

HISTORY

Chapter-1

Tracing Changes Through
A Thousand Years

1. In the medieval period, the term 'foreigner' was used for a stranger, who was not a part of that society or culture. In Hindi, a foreigner is called Pardesi, whereas in Persian, a foreigner is called Ajnabi.
2. (a) False, (b) False, (c) True, (d) False
3. 1. Manuscripts, 2. Ziyauddin Barani, 3. Potatoes, corn, chillies, tea, coffee
4. Technological changes associated with this period include the use of the following-
1. Persian wheel in irrigation, 2. Spinning wheel in weaving, 3. Firearms in combat.
5. These were the following :
(i) People started worship of new deities.
(ii) Rulers helped in the construction of temples.
(iii) Importance of Brahmins, the priestly class, grew.
(iv) Sanskrit become the language of learned Brahmins and they were patronised by emperors.
(v) Idea of bhakti emerged among all the people.
(vi) Merchants and migrants brought the holy Quran with them.
6. The meaning of the term 'Hindustan' has changed over the centuries in the following ways-
☐ The term 'Hindustan' was used by Minhaj-i-Siraj in the thirteenth century. He meant areas of Punjab, Haryana and lands between Ganga and Yamuna. He used this term in a political sense for regions that were a part of the dominions of Delhi Sultanate. The term did not include South India.
☐ In the early sixteenth century, Babur used the term 'Hindustan' to describe the geography, the fauna and the culture of the inhabitants of the subcontinent.
☐ In the fourteenth century, poet Amir Khusrau used the word 'Hind'.
☐ 'Hindustan' did not carry the political and national meanings as the term 'India' does today.
7. Jatis were subcastes that were formed on the basis of economic and social status. The jatis were ranked according to their respective background and occupation. The affairs of the jatis were regulated as follows-
☐ The ranks in jatis were not fixed permanently, but they varied as per the power, influence and resources controlled by the jatis.
☐ Jatis formed their own rules and regulations for managing the conduct of their members.
☐ An assembly of elderly people called the jati panchayat was responsible for enforcing these regulations.
☐ Jatis were also directed to follow the rules of the village.
☐ The same jati had a different status in a different area.
8. It refers to an empire crossing its region and spreading over several other regions. The dynasties like Cholas, Khiljis, Tughluqs and Mughals extended their empires Pan-regional. However, all these empires were not stable or successful. Pan-regional rule altered the character of the regions. Most of the regions across the subcontinent were left with legacies of big and small states that had ruled over them. The emergence of many distinct and shared traditions in governance and economy, cultures and languages were some of the prominent developments that took place as a result of Pan-regional rule.
9. Historians faced numerous difficulties in using manuscripts. This was primarily because of the following reasons—
(i) There was no printing press in the 13th and 14th century. Thus, the manuscripts were made by hand.
(ii) The scribes or writers made the manuscripts on palm leaves.
(iii) The scribes used to copy down those manuscripts. However, it was not an easy affair, as most of the time, scribes could not read the handwriting of other writers.

(iv) The scribes did a lot of guesswork as many words or sentences were difficult for them to read or understand.

(v) The changes in words or sentences continued to grow over centuries and later it became difficult to recognize which the original manuscript was.

(vi) Thus, the manuscripts of the same text became different from the original to a great extent.

(vii) Thus, historians presented the facts with different interpretations in history.

10. The historians study time in context of social, economic, cultural and religious changes that have occurred through the ages. The historians have divided time into three periods- Hindu, Muslim and British. This was done by the British historians in the nineteenth century based on the idea that religion of the rulers was the only important historical change, and that there were no other important developments in the economy, society or culture. Such divisions failed to acknowledge the rich diversity of the subcontinent. However, few historians follow this periodisation today. Most look to economic and social factors to characterise the major elements of different moments of the past. Historians thus faced difficulties in describing the entire period as one historical unit.

11. **Map-1** was made by Al-Idrisi in 1154 CE (Common Era). The subcontinent has been shown in great detail. South India in this map is shown at the place where North India is at present. Sri Lanka is the island at the top. The names of places are marked in Arabic. Kannauj in Uttar Pradesh is spelt as Qannauj.

Map-2 was made by a French cartographer in 1720, 600 years after map-1 was made. This map is more familiar. The coastal areas are shown in detail, but island areas are distorted. This map was used by European sailors and merchants while they went on a voyage.

This leads to the conclusion that—

- ☐ The science of cartography (map making) varied in these two periods.
 - ☐ The method of giving information also differed.
 - ☐ The present-day map is more clear and detailed compared to both the map-I and map-II.
 - ☐ The present-day map is made to scale, projection and direction.
12. (i) Records in Cities -
- ☐ Records are kept in the archives in cities.

- ☐ The officers of revenue department maintain these records.
 - ☐ The in-charge of the Archives/Deputy Director of Archives manages these records.
 - ☐ Rare manuscripts, government records and other valuable books are stored there.
 - ☐ Scholars, researchers and government use them.
- (ii) Records in Villages -
- ☐ In village, the records are kept in Panchayat office.
 - ☐ Gram sevaks maintain the records. He is a government employee.
 - ☐ The records include details about land of the village, date of birth and death, number of public properties, data of health centers, etc.
 - ☐ There is no archive in villages. Sarpanch manages it.
 - ☐ Villagers use these records. The certificates are issued to villagers on the basis of these records.

Chapter-2

New Kings and Kingdoms

1. 1. (c), 2. (a), 3. (b), 4. (d).
2. These were Gurjara-Pratihars, Rashtrakutas and Palas.
3. These were as follows:
 - ☐ The person aspiring to become the member of sabha should own a land from which land revenue could be collected.
 - ☐ The person should have his own house.
 - ☐ The age of a person should be between 35 to 70 years of age.
 - ☐ The person should have knowledge of Vedas.
 - ☐ The person should be well versed in administrative matters and honest in all dealings.
 - ☐ The person should not be a member of any other committee.
 - ☐ The person should submit his accounts as well as those of his relatives.
4. These were Delhi and Ajmer.
5. Rashtrakutas were subordinate to the Chalukyas of Karnataka. In the mid eighth century, Dantidurga, a Rashtrakuta chief, performed a ritual called *Hiranya garbha* with the help of Brahmins and overthrew the Chalukya overlord. After the ritual, he was considered to be reborn as a Kshatriya even if he was not a Kshatriya by birth.
6. The new dynasties gained power and wealth. They declared themselves to be *mahasamantas*.

or *mahamandaleshwara*. Many of such kings adopted high sounding titles like *Maharajadhiraja* or *Tribhuvana-Chakravarti*. They also deputed learned Brahmins to depict them as valiant victorious warriors. Their activities were recorded in Prashastis. They tried to demonstrate their power and resources by building large temples. When they attacked another kingdoms, they often chose to target temples which were sometimes extremely rich.

