

# Exploring Society: India and Beyond

**Social Science Textbook for Grade 6**



0681



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**First Edition**

July 2024 Ashadha 1946

**PD 700T BS**

**© National Council of Educational  
Research and Training, 2024**

**₹ 65.00**

*Printed on 80 GSM paper with NCERT  
watermark*

Published at the Publication Division  
by the Secretary, National Council  
of Educational Research and  
Training, Sri Aurobindo Marg,  
New Delhi 110 016 and printed at  
Gita Offset Printers (P) Ltd., C-90,  
Okhla Industrial Area, Phase-I,  
New Delhi 110020

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## Foreword

The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge while at the same time preparing the students to constructively engage with the prospects and challenges of the twenty-first century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities touching upon all the five planes of human existence, the *pañchakośhas*, in the Foundational and the Preparatory Stages has paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

This framework, at the Middle Stage, aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities, and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects ranging from three languages — including at least two languages native to India — to Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-Being, and Vocational Education promotes their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different curricular areas as these textbooks will play a central role in mediating between content and pedagogy — a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establish conceptual connections both within and across curricular areas.

The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality



textbooks. Various Curricular Area Groups, which were constituted for this purpose, comprising notable subject-experts, pedagogues, and practising teachers as their members, have made all possible efforts to develop such textbooks. This textbook of Social Science closely follows the vision of the NCFSE 2023. It innovates in minimizing the text by focusing on core concepts and major developments. These are also conveyed through abundant pictures, drawings, maps and other graphics, which are brought to life by a pleasant and attractive overall design. The textbook seeks to keep students engaged through a variety of exercises, occasions for reflection, activities and projects, all of which invite them to explore and discover by themselves. The selection of five themes takes care of the important requirement of maintaining a multidisciplinary perspective. Cultural rootedness, another requirement, is thus not limited to the theme ‘Our Cultural Heritage and Knowledge Traditions’, but pervades the other themes as well. It is hoped that students and teachers alike will find using this textbook an enjoyable and enriching experience.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so.

With this, I express my gratitude to all those who have been involved in the development of this textbook and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

Dinesh Prasad Saklani  
*Director,*

National Council of  
Educational Research and Training

31 May 2024  
New Delhi



## Letter to the Student

Dear Student,

You have now entered the Middle Stage, about to explore new subjects. One of them is Social Science. You had a brush with it earlier, but from this Grade 6 onward you will discover more of this world of ours, beginning with our country, India. We have done our best to make this textbook stimulating:

- Whenever possible, we have used your immediate environment — the world as you know it — as a starting point.
- We have tried to keep the text to a minimum by focusing on the ‘big ideas’ — ideas you will encounter in your life for sure. Ideas that will help you understand India and the world.
- We have encouraged you to reflect on these ideas or important facts — to explore, discover, think, create, ask questions and propose answers. Rote learning is not the goal of good education; understanding and reflection are.
- We have included more illustrations than ever before, as they often convey a message better than long explanations. They also make the textbook more lively and pleasant to browse through.
- We have selected five main themes — you will see them in the Table of Contents. This has enabled us to combine in a single theme inputs from several disciplines — whether history, geography, political science or economics. This brings us closer to real life.
- Finally, we have given some emphasis to understanding India’s foundations. India is a young nation but an old civilisation. The former would not exist without the latter.

Preparing this textbook has been a labour of love. If you have felt attracted to a few pages here and there, to some picture



or map, if you have felt tickled by a question or a challenging quotation, we will feel rewarded. We hope you will enjoy this journey of discovery. It's about all of us, yourself included!



We need to add an important detail. In this textbook, every part of it — text, side box, image or map — can be subject to evaluation and assessment. There are, however, five exceptions:

- *The quotation or quotations* on the first pages of chapters. Some are straightforward, others offer deep thought. Do not worry if you do not understand them at the first reading; they are meant to stimulate you or inspire you.
- *Wherever we have mentioned in the text, “You need not remember this”.*
- *The diacritical signs on some Sanskrit words* — do look at ‘Your journey through this book’ in the next few pages to understand what we mean.
- *The Introduction* (page 1).
- *The Glossary* (at the end of the textbook).

