 (2) During Maurya and Gupta periods, Indian architecture reached its peak.
 (3) Ancient Indian culture was very prosperous and advanced.
 (4) The ancient Indian literature was produced in Sanskrit, Ardhamagadhi, Pali and Tamil languages.
 (5) Vinay Pitaka is a book which lays rules of the rules of behaviour which bhikkhus and bhikkhunis in the Bauddha Sangha have to follow in their day-to-day lives.
 (6) Takshashila was an important city on the ancient Indian trade route.

- (7) 'Ramayana' and Mahabharata' are the two 'Arsha' epics ancient 'India' and the 'Paumchariya', a poetic work in Prakrit.
- (8) Adi Shankaracharya emphasised knowledge and renunciation.
- (D) (1)** (i) Indian medical science is known as Ayurveda.
(ii) It has a very old tradition.
(iii) It seeks to understand the symptoms of an illness, its diagnosis and treatment.
(iv) Also, much thought has been given to prevention of illnesses.
(v) Jeevaka was a well known vaidya, at the court of King Bimbisara.
- (2)** (i) 'Sangham' means gathering of learned men.
(ii) The literature compiled in such gatherings is known as 'Sangham Literature'.
(iii) It is the most ancient literature in Tamil.
(iv) 'Silappadhikaram' and 'Manimekhalai' are two of its well-known epics.
(v) From Sangham literature, we learn about the political and social life in South India during that period.
- (3)** (i) The word 'Prakrit' is derived from a word meaning 'natural'.
(ii) The Prakrit languages were languages in daily use of the people.
(iii) Prakrit can be divided into four groups, namely, the Paishachi, Shauraseni, Magadhi and Maharashtra languages.

- (iv) Marathi is developed from Maharashtra.
- (v) In this process of the development of modern languages like Marathi from the Prakrit languages, their original forms changed. They are called 'Apabhramsha languages'.
- (E) (1)** (i) Arthashastra is a work by Kautilya.
(ii) It consists of detailed discussions of administrative matters such as the duties of kings, criteria of selecting a minister, systems of defence, types of forts, the formation of an army, plans for espionage, organization of the treasury and other officials, judicial systems, investigation of theft, types of punishment etc.
- (2)** (i) The stupa at Sanchi and cave sculptures at Karla, Nashik, Ajanta, Ellora, etc. are some examples of ancient Indian architecture.
(ii) The art of making images was developed during the Gupta period.
(iii) Indian architecture reached its peak during the Maurya and Gupta periods.
(iv) The stone pillars erected by Emperor Ashoka at various places are excellent examples of Indian sculpture.
- (F) (1)** The Atharveda, Charak Samhita and Sushruta Samhita are the three important sources or books which are can obtain authentic and original information about Ayurvedic medicine and use it in daily life. In modern times we can also find a lot of information on the internet. In the day to day life we can use these in the following ways.

- (1) **Amla** : This vitamin C rich herb has several benefits such as improves skin problems, digestion, etc.
- (2) **Tulsi** : This is considered as a holy plant. It helps in healing gastric problems, urinary tract infection, the nervous system, etc.
- (3) **Haldi** : It is widely used to purify blood, cure joint pains etc. It is an important herbs used in Indian cooking.
- (2) (To be done by students)

11. Ancient India and the World

Class Assignment

- (A) (1) Harappan (2) India (3) Egypt
(4) economic, cultural (5) South India
- (B) (1) - c (2) - b (3) - a (4) - d
- (C) (1) Arikamedu in Tamil Nadu and Kolhapur.
(2) Gandhara school of art.
(3) Pali (4) Sri Lanka
- (D) (1) King Ashoka sent his son and daughter to Sri Lanka to spread Buddhism.
(2) The Sri Lankan pearls and other precious stones had demand in India.
(3) Right from the beginning, India and China had established trade and cultural relations.
(4) The Ming Emperor of China invited the Buddhist bhikkhus, Dharmarakshaka and Kashyapmatanga.
(5) The ancient kingdom of 'Funan' in Cambodia was established in the first century.