7. (i) Water from the channels of river Kaveri provided the necessary water for irrigation in agriculture.
(ii) In some areas, wells were dug and in some places huge tanks were constructed to collect rainwater.
(iii) Embankments were built to regulate the outflow of water from a tank into the channels that irrigated the fields.
8. (i) The Chola temples were not only architectural and sculptural marvels, but they were also the centre of settlements growing around them. These included the centers of craft production and were also endowed with land by rulers and others.
(ii) The produce of the land was used for maintenance of priests, garland makers, cooks, sweepers, dancers, musicians, etc. who were associated with temples and used to work for them. Hence, temples were not simply the place of worship, but also the hub of economic, social and cultural life.
(iii) Temples were also associated with the making of bronze images which are considered amongst the finest in the world.
9. The answer would vary as per the state in which the student lives. However, a broad overview is as follows:
(i) West Bengal – Palas, (ii) Odisha - Utkalas, Gangas, Kalinga, (iii) Tamil Nadu- Cholas, Pandyas, (iv) Kerala- Cheras, (v) Maharashtra & Karnataka – Rashtrakutas, (vi) Rajasthan – Chahamanas.
10. The elections held during that time were quite different from the present-day elections. Elections in Uttaramerur were through lotteries of eligible members. Their names were written on a small ticket of palm leaves. The tickets were put in an earthenware pot. Thereafter, a young boy was asked to take out the tickets, one by one for each committee. There was restriction on re-election. But, the present day elections are held through

ballots or by using electronic voting machines. There is no restriction on re-election. Every procedure is organized by a statutory body.

11. There exist many differences between the temples of that time and today. Not only the structure and design has changed, but also the activities. Only worship to lord and domination of Brahmins remains the same, rest everything has changed. The shape of the temples has changed. There are tiles on walls and sometimes floor too, or else, there is a carpet. The temples are no more the hub of socio-cultural activities as they used to be earlier. There are no elaborate markets outside the temples. Only a few garland makers can be seen. There are no elaborate ceremonies like dances being organized.
12. There are numerous taxes that we pay presently, such as the property tax, road tax, service tax, entertainment tax, water tax, electricity tax, GST (Goods and Services Tax), education tax, etc. These taxes are paid in cash. These are neither in kind nor in formal labour services. From 1st July 2017 the indirect Tax-GST had replaced many previous indirect taxes.

Chapter-3

The Delhi Sultans

1. Tomara Rajputs were the first rulers who established their capital at Delhi.
2. It was Persian language.
3. The Sultanate reached its farthest extent during the reign of Muhammad Tughlaq.
4. He travelled to India from Morocco (Africa).
5. It was so because the peasantry was the backbone of the entire kingdom. The king could not do anything without them, as agriculture was the only source of revenue. The soldiers got the salaries which came from this revenue. Hence, it was necessary to keep the peasants happy and prosperous as only then they would be able to pay the revenue. That is why the military commanders kept the interests of the peasantry at top.
6. The internal frontiers meant the hinterland of the garrison towns while the 'external frontiers' meant the areas beyond the hinterland of the garrison towns.

7. The following steps were taken –

- ❑ An accountant was appointed by the state to check the amount of revenue collected by the *muqtis*.
- ❑ It was also ensured that *muqtis* collected only those taxes as prescribed by the state and not more than that.
- ❑ It was also checked that he kept only the required number of soldiers.
- ❑ Their job was transferrable so that they did not stay in the same region for a longer period of time.

The *muqtis* may have wanted to defy the orders of Sultans because their appointment was temporary, the conditions of service were very strict and the job was transferrable.

8. No, because the authors of *tawarikh* lived in cities like Delhi. They were hardly in contact with the village people. They often wrote histories for Sultan in hope of getting lucrative awards. They had nothing to do with the common people. Thus, even if they provided information, it would lack authentic content.
9. Raziyya was a unique leader in the history of Delhi Sultanate because she became a leader when only men were accepted as leaders. She was very efficient as a leader but was unaccepted due to orthodox views. But the situation has changed today and woman leaders are accepted more readily. Due to spread of education the outlook of people has changed. The people have started accepting woman leaders. Even in rural areas, we see woman sarpanches and councilors.
10. The Delhi Sultans did so to give peasants land in order to encourage agriculture. They also established new fortresses and town in these lands to protect trade routes as well as to promote regional trade. The reasons for occurrence of deforestation are very different today. It is mainly due to overpopulation, urbanization and industrialization. Man is more greedy now and is cutting forests without realizing its ill effects.
11. The students are suggested to go on a city tour (in which they live) and explore different buildings.

Chapter-4

The Mughal Empire

1. *Mansab* rank
Mongol Uzbek

Sisodiya Rajput	Mewar
Rathor Rajput	Marwar
Nur Jahan	Jahangir
<i>Subadar</i>	governor

2. 1. Kabul, 2. Bijapur, Golconda, 3. cavalry men, 4. *Sulh-i-kul*.
3. The central provinces under the control of the Mughals were Delhi, Agra, Ajmer, Sindh, Kabul, Mewar, Marwar, Gujarat, Bihar, Bengal, Orissa and Deccan.
4. Mansabdars were the people who joined the Mughal services. They received their salaries in form of revenue assignments called jagirs. Mansabdars did not actually reside in or administer their jagir. They only had rights to revenue of their assignments. The revenue was collected for them by their servants while mansabdars served in some other part of the country.
5. 'Zmairdar' was a term used by the mughals to describe all intermediaries, whether the local headmen of a village or any powerful chieftain. The role of the zamindar in Mughal administration was to collect the revenues and taxes from the peasants and deposit the same with the treasury of the empire.
6. When Akbar interacted with people of different faiths he realized that the religious scholars who emphasized rituals and dogma were often bigots. Their teachings created disharmony amongst his subjects. This led him to develop an idea of *Sulh-i-kul* or universal peace. He concluded that the idea of tolerance was of utmost importance because it did not discriminate between the people of different religious faiths.
7. It was so because Genghis Khan's memory was associated with the massacre of innumerable people. It was also linked with the Uzbeks, their Mongol competitors. On the other hand, Mughals were proud of their Timurid ancestry because their great ancestor had captured Delhi in 1398.
8. The income from land revenue was important to the stability of the Mughal Empire due to the following reasons :
 - I. It was used for extension of empire, fighting wars, etc.
 - II. It was used to pay salaries and wages to the army, bureaucrats, artisans and workers.
 - III. The administrative expenditure was met with this income.

Thus, revenue was important to strengthen the empire.