No evaluation should bear on these five aspects.





## Your journey through this book

*This textbook has been written with care and love for you, our Grade 6 learners. This year you will be studying Social Science for the first time. This field helps us to understand ourselves, the land and the people around us. How did people live in the past? What does our country, India or Bharat, look like? What do her mountains, rivers, and plains look like? ... and so many other such questions.*

*This new textbook has many features, which we hope you will find interesting and fun too. As you flip through it, you will see colourful illustrations, including pictures, maps and drawings of many kinds. Let us give you a quick tour of the book and its features. Your Teacher will also guide you through it.*

Each chapter begins with an **inspiring quotation** from a renowned person or text. Read it and let it stay with you. Some of these quotations are profound thoughts. Don't worry if you do not understand right away; you can return to them later, and they can also be discussed in the class. Here's an example —

*Oh, grant me my prayer, that I may never lose the bliss of the touch of the one in the play of the many.*

— Rabindranath Tagore

*... The principle of unity in diversity which has always been normal to [India] and its fulfilment the fundamental course of her being and its very nature, the Many in the One, would place her on the sure foundation of her Swabhava and Swadharma.*

— Sri Aurobindo

The **main text** is written in simple language. You will learn about people and places in India and beyond.

**Technical words** are explained in the margin right next to the text. They are also listed in the **glossary** (or mini-dictionary) at the end of the textbook. In addition, we have included a few words you may not be familiar with. Do consult the glossary often.

- **Geologists** (Fig. 2.1) study the physical features of the Earth, like the soil, stones, hills, mountains, rivers, seas, oceans and other such parts of the Earth.
- **Palaeontologists** (Fig. 2.2) study the remains of plants, animals and humans from millions of years ago in the form of **fossils**.
- **Anthropologists** (Fig. 2.3) study human societies and cultures from the oldest times to the present.
- **Archaeologists** (Fig. 2.4) study the past by digging up remains that people, plants and animals left behind, such as tools, pots, beads, figurines, toys, bones and teeth of animals and humans, burnt grains, parts of houses or bricks, among others.

**Fossils:**  
Impressions  
of footprints,  
or parts of  
plants or  
animals that  
are found  
preserved  
within layers  
of soil or  
rocks.

'The Big Questions', just two or three, give you an idea of what you are going to explore in the chapter.

### The Big Questions ?

1. *What are the different types of activities that people engage in?*
2. *What is their contribution to our everyday lives?*

As we move through the chapter you will find some sections called 'Let's explore',

#### LET'S EXPLORE

Do you know the term for a society where people select their leaders? How do you think people can benefit from such a situation? What could happen if they live under leaders that they did not choose? (*Hint: Think back to what you're learning in the theme 'Governance and Democracy'!*) Write your thoughts in a paragraph of 100–150 words.





**'Think about it'**  
which propose activities, in-text exercises, or will invite further reflection.



#### THINK ABOUT IT

Have you ever seen old coins, books, clothes, jewellery or utensils in and around your house? What type of information can we gain from such objects? Or from old houses or buildings?



#### DON'T MISS OUT

Many of our institutions have mottos inspired by the wisdom of our ancient texts. The Government of India's motto, for example, is *Satyameva Jayate*, which means "Truth alone triumphs". The Supreme Court's motto is *Yato Dharmastato Jayah*, or, "Where there is dharma, there is victory."

**'Don't miss out'** brings out intriguing or fun facts that will trigger your curiosity.

At the end of every chapter, '**Before we move on**' sums up some of the core ideas that the chapter tried to convey. A choice of exercises, questions or projects follow.



#### Before we move on ...

- Family is the foundation of human society. Ideally, members of a family support each other in their many duties and tasks.
- Community, a bigger unit, also implies that people do their best to support each other. 'Community' can be defined in several ways and there are many kinds of community.
- Ultimately, communities are interdependent.