- (6) The names of Mahendra and Sanghamitra have been mentioned in the Buddhist text 'Mahavamsa' written in Sri Lanka.
- (7) King Kashyap had dug the caves at Sigiriya.
- (E) (1) In the first century CE, the Ming Emperor of China invited the Buddhist bhikkhus Dharmarakshaka and Kashyapmatanga to China. The bhikkhus translated many Indian Buddhist texts into the Chinese language. This gave impetus to the spread of Buddhism in China.
- (2) (i) King Ashoka had sent his son Mahendra and daughter Sanghamitra to Sri Lanka to spread Buddhism.
(ii) Their names are mentioned in the Buddhist text 'Mahavamsa' written in Sri Lanka.
(iii) Sanghamitra carried a branch of the Bodhi tree with her.
(iv) The Sri Lankan tradition believes that the Bodhi tree at Anuradhapur in Sri Lanka has grown from the same branch.
(v) There was a great demand for Sri Lankan pearls and other precious stones in India.

Home Assignment

- (A) (1) Sanskrit (2) Greek
(3) Emperor Harshavardhan (4) Bhikkhus
- (B) (1) - b (2) - c (3) - a
- (C) (1) The evidence that an Indian named Kaundinya established 'Funan' is available from Chinese traditions.
(2) In the ancient period the Buddhist religion spread to Myanmar, Thailand, Indonesia, etc.

- (3) India's contact with the western world increased during the period of the Iranian empire.
 - (4) The wall paintings in Sigiriya bear resemblance to the paintings in Ajanta Caves.
 - (5) Chinese silk was known as Chinanshuka.
 - (6) The excavations at Arikamedu in Tamil Nadu have brought to light many articles made in Rome.
 - (7) Merchants in ancient India supplied Chinese silk to western countries.
 - (8) The early coins in India were unique and had inscriptions on them.
- (D) (1) (i) Many Indians, for the purpose of trade or to spread religion, travelled to Southeast Asian countries like Myanmar, Thailand, Indonesia, etc. They carried with them Indian philosophy, manners and ideas of religion.
- (ii) In many other countries of Southeast Asia, small kingdoms established by people of Indian origin emerged.
- (iii) These kingdoms helped to spread Indian Culture in Southeast Asia.
- (2) (i) In the first century CE, the Ming Emperor of China invited the Buddhist Bhikkhus, Dharmarakshaka and Kashyapmatanga to China.
- (ii) The bhikkus translated many Indian Buddhist texts into the Chinese language.
- (iii) This gave impetus to Buddhism in China.

(E) (To be done by students.)

- (F) This images were mostly found in the Gandhara region of Afghhanistan, the style is called the 'Gandhara style'. The facial features of the statues made in style are similar to those of the Greek people.
- (G) (1) (i) Under the influence of Greek art of sculpture, a new form of art emerged in India during Kushana period; it was called Gandhara School of Art.
- (ii) In the Gandhara school of art, images of Gautam Buddha were mainly carved.
- (iii) As these images were mostly found in the Gandhara region of Afghhanistan, the style is called the 'Gandhara style'.
- (2) (i) The land route by which the silk trade was carried on was called the 'Silk Route'.
- (ii) Some ancient places in India were connected to this route.
- (iii) Nala-sopara near Mumbai in Maharashtra was one such place. The Chinese Buddhist bhikkus Fa Hien and Yuan Chwang also came to India through this Silk Route.
- (H) (Refer textbook page no. 55)

Civics

1. Our Life in Society

Class Assignment

- (A)** (1) rules (2) society
(3) society (4) psychological
- (B)** (1) - b (2) - a
- (C)** (1) Man (2) Permanent system
(3) Equal (4) Stability
- (D)** (1) Food, clothing, shelter, education and health are our basic needs.
(2) Every person is born with some qualities and capabilities.
(3) Human beings have the capacity to think independently.
(4) We like the company of our family members, relatives and friends.
(5) Evolution of man tells us that our present social life has taken shape through a process of evolution over thousands of years.
(6) In the nomadic stage, man did not have stability and security.
- (E)** (1) (i) A stable and secure community life is necessary for the development of the individual as well as society.
(ii) In the nomadic stage, man did not have this stability and security.
(iii) When man realized that living in a group provides security, people came together to develop an organized way of life.
(iv) This was one of the main motivations for the creation of society.

- (v) To live in society, man felt the need for rules, to help with the smooth functioning of day to day matters.