9. As the Mughal Empire expanded, it became important for Mughals to recruit diverse bodies of people. This made the other people comfortable with them. It had a positive effect on the emotions of people of India. The people of the subcontinent became more comfortable with them.
10. No, because a unified system of government exists in present scenario. Hence, there are same rules and regulations for all the citizens, irrespective of caste, creed, colour, etc. There is a written constitution safeguarding the rights of citizens and highlighting their duties. Sometimes, when social conflicts arise, they are solved in an appropriate way.
11. Peasants are as important today as they were during the Mughal empire. They pay land revenue to the government that is used in various development works. During the Mughal rule, most of the people used to do agricultural work. No other source of income was independent of agriculture, so. Income gap between rich and poor was not so much. But today, the income gap between rich and poor has increased greatly in India.
12. The Mughal Empire has left an indelible mark in terms of buildings, religion and language, etc. The buildings of this period speak a lot about this period in terms of style, design, architecture, etc., Islam as a religion spread throughout the sub-continent. Urdu has enriched our literature and art of writing. I can say this proudly as I belong to Delhi, the medieval capital of the Mughal Empire.

Chapter-5

Tribes, Nomads and Settled Communities

1. *Garh* *chaurasi*
Tanda *caravan*
 Labourer *paik*
 Clan *khel*
 Sib Singh Ahom state
 Durgawati Garha Katanga
2. 1. *jatis*, 2. *Buranjis*, 3. *Akbar Nama*, 4. Temples, Brahmins.
3. (a) True, (b) False, (c) False, (d) False

4. The nomadic pastoralists exchanged wool, milk, ghee, etc. with settled agriculturalists for grain, cloth, utensils and other products.
5. The Ahom state depended upon forced labour. Those forced to work for the state were called *paiks*. A census of the population was taken. Each village had to send a certain number of *paiks* by rotation. People from heavily populated areas were shifted to less populated places. Ahom clans were thus broken up. By the first half of the 17th century, the administration became quite centralized.
6. **The following changes occurred-**
 - (a) Smaller castes or *jatis* emerged within *varnas*.
 - (b) Many tribes and social groups were taken into caste-based society and given the status of *jatis*.
 - (c) Specialized artisans like smiths, carpenters and masons were recognized as separate *jatis* by Brahmins.
 - (d) *Jatis* rather than *varnas* became the basis for organizing society.
 - (e) Among the *Kshatriyas*, new Rajput clans became powerful.
 - (f) Many tribes became the part of caste system but only the leading tribal families could join the upper class. A large majority joined the lower *jatis* of caste society.
 - (g) Many dominant tribes of Punjab, Sind and north-west Frontier had adopted Islam. They continued to reject the caste system.
7. The nature of tribal society changed after the emergence of large states. The equal society gradually got divided into unequal social classes. Brahmins received land grants from the Gond rajas and became more influential. The Gond Chiefs wished to be recognized as Rajputs. Aman Das, the Gond raja of Garha Katanga assumed the title of Sangram Shah. His son, Dalpat married princess Durgawati who was the daughter of Salbahan, the Chandel Rajput raja of Mahoba.
8. Yes, the Banjaras were very important for the economy. They were trader-nomads who controlled trade and commerce. They played an important role in transporting grain to the city markets. They usually bought grain where it was cheaply available and sold it at places where it was costlier. From there, they again reloaded

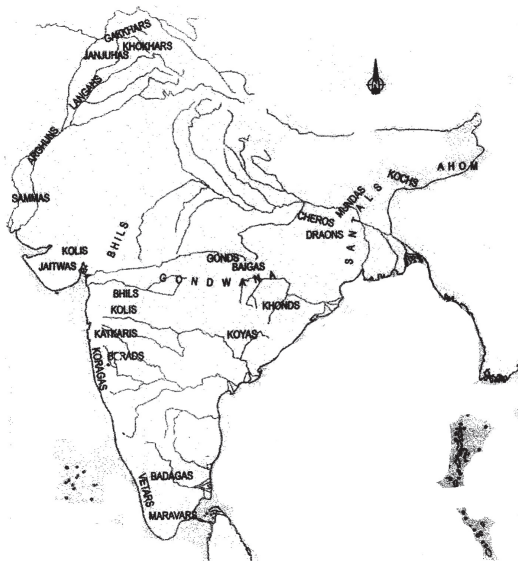
them with anything that could be profitably sold in other places.

9. Differences between Gonds and Ahoms :

- (i) Gonds lived in Gondwana, Ahoms lived in Brahmaputra valley.
- (ii) Gonds practised shifting cultivation while Ahoms did not.
- (iii) Gonds kingdoms were large while Ahom kingdoms were small.
- (iv) Gond society was not as much developed as that of Ahoms.
- (v) Gond society was divided into *garhs*. Ahoms built a large state.
- (vi) Gonds never used firearms. Ahoms used firearms for the first time in the history of the subcontinent.

Similarities between Gonds and Ahoms :

- (i) Both were capable of building large states.
 - (ii) Both had to face Mughal attacks and both
 - (iii) got defeated despite their brave defence.
 - (iv) Both of them granted land to Brahmins who became very influential.
 - (v) There was centralized administration in the Kingdoms of Gonds and Ahoms.
10. The tribes shown below in map settled temporarily at places which suited them as per their need and livelihood. They moved to other places when they found their mode of living unfavourable.



11. The government has arranged for their education and provided them with facilities like roads, water, electricity and jobs for their livelihood. The government is trying to uplift their standard of living. The tribals are now becoming a part of the mainstream society. (Organize a discussion around these points with the help of your teacher).
12. The present-day nomadic pastoral groups in the subcontinent are – Gaddi shepherds living in western Himalayas, Gujjar Bakarwals living in Jammu & Kashmir, Banjaras living in Rajasthan, etc. These people rear animals like sheep, goats and camels. They frequently visit Kumaon region of Uttarakhand, Rajasthan as well as Jammu & Kashmir.

Chapter-6

Devotional Paths to the Divine

1. The Buddha Questioned social difference
Shankaradeva Namghar
Nizamuddin Auliya Sufi Saint
Nayanars Worship of Shiva
Alvars Worship of Vishnu
2. (a) Advaita, (b) Alvars, (c) Basavanna, Allama Prabhu, Akkamahadevi, (d) Pandharpur.
3. These were as follows :
 - ☐ Criticism of rituals and other aspects of conventional religion.
 - ☐ Renunciation of the world.
 - ☐ Path of salvation in meditation on the formless.
 - ☐ Ultimate reality and realization of oneness.
 - ☐ Intense training of mind and body through practices like yogasana, breathing exercises and meditation.
4. He emphasized on the following :
 - (i) Rejection of orthodox religion and religious traditions.
 - (ii) Religion should be accessible to all.
 - (iii) Criticizing all types of external worship practised by Brahmanism, Hinduism and Islam.
 - (iv) Opposed caste system strongly.
 - (v) Believed in formless God.
 - (vi) Preached Bhakti and devotion as the only path to attain salvation.