Finally, on the first page of every chapter, you will find a **QR code** leading you to interesting videos, puzzles, games, stories, and so on, which are related to the content of the chapter and will lead you to further explorations. Do scan it, or take an adult's help to scan it, and browse through the material.

Your Teacher will be with you on this journey of exploring this textbook. We hope you will read parts of it with your



parents or guardians too. Maybe you can try out some of the activities with them!

We wish you an enjoyable journey through Social Science and its rich insights into human life and society.



## A note on the pronunciation of Sanskrit words

Since this textbook is in English, we use the Roman alphabet. But we will also encounter some words in Sanskrit and a few other Indian languages. The Roman alphabet cannot make their pronunciation clear without some additional marks or signs, such as dashes, dots or accents, called ‘diacritical signs’ or ‘diacritics’. You can ignore all these signs if you wish, and you don’t need to remember them. However, as we are using only a few simple signs, you will find it easy to get used to them. You will also find that they help you pronounce Sanskrit words fairly correctly.

Here is how they work:

- A short dash (called ‘macron’) over a vowel makes it long. For instance, *dāna* is pronounced ‘daana’; *lilā* is pronounced ‘leelaa’; *sūtra* is sootra.
- śh and ḫ are pronounced similar to ‘sh’ in ‘shall’ (there is a slight difference, since they correspond to श and ष in the Devanagari script; see next point). So *śhāstra* is pronounced ‘shaashtra’; *kṣhīra* is ‘ksheera’.
- Consonants with a dot below them (*ḍ ṭ śh* and *ɳ* mainly) are pronounced by hitting the tongue on the roof of the mouth; without a dot, they are pronounced with the tongue on the teeth. Examples of consonants pronounced with the tongue hitting the roof of the mouth: Āryabhaṭa, *gāṇa*, *pāṭhana* (studying), *pīṭha*, *goṣṭhī* (association, assembly), *dhanāḍhya* (rich), *aṇu* (atom).
- Finally, *r* is the Devanagari letter र. We choose to write it as *ri*, although in some parts of India it is also pronounced as *ru*. So we write ‘Rig Veda’, for instance.

For those who wish to know the precise correspondence between the Devanagari alphabet and the Roman script in our system, the tables of short and long vowels are as follows:

Devanagari	Roman script
अ	<i>a</i>
इ	<i>i</i>
उ	<i>u</i>
ऋ	<i>ri</i>
ए	<i>e</i>
ओ	<i>o</i>
आ	<i>ā</i>
ई	<i>ī</i>
ऊ	<i>ū</i>
ऋ	<i>rī</i>
ऐ	<i>ai</i>
औ	<i>au</i>

And the table of consonants:

Guttural	क	ka	খ	kha	গ	ga	ଘ	gha	ঁ	ନ୍ତା	ହ	ha
Palatal	চ	cha	ছ	chha	জ	ja	ঝ	jha	ঁ	ନ୍ତା	য	ya
Cerebral	ট	t̪a	ঠ	t̪ha	ঁ	da	ঁ	dha	ণ	ନ୍ତା	ର	ra
Dental	ত	ta	থ	tha	দ	da	ধ	dha	ন	ନ୍ତା	ଲ	la
Labial	প	pa	ফ	pha	ବ	ba	ଭ	bha	ମ	ମ୍ବା	ବ	va
Sibilants	শ	sha	ষ	ṣha	স	sa						

*Note: Our pronunciation guide is an adaptation of what is known as the International Alphabet of Sanskrit Transliteration or IAST system.*

# Constitution of India

## Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions  
and reasonable restrictions)  
guarantees these