Home Assignment

- (A)** (1) Education (2) encouragement (3) families
- (B)** (1) - b (2) - c (3) - a
- (C)** (1) Society provides us with the opportunities for expressing our thoughts and feelings.
(2) To feel secure is an emotional need.
(3) Education and health related services and facilities which allow us to live with dignity are made available in a society.
(4) Every person born with qualities and capabilities, develops in a society.
(5) A variety of articles are produced due to labour and skills of people in society.
(6) The people who are born with capabilities and qualities are dormant.
(7) When man realized that living in a group provides security, people came together to develop an organized way of life.
- (D)** (1) (i) Man is social by nature. (ii) We all basically like to live with one another in each other's company and with people around us. (iii) Living with people not only makes us happy, it is also our need. (iv) We have many needs. (v) Food, shelter, clothing are our physical needs.
(2) (i) Society includes all people- men, women, grown-ups, old people, young children, etc.
(ii) Society is not simply a mob or crowd of people.

- (iii) A society is formed when people come together to achieve certain common objectives.
 - (iv) In order to fulfill our needs like food, clothing, shelter and security, the society has to create a permanent system.
 - (v) The existence of many such systems makes a society stable.
- (E) (1)** Every person is born with some qualities and capabilities, which are developed in society.
- (i) Schools provide opportunities to learn different languages.
 - (ii) Society too provides opportunities for expressing our thoughts and feelings.
 - (iii) The development of our artistic and other talents takes place in society.
 - (iv) This encouragement is very important.
- (F) (1)** (i) The inter-relations and interactions between the people, their dependence on one another and sharing form a part of the society. (ii) Society is not simply a mob or crowd of people. (iii) A society is formed when people come together to achieve certain common objectives.
- (2)** (i) In order to fulfill the needs like food, clothing, shelter and security, the society has to create a permanent system. (ii) Without such a system, the day-to-day affairs of the society cannot be carried on. (iii) Such system is essential for continued existence of the society.
- (3)** Man is social by nature. Living with people not only makes us happy but also fulfills our basic needs. In society, our life becomes interdependent. We depend on each other for our emotional and psychological needs. Society provides opportunities to develop inherent skills

- and capabilities. Regulation in the form of customs, traditions, norms and laws make life in society stable and organised.
- (4)** If there were no social institutions, man would have faced the following difficulties.
- (i) Man would have to lead a nomadic life wandering from place to place in search of food.
 - (ii) Life would be insecure and instable.
 - (iii) Law of jungle would have prevailed.
 - (iv) Qualities and capabilities would not have developed.
 - (v) Emotional, psychological and physical needs would not have been satisfied.
- (G) (1)** I would help my friend when he has forgotten to bring the things needed in school and also tell him not to make it a habit.
- (2)** If I meet a blind or handicapped person on the road, I will inquire whether they want any help. If yes, I would help them.

2. Diversity in Society

Class Assignment

- (A) (1)** Indian **(2)** co-existence **(3)** co-existence
(4) society **(5)** rules
- (B)** (1) - b (2) - a
- (C) (1)** Diversity **(2)** Co-existence **(3)** India
- (D) (1)** Co-operation is the process of sharing and helping each other in solving problems and removing difficulties.

- (2) All societies are based on mutual co-operation between individuals and the community.
 - (3) Along with co-operation there can also be differences, disputes and conflicts in a society.
 - (4) An understanding attitude leads to a lot of new learning.
 - (5) The Indian society consists of people following different religions.
 - (6) We have accepted the principle of secularism to preserve the diversity in a sound and healthy manner.
 - (7) The very existence of the society depends on the co-operation between individuals.
 - (8) Disputes and conflicts arise when there is lack of agreement in the opinions, ideas and views of the people.
 - (9) We accept new ideas when we have an understanding attitude.
 - (10) Each individual has roles and responsibilities.
- (E) (1) (i) For the society to function smoothly, some rules are required.
- (ii) In ancient times, society was mostly regulated with the help of traditions.
- (iii) Law is different from traditions and customs.
- (iv) The regulation of society through laws and traditions is carried out by different organizations and institutions in the society.
- (v) The government bodies at the local level also play an important role in the process of regulation of the society.

Home Assignment

- (A) (1) conflicts (2) Social (3) secular
(4) interdependence (5) constitution (6) linguistic
- (B) (1) - b (2) - c (3) - a
- (C) (1) Society was mostly regulated with the help of traditions in ancient times.
- (2) We live among people who speak different languages such as Marathi, Kannada, Telugu, Bengali, Hindi, Gujarati, Urdu, etc.
- (3) We are acquainted with each other's traditions, customs and ways of life due to co-existence.
- (4) Conflicts can be resolved if people make efforts to understand each other and show a spirit of tolerance.
- (5) The principle of secularism has helped to maintain religious harmony.
- (6) While playing several roles in a society, we form bonds with many people.
- (7) In modern times, laws are needed with traditions.
- (8) People of different religions celebrate their festivals in different ways.
- (D) (1) (i) All societies are based on mutual co-operation between individuals and the community.
- (ii) Co-operation is a process of inclusion and of moving ahead taking along all sections of the society.
- (iii) Just as there is co-operation in the society, so also at times there can be differences of opinion, disputes and conflicts.