He expressed his ideas through couplets or Dohas written in simple language. It was a form

of spoken Hindi, widely understood by ordinary people. Sometimes, he used cryptic language as well.

5. (i) Sufis were Muslim mystics who believed in devotion to God.
(ii) They rejected outward show of religion as well as elaborate rituals and the codes of behaviour.
(iii) They believed that union with God should be just as a lover seeks his beloved.
(iv) They composed poems to express their feelings and developed methods to train the heart such as *Zikr* (chanting of a name or sacred formula), *sama* (singing), *raqs* (dancing), discussion of parables, breath control, etc. under the guidance of a master or *pir*.
6. It was because they had numerous shortcomings and they promoted division of the society.
7. Guru Nanak Devji preached the following-
 - ☐ Worship of one God.
 - ☐ Irrelevance of caste, creed and gender for attaining liberation.
 - ☐ Pursuit of active life with a strong sense of social commitment.
 - ☐ *Nam*, *dan*, *isnān* is the major essence of his teaching, which actually meant right worship, welfare of others and purity of conduct. His teachings are now remembered as *Nam japna*, *kirt karna* and *vand chakhna* which also underline the importance of right belief and worship, honest living and helping others.
 - ☐ His idea was that of an equality which had social and political implications.
8. The saints of Maharashtra focussed on the Vitthala (a form of Vishnu), as well as on a personal god residing inside the heart of all people. Their songs in simple Marathi language inspired people. They rejected all forms of ritualism, outward display of social differences based on birth and unequal treatment to women. They even rejected the idea of renunciation and preferred to live with their families, earning a livelihood. They believed in serving their fellow beings and sharing the pain of others.
9. It was because she composed innumerable bhajans expressing her intense devotion to Lord Krishna. She also challenged the norms of upper castes.
10. Students are required to do this on their own.

11. Students are required to refer to the lesson and write the answer on their own.
12. Students are required to answer this question on their own.

Chapter-7

The Making of Regional Cultures

1.

1. Anantavarman	Odisha
2. Jagannatha	Puri
3. Mahodayapuram	Kerala
4. Lilatilakam	Kerala
5. Mangalakavya	Bengal
6. Miniature	Kangra
2. It is a language. The book *Lilatilakam* is written in this language.
3. Mughal Emperors and Nawab Wajid Ali Shah of Awadh were the major patrons of *Kathak*.
4. These are as follows:
 - ☐ Double-roofed or *dochala*, four-roofed or *chauchala*. Copied from attached huts.
 - ☐ In the comparatively more complex four roofed structure, four triangular roofs placed on the four walls move up to converge on a curved line or point.
 - ☐ Temples are usually built on a square platform.
 - ☐ The interior was quite plain but the outer walls of many temples were decorated with paintings, ornamental tiles or terracotta tablets.
5. Minstrels used to recite poems and songs which depicted the stories of Rajputs heroic deeds. By reciting such poems and songs, these minstrels inspired others to follow the examples of Rajputs. Ordinary people were also attracted by these stories.
6. This is because ordinary people followed the cultural practices adopted by their kings. Moreover, people had faith in their rulers. They could not go against the rulers and adopt different cultural practices.
7. It was because Jagannath at Puri became an important pilgrimage centre. The conquerors believed that control of the temple would make the local people accept their rule. Also, the temple had huge wealth collected from offerings.
8. It was due to the following reasons:
 - (i) Increase in religious faiths.
 - (ii) Mosques had already been built.

- (iii) Powerful people wanted to demonstrate their power and proclaim their piety.
- (iv) Common people also participated in the temple-building activity.
- (v) New economic opportunities also helped people in setting up the temples.
- (vi) Support of Brahmins to get idols placed in temples from huts.

9. Students are required to do a careful survey of their region and attempt these questions themselves.

10. The students are required to do this on their own.

11. States	Foods
1. North-Haryana	<i>Dal</i> , wheat <i>chapattis</i> .
2. West-Rajasthan	<i>Dal batti churma</i>
3. South-Kerala	<i>idli-sambhar</i> , <i>dosa</i> , rice
4. East-Bengal	Rice and fish
5. Central-Madhya Pradesh	<i>Dal chapatti</i> , <i>dal-chawal</i>

12. States	Clothes (Women)	Clothes (Men)
1. North-Punjab	<i>salwar-kameej</i> , dupatta	<i>Lungi-kurta</i> , head gear
2. West-Rajasthan	<i>Lehnga-choli</i> , saree	<i>Dhoti-kurta-Pagdi</i>
3. East-Odisha	saree and blouse	<i>Dhoti-kurta</i>
4. South-Tamil Nadu	saree and blouse	<i>Kameej & lungi</i>
5. Central-Chattisgarh	saree and blouse	<i>Kameej-dhoti</i>

Chapter-8

Eighteenth Century Political Formations

1. (a) False, (b) False, (c) True, (d) True.
2. (i) Under a number of able leaders in the 18th century, the Sikhs organised themselves into a number of bands called *Jathas* and later on as *Misls*.
(ii) Their combined forces were known as the grand army (*Dal Khalsa*). The entire body used to meet at Amritsar at the time of Baisakhi and Diwali to take collective decisions known as resolutions of the Gurus (Gurmata).
(iii) A system called *rakhi* was introduced, offering protection to cultivators on the payment of a tax of 20 percent of the produce.
(iv) Guru Gobind Singh had inspired the *Khalsa* with the belief that their destiny was to rule (*Raj Karega Khalsa*).

(v) Their well-knit organisation enabled them to put up strong resistance to the Mughal governors first and then to Ahmad Shah Abdali who had seized the rich province of the Punjab and the Sarkar of Sirhind from the Mughals.

3. This was because they wanted to decrease the Mughal influence. By the 1720s, they seized Malwa and Gujarat from the Mughals, and by the 1730s, the Maratha king was recognized as the overlord of the entire Deccan Peninsula. He possessed the right to levy *chauth* and *sardeshmukhi* in the entire region.
4. During the 18th century, merchants were more influential than the bankers. They used to provide more loans at higher rate of interest. But, now there are many banks that provide financial assistance at a cheaper rate. Also, they are under government's control. So banks are more influential in this age.
5. Students are required to do this on their own.
6. Students have to do it on their own.

GEOGRAPHY

Chapter-1

Environment

- [1] (i) It is a system formed by the interaction of all living organisms with one another and with their environment.
 (ii) It refers to the prevailing natural surroundings in a region created by nature, e.g. mountains, land, water, soil, etc.
 (iii) These are as follows :
 (a) **Natural Components** : are land, water, air and living things.
 (b) **Human-made Components** : are buildings, parks, bridges, roads, factories and monuments.
 (c) Human components are individual, family, community, religion, education, economic and political situation.
 (iv). These are buildings, parks, roads, factories.
 (v) The solid crust or the hard top layer of the earth made up of rocks and minerals is called Lithosphere.
 (vi) (i) Plants (ii) Animals
 (vii) Biosphere is a narrow zone of the earth where land, water and air interact with each other to support life.
- [2] (i) (b), (ii) (ii), (iii) (c), 4. (b)
- [3] (i) (e), (ii) (a), (iii) (b), (iv) (d) .
- [4] (i) Man modifies his environment according to his needs. He has made numerous things like factories, roads, buildings, etc. He has cleared forests to use land for construction and agriculture.
 (ii) Plants and animals depend on their immediate surroundings for their survival. Plants release oxygen that animals breathe and absorb carbon dioxide that animals release.
- [5] (i) **An ideal environment** would be free of pollution, would have optimum population and greenery all around, rich green cover, less buildings, clear water, air and sky as well as peaceful atmosphere.

Draw the picture yourself based on your imagination.

Chapter-2

Inside Our Earth

1. (i) These are the crust, mantle and core.
 (ii) It is a natural mass made up of minerals that make up the crust of the earth.
 (iii) These are igneous, sedimentary and metamorphic rocks.
 (iv) *Extrusive rocks* are formed from magma that cools on or near the earth's surface, e.g. basalt.
Intrusive rocks are formed from magma that cools below the earth's surface, e.g. granite.
 (v) The process of transformation of the rock from one to another type under certain conditions in a cyclic manner is known as the rock cycle.
 (vi) We use rocks for making different things such as roads, houses and buildings, etc. and objects like metals, jewellery, etc.
 (vi) These are the rocks formed from igneous or sedimentary rocks deep below the earth's surface. Heat and pressure brings about the changes in the chemical structure of mineral content of igneous or sedimentary rocks, changing them to metamorphic rocks, e.g. marble from limestone, quartzite from sandstone, etc.
2. (i) (a), (ii) (b), (iii) (b), (iv) (a), (v) (a).
3. (i) (e), (ii) (d), (iii) (b), (iv) (f), (v) (c).
4. (i) It is because of the following reasons :
 (a) High temperature that increases by 1°C after every 32 metres.
 (b) Extreme heat and pressure.
 (c) Non-availability of oxygen.
 (ii) This is because the small pieces of rocks get swept into water bodies like rivers, lakes, seas, etc., due to erosion. They sink to the bottom and settle in layers as sediments. As more and more layers settle on top, they get squeezed to form a solid rock called the sedimentary rock.

(iii) This is due to heat and pressure that bring about a change in the chemical structure of the mineral content of limestone deep below the earth's surface and changes it to marble- a new type of rock. This process is called metamorphosis.

Chapter-3

Our Changing Earth

1. **(i)** The plates move due to the movement of molten magma found in the interior of the earth.
(ii) The forces that work on the surface of the earth are called the exogenic forces. The forces that act in the interior of the earth are called the endogenic forces.
(iii) It is defined as the wearing away of landscape by different agents like wind, water, etc.
(iv) Flood plains are formed by the deposition of fine soil and other materials through flooding of rivers.
(v) These are the heaps of sand deposited at a place by the action of wind in the desert area. The sand gets deposited in low hill-like structures.
(vi) A beach is a coastal landform formed when the sea waves deposit sediments along the sea shore.
(vii) It is a U-shaped waterbody formed when a wide meander is cut-off from the main stream of a river to create a cut-off lake.
2. **(i)** c, **(ii)** c, **(iii)** b, **(iv)** a, **(v)** b
3. **(i)** c, **(ii)** d, **(iii)** a, **(iv)** h, **(v)** g, **(vi)** e
4. **(i)** It is because the winds erode the lower section of the rock more than the upper part. Thus, the rocks take the form of a mushroom with a narrower base and wider top.
(ii) It is because the rivers in their lower course carry huge quantities of fine silt and other materials called sediments. During the floods, these sediments are spread over

the adjacent area. A layer of sediments deposited in the plain areas form a flat fertile flood plain.

(iii) The erosion breaks the roof of the caves and only walls remain. These are called the stacks.

(iv) This is because the buildings are not always capable of resisting the vibrations of the earthquakes. They fall due to shallow foundation and collapse.

Chapter-4

Air

1. **(i)** It is defined as the gaseous envelope of air surrounding the earth. It makes life possible on earth.
(ii) These are nitrogen (78%) and oxygen (21%).
(iii) It is carbon dioxide gas.
(iv) It is defined as the sum total of the current atmospheric conditions like temperature, humidity, wind and rainfall at any given place.
(v) **(i)** Cyclonic or Frontal rainfall.
(ii) Orographic rainfall.
(iii) Convectional rainfall.
(vi) It is defined as the pressure exerted by the weight of the air on earth's unit surface.
2. 1. (c), 2. (a), 3. (b), 4. (b), 5. (b).
3. **(i)**. (e), **(ii)**. (f), **(iii)**. (b), **(iv)** (c).
4. **(i)** It is so because air is full of moisture. Due to this, it has less capacity to absorb moisture. Therefore, wet clothes take longer time to dry.
(ii) It is because the insolation comes through vertical rays on equator. As we move away from equator, the sunrays become slanting. The slanting rays come on the earth, passing longer distance through atmosphere. Thus, the amount of insolation keeps on decreasing.