- (iv) Society provides us an opportunity to learn how to co-operate, simple method of maintaining well-being and peace in society.

(2) The principle of secularism are :

- (i) No religion is recognized as the religion of our country.
- (ii) Every person has the freedom of worship as per their religion or the religion of their choice.
- (iii) There can be no discrimination among people on the basis of their religion. The people of all religions are treated equally by the State.
- (iv) Opportunities for education, means of livelihood and government jobs are made available to all.
- (v) There are special provisions in the Constitution for the protection of religious and linguistic minorities. Minorities are free to protect and preserve their linguistic and cultural identities. They are also free to bring about the development of their own communities through education.
- (vi) The principle of secularism has helped to maintain religious harmony in Indian society.

- (E) (1)**
- (i) We experience co-existence when we live with different groups.
 - (ii) Co-existence help to increase the level of understanding among people.
 - (iii) We get acquainted with each other's traditions, customs and way of life.
 - (iv) In this way, we learn to respect each others way of life and adopt others tradition.

- (v) The social unity helps us to face many natural and social calamities together.

- (F) (1)**
- (i) Unity in diversity is our rich social heritage. We have diversity of religions, language and culture.
 - (ii) Our country consists of regions with different historical legacies where this diversity is shared and celebrated.
 - (iii) As all these different communities in our country have lived together for many years, a feeling of oneness has developed among them.
 - (iv) This feeling of oneness leads to unity in Indian society.
 - (v) It acquaints us with each others traditions, customs and ways of life.
- (2)**
- (i) As there is co-operation in the society, so also at times there are conflicts.
 - (ii) Conflicts arise when there is lack of agreement in the opinions, ideas and views of the people.
 - (iii) Prejudices or misconceptions about each other leads to conflicts.
- (3)**
- (i) All societies are based on mutual co-operation between individuals and the community.
 - (ii) Co-operation helps in solving problems and removing difficulties.
 - (iii) Progress can be achieved when people co-operate.
 - (iv) Co-operation makes interdependence in society healthier and allows inclusion of everybody in the society.

- (4) If I see two children quarrelling, I would certainly go there and try to know the reason for the quarrel, and if I could, I would solve their dispute.
- (5) The functions I would perform are :-
- Firstly to over see the discipline of the school cabinet.
 - Plan the administration of the school cabinet.
 - Allot responsibilities to the members of the cabinet.
 - Plan the meetings of the cabinet, etc.
- (6) (i) Our Constitution has made important provisions to ensure that all religious communities will have the freedom to worship according to their faith.
- (ii) To help develop a feeling of mutual understanding.
- (7) We have accepted the principle of secularism to preserve the diversity in our country in a sound and healthy manner.

3. Rural Local Government Bodies

Class Assignment

- (A) (1) three (2) Gram Panchayat (3) Gram Sabha
(4) six (5) 1992 (6) State government
- (B) (1) (1) - b (2) - a
(2) (1) - b (2) - c
- (C) (1) True (2) False (3) False (4) True
- (D) (1) Five (2) Vice President (3) President (4) Sarpanch
- (E) (1) The elections to the Gram Panchayat are held every five years.
(2) Gram Sevak is the secretary of the Gram Panchayat.

- (3) The Panchayat Samiti prepares a plan of the schemes to be implemented in the development block.
- (4) The Panchayat Samiti receives certain amount of money from the district funds.
- (5) Every district has a Zilla Parishad.
- (F) (1) (i) The Local government bodies consist of urban and rural government bodies.
(ii) The urban government bodies include Nagar Panchayat, Municipal Council, Municipal Corporation.
(iii) The rural government bodies include Gram Panchayat, Panchayat Samiti and Zilla Parishad.