Chapter-5

Water

1. (i) Precipitation is defined as the falling of condensed water vapour in the form of water droplets or ice crystals on the earth's surface.
 (ii) The process by which water continually changes its form and circulates between oceans, atmosphere and land is known as the water cycle.
 (iii) The factors affecting the height of waves are winds, earthquakes, volcanic eruptions and landslides on the bottom of the ocean.
 (iv) The factors which affect the movement of ocean water are temperature, winds, gravitational pull of sun, earth and moon, shape of continents, warm and cold currents, as well as salinity.
 (v) The rhythmic rise and fall of ocean water twice in a day is called a tide. They are called by strong gravitational pull exerted by the sun and the moon on the Earth's surface.
 (vi) Ocean currents are the streams of water flowing constantly on ocean surface in definite direction. These may be warm or cold.
 2. (i) It is salty because of these reasons :
 (a) Many rivers flow into oceans bringing large amounts of salt with them.
 (b) This leads to increase in the level of salt in the ocean, making it more salty.
 (c) The evaporation of ocean water also increases the salinity of sea water.
 (ii) It is due to the following reasons :
 (a) Mixing of sewer water into the water source directly.
 (b) Industries discharging waste water into water source directly without treating it.
 (c) Decreasing water-table level with each passing year.
 (d) Throwing of household wastes into river.
 - (e) Cleaning, bathing, urinating and defecating near the water sources.
 (f) Throwing dead bodies into water sources.
 (g) Dust and storms also pollute water.
 3. 1. (a), 2. (b), 3. (a).
 4. (i) (a), (ii) (b), (iii) (c), (iv) (d).
 5. Ravi.
 (a) The snake charmer's bustee, stables where horses are housed, and piles of wood, all caught fire accidentally (Hint : another name for River Brahmaputra).
 (b) The conference manager put pad, material for reading and a pencil for each participant (Hint : A distributary on the Ganga-Brahmaputra delta)
 (c) Either jealousy or anger cause a person's fall. (Hint : Name of a juicy fruit)
 (d) Bhavani germinated the seeds in a pot. (Hint : Look for her in West Africa)
 (e) "I am a zonal champion now." declared the excited athlete. (Hint : The river that has the biggest basin in the world)
 (f) The tiffin box rolled down and all the food fell in dusty potholes. (Hint : Rises in India and journeys through Pakistan)
 (g) Malini leaned against the pole when she felt that she was going to faint. (Hint : Her delta in Egypt is famous)
 (h) Samantha mesmerised everybody with her magic tricks. (Hint : London is situated on her estuary)
 (i) "In this neighbourhood, please don't yell! Owners of these houses like to have peace", warned my father when we moved into our new flat. (Hint : colour).
 (j) Write the following words Marc ! "on", "go", "in"—said the teacher to the little boy in K. G. class. (Hint : Rhymes with "bongo.").
- Now make some more on your own and ask your classmates to spot the hidden name. You can do this with any name : that of a lake, mountains, trees, fruits, school items etc.
- Answers :** (a) Teesta (tributary of Brahmaputra) (b) Padma (c) Orange (d)

Niger (e) Amazon (f) Indus (g) Nile (h) Thames (i) Yellow (j) Congo.

Carry on Detective

(ii) With the help of an atlas, draw each river which you discovered in **For Fun (i)** on an outline map of the world.

Ans.



Chapter-6

Human Environment Interactions- The Tropical and Subtropical Region

- (i) South America.

(ii) The crops grown by the people of Amazon Basin are tapioca, pineapple, sweet potato, cassava (manioc), maize, coffee and cocoa.

(iii) Toucans and hummingbirds are found in the rainforests of the Amazon.

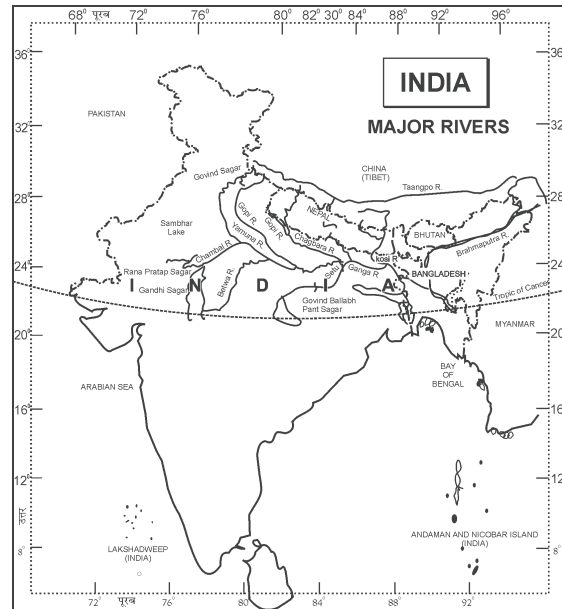
(iv) These are Rishikesh, Haridwar, Kanpur, Allahabad, Varanasi, Patna. All these cities are located on the banks of river Ganga.

(v) The one-horned rhinoceros is found in the Brahmaputra Plain.
1. (a), 2. (c), 3. (b), 4. (a), 5. (b).
- (i) (f), (ii) (d), (iii) (g), (iv) (c), (v) (a).
- (i) It is because a lot of developmental activities are taking place in the Amazon basin. Such activities are gradually causing destruction of these rainforests. It is estimated that a large area of rainforest is disappearing every year.

(ii) It is because paddy cultivation requires water in abundance, thus, it is grown in

the areas where the amount of rainfall is high.

5. (i)



(ii)



Chapter-7

Life in the Deserts

1. (a) These are hot deserts and cold deserts.
 (b) It is located in Africa.
 (c) The Ladakh desert has extremely cold and dry climate.
 (d) Visits to the gompas, treks to see meadows and glaciers, watching ceremonies and festivals are the major tourist attractions for which tourists visit Ladakh.
 (e) They wear heavy robes to protect themselves from dust storms and hot winds.
- (f) These are willows, poplars, apricots, apples and walnuts.
2. (i) b, (ii) a, (iii) b, (iv) a, (v) c, (vi) c.
3. (i) d, (ii) f, (iii) a, (iv) c, (v) b.
4. (i) It is because vegetation depends on two factors—climate and soil. The climate in deserts is either too hot or too cold which is not favourable for the growth of vegetation. Also, the rainfall is scanty. Soil is either sandy (in hot deserts) or snow covered (in cold deserts) for most of the year. Due to this, there is scanty growth of vegetation.
 (ii) This is because these heavy robes protect people from extreme heat, scorching sun, hot winds and dust storms.

POLITICAL SCIENCE

Chapter-1

On Equality

1. Universal adult franchise is important in a democracy because it gives all adult citizens (18 years and above) the right to vote, regardless of their caste, religion, gender or class. It is based on the principle of equality. It does not discriminate on the basis of social or economic background.
2. Two ways in which Article 15 addresses inequality are :
 1. The state should not discriminate a citizen on the basis of religion, race, caste, sex, place of birth or any other basis.
 2. No citizen should be restricted on the above basis to use the public places such as shops, restaurants, hotels, place of public entertainment, etc., or use of wells, tanks, bathing ghats, roads and public resorts maintained wholly or partly out of state funds or dedicated to the use of the general public.
3. The term “all persons are equal before the law” means that every citizen, by the rule of law, is equal irrespective of caste, colour, creed or gender. It also means that every person, from the President of the country to a domestic worker, has to obey the same laws. It also means that no person can be discriminated against on the basis of their religion, race, caste, place of birth or whether they are female or male. Equality is important in a democracy as democracy is the government of the people, by the people and for the people. Equality influences all aspects of democratic functioning.
5. No, the above stated law is not being implemented in his case.
There should be provision of ramps to make the building more accessible for him.

His being carried down the stairs must have affected his dignity seriously and adversely and safety. He must have felt helpless and demoralised.

Slightest carelessness or imbalance could have caused him major injuries.

Chapter-2

Role of the Government in Health

1. **Living Standard :** It refers to the level of wealth, comfort material goods and necessities available to certain socio-economic classes in a certain geographical area. The standard of living includes factors such as income, quality and availability of employment, quality and affordability of housing, hours of work required and quality of education available.
- Public Health :** It refers to prevention of diseases, prolonging life and promoting health by the organized efforts of the society, organizations, individual, communities, etc.
2. Different ways through which the government can take steps to provide healthcare for all are:
 1. Increasing the number of health centers, hospitals, laboratories for testing, ambulance services, blood banks, etc. at lower cost, especially in rural areas.
 2. Provisions of medicines at low prices.
 3. Organizing free check-up camps.
 4. Awareness camps should be organized.
 5. Quality healthcare services to all the citizens should be provided.
 6. Sanitation habits and proper drainage systems could be improved.
 7. Health insurance for basic treatment could be provided.
 8. Organizing training camps, workshops and seminars related to healthcare.

3.	Facility	Affordability	Availability	Quality
	1. Private	High-cost (expensive)	Quality services but available to only the economically well-off.	Good
	2. Public	Low-cost (Affordable)	Easily available. Ordinary services not well-maintained.	Poor and time consuming

- Improvement in water and sanitation can control many diseases like diarrhoea, worms, hepatitis, jaundice, which are communicable diseases. Water and sanitation are the basic requirements for the maintenance of good health. For example, if people get clean drinking water and a pollution-free environment, they are likely to be healthy.

Chapter-3

How the State Government Works

- A state is divided into several constituencies on the basis of its population. Each constituency elects one representative for the Legislative Assembly. The person who is elected as the representative represents that particular constituency. He is called an MLA (Member of Legislative Assembly). He is elected by a general election. He may be an independent candidate or a member of some political party. A person who

obtains the maximum votes becomes the member of that particular constituency.

- A government is formed by the party who secures the majority in the Legislative Assembly. As per the provisions of the constitution, the ruling party elects its leader as the chief minister of the state and he is the head of the so formed government. The Chief Minister consults the Governor and forms the cabinet which constitutes his council of ministers. The MLAs who become ministers are allotted their respective portfolios. In this manner, the MLAs turned ministers become accountable towards the state regarding their respective portfolios.
- These decisions should be debated because during the time of debate, it is decided whether a particular decision is in public interest or not. This is also debated whether the decision is crucial enough to be implemented or whether it may be opposed by some community group.

- Patalpuram was facing a severe water crisis.

Public meeting	condemned the government and protested against it; put their demand in front of the government.
Legislative Assembly	Discussed the issue and decided the further course of action.
Press conference	The health minister put forward the action plan of the government.
Chief Minister	Visited Patalpuram and announced compensation package for affected people and also presented the future action plan to handle the problem appropriately.

- The difference between the work that MLAs do in the Assembly and the work done by the government departments is that each department is headed by a minister, who is also an MLA. The minister acknowledges each and every work done or proposed by the department. The department is responsible for the projection of the timeframe and completion of work, while a minister forms coordination between the Assembly and a particular department.

do not have the same status. Example- The way of working of boys and girls differed in many aspects.

(b) False;

Our society makes a clear distinction between boys and girls. This begins from a very young age, for example: giving different toys to play with. Boys are usually given cars to play with, whereas girls get dolls and kitchen sets.

(c) False;

Women who stay at home and whatever tasks they do within the home is not recognized as work which is actually not true because the responsibility of housework, *i.e.* care giving, looking after the family, especially children, the elderly, washing of clothes, cooking, etc. involve a lot of effort and hard work.

(d) True;

Chapter-4

Growing Up as Boys and Girls

- (a) True;
In most societies, the roles boy and girls play or the works they do are not valued equally. They

The household chores are considered and assumed to be something that comes naturally to women. They, therefore, do not have to be paid for it and society devalues this work.

2. 1. The terms 'invisible' means the work that is unnoticed, unseen not given recognition.
My mother is a housewife. She takes care of my old grandparents, but all of it becomes invisible if food is not cooked on time.
2. The term 'physically demanding' means physical labour.

My mother does cooking for the entire family. My grandmother is a heart patient, she takes care of her. She has to cook different food items and it is time consuming and is physically demanding as she has to do everything standing in front of gas stove in the kitchen.

3. The term 'time consuming' means any work that takes a lot of time. Taking care of everyone's daily needs, cooking, cleaning washing clothes, which my mother does, is time consuming. It takes hours for her to do so many things, yet she never complains.

3. List of Toys and Games :

Toys :		Games :	
Boys	Girls	Boys	Girls
Cars	Dolls	Cricket	Skipping Rope
Guns	Soft toys	Football	
Ball	Kitchen sets	Hockey	Hide & Seek
Bus	Cooking apparatus	Basketball	Playing with dolls
Railway trains		Volley ball	

It is so because toys become a way of telling children that they will have different futures when they became men and women. This difference is created in the smallest things and almost everything, every day. How girls must dress, what games boys should play, how girls need to talk softly or boys need to be tough. All these are ways of telling children that they have specific roles to play when they grow up to become men and women.

4. Babita has been working in my house from last 2 years as a domestic helper. She hails from Shahjahanpur, Uttar Pradesh. Now she lives in a slum with her daughter. On enquiring more about her family members, she told that she has a son. But he does not stay with her. She has left him with her grandmother who takes care of his schooling. It is only once a year, that she goes to see him. She comes to my house at 8.00 A.M and does all the cleaning, washing of utensils, cooking. She goes back by 3.00 p.m. It takes one hour for her to reach her slum. It is not because of the distance, but that she has to go walking in order to save money. She does every work very efficiently and skillfully. She never gives a chance of complaint. She maintains cordial relation with all. She gets rupees 6000 per month. I have never

seen her demanding anything. She accepts everything very happily that my mother gives her.

Chapter-5

Women Change the World

1. Stereotypes, about what women can or cannot do, can affect women's right to equality in following ways:
 1. It is believed that science requires a technical mind and girls and women are not capable of dealing with technical things.
 2. Many people believe that women are better nurses because they are more patient and gentle.
 3. Girls are not allowed to seek higher education.
 4. Equal wages are not paid, thus affecting women's right to equality.
2. Learning alphabet was very important to women like Rashsundari Devi, Ramabai and Rokeya because it was after learning the alphabet, Rashsundari Devi was able to read, write an autobiography sharing her own experiences. Rokeya's education gave her the power not only to dream and write, but also to do more to help

Understanding Media

other girls go to school and build their own dreams. Ramabai went on to set up a mission where widows and poor women were encouraged not only to become literate, but also to be independent.

3. “Poor girls drop out of school because they were not interested in getting education.” This statement is not true because especially in rural and backward areas, there are no proper schools and no teachers to teach them on a regular basis. Moreover, there is no transport facility. If a school is not close to people’s home then parents do not prefer to send their girls to school. In many families, where parents cannot bear the cost of education and are too poor, they prefer to send only the boys them to school.