Home Assignment

- (A) (1) Gram Panchayat (2) Sarpanch (3) Zilla Parishad
- (B) (1) - b (2) - a
- (C) (1) Gram Panchayat (2) six (3) 36
- (D) (1) Women feel free to discuss a variety of issues in Gram Sabha.
(2) The sarpanch is the head of Gram Panchayat.
(3) President of Zilla Parishad.
(4) President of Zilla Parishad.
(5) Chief Executive Officer of Zilla Parishad.
(6) The Chief Executive Officer is appointed by the State Government.
(7) The Union government carries out the administration for the entire country.
(8) If the population of a village is less than 500, two or more such villages come under one Group Gram Panchayat.

- (E)** The function of the Panchayat Samiti are as follows
- (i) To build, repair and maintain roads, gutters, wells, borewells.
 - (ii) To make proper arrangement for vaccination and look after the public health.
 - (iii) To provide clean drinking water.
 - (iv) To maintain public hygiene.
 - (v) To help the farmers improve agriculture and livestock.
 - (vi) To provide for primary education.
 - (vii) Promote handicrafts and cottage industries.
 - (viii) To provide financial aid to the weaker sections.
- (F)**
- (1)** The Gram Panchayat carries out various functions such as: (a) water supply (b) electricity (c) registration of births, deaths and marriages. For these functions it requires money. As a result, Gram Panchayat levies various taxes.
- (2)**
- (i) At present, the State of Maharashtra has 36 districts but only 34 Zilla Parishads.
 - (ii) The reason is that Mumbai City District and Mumbai Suburban District do not have a rural population.
 - (iii) As a result, the number of Zilla Parishads is less than the total number of districts in Maharashtra.
- (G)** (To done by students with the help of the teacher.)
- (H)**
- (1)**
- (i) The elected members elect a Sarpanch and Deputy Sarpanch from among themselves.
 - (ii) His responsibility is to implement the development scheme of the village.
 - (iii) In the absence of the Sarpanch, the Deputy Sarpanch looks after the work of a Gram Panchayat.

- (2)**
- (i) The decisions taken by the Zilla Parishad are implemented by the Chief Executive Officer of Zilla Parishad.
 - (ii) He is appointed by the State Government.
- (3)**
- (i) The Gram Panchayat looks after the administration of the village.
 - (ii) If the population of a village is less than 500, two or more such villages come under one Gram Panchayat.
 - (iii) It is then called a Group Gram Panchayat.
 - (iv) The Gram Panchayat carries out functions related to water supply, electricity, registration of births, deaths and marriages.
- (4)**
- (i) Elections to the Panchayat Samiti are held every five years.
 - (ii) The elected members elect from among themselves, the chairman and Deputy Chairman of the Panchayat Samiti.
 - (iii) The Chairman has the responsibility of calling the meetings and conducting the business of the meetings.
 - (iv) In the absence of the Chairman, Deputy chairman presides over the meetings.

(I)

Service	Place
To get their younger sibling vaccinated	Primary Health Centre
To accompany their father to get the 7/12 extract	Revenue department
To learn about the use of a new manure	Agriculture department

To complain against contaminated water supply	Sanitation department
To get a birth certificate	Health department
To get the income / caste certificate	Revenue department

4. Urban Local Government Bodies

Class Assignment

- (A) (1) Nagar Panchayat (2) discretionary functions
(3) Chief Officer (4) obligatory
- (B) (1) - b (2) - a
- (C) (1) True (2) True
- (D) (1) The Municipal Council is the form of local government body for small cities.
(2) The President of Municipal Council is the chairman of all the meetings in Municipal Council.
(3) The Municipal Corporation carries out its work through different committees.
(4) The head of the administration of the Corporation is the Municipal Commissioner.
(5) The proportion of women in the total population is nearly half.
(6) In local government bodies the seats are reserved for the backward class citizens.
(7) Villages are growing into towns.
(8) The Chief Officer implements the decisions taken by the Municipal Council.

- (9) The first Municipal Corporation was established at Mumbai.
- (E) (1) Problems faced by people in cities are :-
(a) Shortage of housing (b) Insufficient space (c) Traffic congestion (d) Problem of disposal of waste (e) Increasing crime (f) A large proportion of population in slums.
- (2) The various committees of Municipal Corporation are :-
(a) Education Committee (b) Health Committee (c) Transport Committee

Home Assignment

- (A) (1) Mumbai (2) Nagar Panchayat (3) Chief Officer
- (B) (1) Only members of a specific category can be elected to the reserved seats.
(2) The rural areas neighbouring cities are also getting transformed.
(3) Municipal Commissioner
(4) Working of Government
(5) Elections of the Municipal Council are held every five years.
(6) The urban local government bodies consist of Nagar Panchayat, Municipal Council and Municipal Corporation.
(7) The office bearers of the urban local government bodies are President, Vice - President of Nagar Panchayat and Municipal Council and Mayor and Deputy Mayor of Municipal Corporation.
(8) Issues related to food, energy, water etc. are handled by the women.

(C) (1) Since, holding a separate election for citizens to vote for the President and Vice President would be expensive and time consuming.

(2) (i) Women handle issues like food, energy, water everyday as part of their daily routine but have no say. So it is important for women to be given opportunity to participate in finding solutions to important issues.

(ii) It is important that all the people get an opportunity to participate in all the processes.

As a result, there is fifty percent reservation for women in the local bodies.

(D) (1) (i) The Municipal Council is the form of the local government body for small cities.

(ii) The President of Municipal Council is the chairman of all its meetings.

(iii) He controls the working of the Council and keeps a watch on the financial matters.

(iv) There are some functions that are binding on the Council.

(2) (i) The local body that provides different services to the people in big cities is called Municipal Corporation.

(ii) The elections to the Corporation are held every five years.

(iii) The Corporation carries out its work through different committees.

(iv) The Municipal Commissioner is the head of the administration of the Corporation.

(E)

Points	Nagar Panchayat	Municipal Council	Municipal Corporation
Office Bearers	President and Vice President	President and Vice President	Mayor and Deputy Mayor
No. of Members	9-15	17-38	The total number of members is in proportion to the population of the city.
Officers	Executive Officer	Chief Officer	Commissioner

(G) (1) Essential functions of Municipal Council are:-

- (a) Lighting of public streets
- (b) Providing drinking water
- (c) Public hygiene
- (d) Sewage disposal
- (e) Registration of births, deaths, marriages etc.

(2) The Nagar Panchayat functions in the villages which are in the process of becoming towns.

5. District Administration

Class Assignment

(A) (1) Zilla Parishad **(2)** District Collector **(3)** Superintendent

(4) District **(5)** judiciary

(B) (1) - c (2) - a (3) - b

(C) (1) Cloudburst **(2)** Civil Judge **(3)** District Collector

(D) (1) The differences of opinion, disputes and conflicts in the society must be resolved by peaceful means.

(2) The District Collector heads the District Administration.

- (3) The responsibility of the Tahsildar is to maintain peace and order in the taluka.
- (4) The Court at the district level is known as the District Court.
- (5) One should be alert during the time of crisis.
- (6) In Maharashtra, many officers have made serious attempts to bring about reforms in the administration.

Home Assignment

- (A)** (1) District collector (2) security (3) Anil Kumar
 (4) Chandrakant Dalvi (5) Zilla Parishad
- (B)** (1) - b (2) - c (3) - a
- (C)** (1) We can be forewarned about disasters such as floods or storms.
 (2) When conflicts and disputes are not resolved by peaceful means, it gives rise to tension.
 (3) The responsibility of the Tahsildar is of the maintaining peace and order in the taluka.
 (4) The Superintendent of Police is Chief Police Officer of the District.
 (5) Supreme Court.
 (6) When Dr. Sanjay Chahande was the Divisional Commissioner of Nashik, he implemented certain reforms which are known as the Chahande Pattern.
- (D)** (1) The District Collector is the head of the district administration.
 (i) He is appointed by the State Government.
 (ii) He has to perform many functions.

- (iii) Functions include collecting agricultural tax and maintaining law and order in the district.
- (2)** (i) A Tahsildar is for every taluka or tahsil.
 (ii) As a judicial officer, he gives judgement to resolve conflicts at the local level.
 (iii) The Tahsildar has the responsibility of maintaining peace and order in taluka.
- (E)** (1) (i) The Superintendent of the Police is the Chief Police Officer of the District.
 (ii) He helps the District Collector to maintain peace and order in the District.
 (iii) In the city, the Police Commissioner has the responsibility of maintaining law and order.
- (F)** (1) (i) Sometimes, we may have to face a calamity.
 (ii) These calamities or disasters lead to loss of human lives and displacement of people besides tremendous financial loss.
 (iii) Disaster management is a process which enables one to face disaster in a scientific and organized manner.
- (2)** (i) To collect agricultural tax.
 (ii) To maintain social harmony.
 (iii) To update the voter's lists.
 (iv) To take quick decisions during times of disaster and prevent or minimize the damage.
- (G)** (1) (To be done by students.)
 (2) (To be done by students.)
 (3) (To be done by students.)