4. Two methods of struggle that the women’s movement used to raise issues were campaigning and raising awareness.

1. Campaigning : Campaigning was used to fight discrimination and violence against women. Campaigning had also led to new laws being passed. A law was passed in 2006 to give women who face physical and mental violence within their homes, also called domestic violence, some legal protection. Similarly, efforts made by the women’s movement which led the Supreme Court to formulate the guidelines in 1997 to protect women against sexual harassment at the work place and in educational institutions.

2. Raising Awareness : Public awareness was created on women’s rights issues. The messages were spread through street plays, songs and public meetings, public rallies and demonstration to draw attention towards injustice against women.

If I have to organize a struggle against stereotypes, I would employ raising awareness because it is an important part of any movement. Creating awareness of the fact about what women can or cannot do can help to improve the position of women in society. Once the stereotype belief is broken, it can change the situation of women. They can attain equal rights and respect in our society. I would use it as a non-violent method by arranging street plays, role plays, etc. to draw attention of the people against their stereotype belief.

1. Media plays a very important role in a democracy. It provides us with news and enables us to discuss the events that take place in the country and the world. On the basis of this information, the citizens can learn about how the government works. They can also use different ways to show their dissatisfaction against the working of the government through public protest, writing letters to the concerned minister, asking the government to rethink about the programmes, etc. Media makes us aware of social, political and economic status and activities.

2. Title : “Media and Big Business Magnate”
Link between the big business houses and media is based on demand and supply, or rather a way of making money. One way in which media earns money is by advertising different things like cars, chocolates, clothes, mobile phones, etc. Seeing these advertisements we buy such products giving huge profit to the big business houses who manufacture these products. They attract people.

3. As part of a democracy, the media has a very important role to play in our lives because it is through the media that we hear about issues related to the working of the government. The media decides what to focus on, and in this way, sets the agenda.

Ex. (1) A well-known Indian journalist wrote about the fashion week conducted, the designer clothes showcased, whereas, in the same week, the slums were being demolished in Mumbai. But, this was not even noticed or publicized the way it should have been.

(2) The media drew our attention to the alarming level of pesticides in cola drinks. They published reports that indicated the high level of pesticides and thus, made us aware of the need to regularly monitor these colas according to international quality and safety standards.

4. Students are advised to do this activity themselves.
5. Do yourself.

Chapter-7**Market Around Us**

1.	Hawker	Shop Owner
1.	Does not have permanent shop, moves from place to place.	1. Has Permanent shops.
2.	Doesn't incur expenses like paying of electric bills, rent, etc.	2. Has to incur a lot of expenditure as he has to pay rent, electric bills to the government.
3.	He is helped by family members and hence, does not have to hire workers.	3. Has to pay wages to his workers.
4.	He sells vegetables, groceries, utensils or clothes.	4. He sells all kinds of products.

2.	Market	Kinds of goods sold	Prices of goods	Sellers	Buyers
	Weekly Market	Different items of our daily use like vegetables, clothes groceries, utensils, etc.	Affordable price Not very expensive	Hawkers or Small traders	Local people
	Shopping Complex	Branded products mostly , such as readymade garments, phones, etc	Expensive	Big traders businessmen	Rich and capable people

3. A chain of market is formed by various people who are present in the form of manufacturers, wholesalers, retailers, etc. They act or link to provide goods to the ultimate consumers. The goods are first sent to the wholesale markets from the factories where they are produced. They are then supplied to other traders. Dealers then buy goods in bulk and sell it to the roadside hawkers and other shop owners in weekly markets or neighbourhood markets. These shopkeepers and hawkers sell it to the ultimate consumers, and this is how a chain is formed. Factories /Farm → Wholesale Traders → Retailers → Consumers
- The Chain of markets serve the purpose of encouraging production, creating new opportunities for people to earn. They maintain flow of money. This also encourages employment.
4. No, I think it is true of shops with expensive products as well. Every person had an equal right to visit any shop in a marketplace, even those selling expensive items.

For Example : Shjata and Kavita had every right to enter the shop selling readymade branded clothes in Anzal Mall. The security guard looked at them as if he wanted to stop them from entering the shop because they appeared poor. Even if they could not afford to buy any clothes from that shop, they had the right to visit it.

5. "Buying and Selling can take place without going to a market place." This is possible today. People can order for a variety of things through phone and through internet and the goods are delivered at home. Similarly, in clinics and nursing homes, sales representatives are engaged in selling of goods to the doctors.

A farmer uses fertilisers to grow crops that he purchases from special shops in the city and they, in turn, buy them from factories.

Chapter-8

A Shirt in the Market

1. Swapna is a small farmer in Kurnool (Andhra Pradesh) and grows cotton on her small piece of land. She had borrowed money from a local trader at the starting of the cropping season. The trader had made Swapna promise that she would sell all the cotton in exchange for the money. Thus, she had no other option than selling cotton to him.
2. Conditions of employment in the garment exporting factory :
 - (i) Workers are employed on a temporary basis; this means they can be asked to leave anytime when their services are not needed.
 - (ii) They are forced and pressurized to produce quality products in limited time.
 - (iii) They have to do hard work for extended hours.

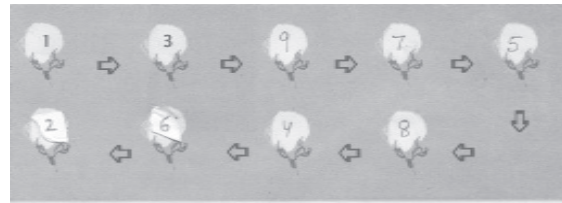
No, the workers don't get a fair deal as they are not even paid the minimal (very small in amount) wages for their work. They are exploited by their employer due to ignorance and their temporary employment. They are also not given their due respect by the factory owners.
3. Chain of markets to produce milk:
 - (i) Milk is produced by buffaloes and cows in different organized and unorganised farms. Dairy cooperatives first purchase this milk from different locations.
 - (ii) After that, milk is transported to the milk factories by the dairy cooperatives.

(iii) Milk is pasteurised in the factories and is packed.

(iv) Packets of milk are then given to the traders who transport them to cities where wholesalers purchase them.

(v) Retailers purchase milk from the wholesalers and then sell these packets of milk to the ultimate consumers in the open market through milk booths.

4.



1. Swapna sells the cotton to the trader.
3. Trader sells cotton to the Ginning Mill.
9. Ginning mill cleans the cotton and makes it into bales.
7. Spinning mill buys the cotton and sells yarn to the yarn dealers.
5. Yarn dealers or merchants give the yarn to the weavers.
8. Weavers return with the cloth.
4. Garment exporters buy the cloth from merchants for making shirts.
6. The exporter sells shirts to the businessperson from the USA.
2. Customers buy these shirts in a supermarket.