## Fundamental Rights

### Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

### Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

### Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

### Right to Freedom of Religion

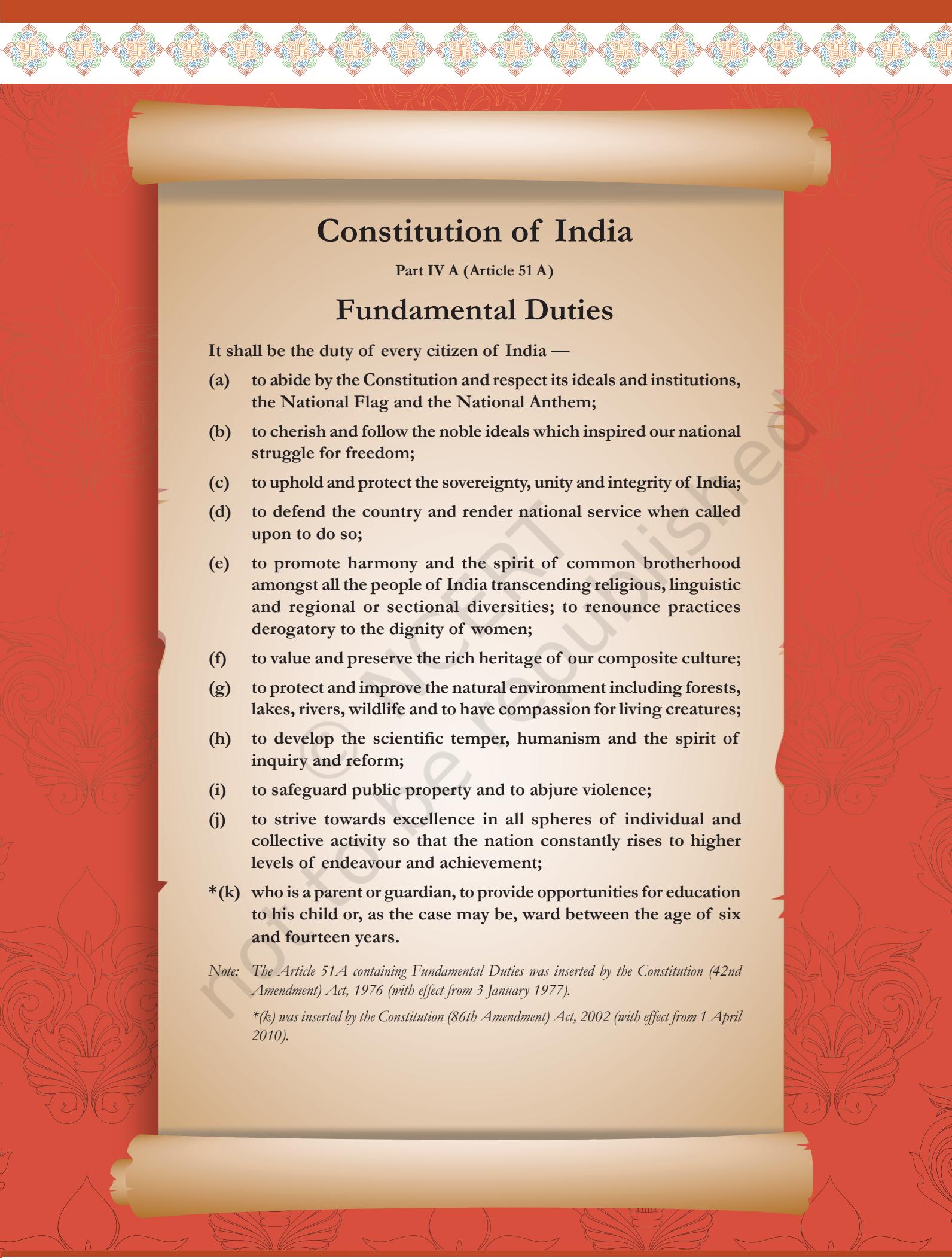
- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

### Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

### Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.



# Constitution of India

Part IV A (Article 51 A)

## Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- \*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

*Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).*

*\*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).*



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## Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of the Chairperson and members of the National Curriculum Frameworks Oversight Committee (NOC), Chairperson and members of the National Syllabus and Teaching Learning Materials Committee (NSTC), Chairpersons and members of Curricular Area Groups (CAGs) for Social Science and for Economics, and other concerned CAGs on cross-cutting themes in developing this textbook.

The participation and contributions from members of the Social Science and Economics CAGs have been indispensable. Additional thanks are due to the Chairpersons and members of other CAGs involved in integrating crosscutting themes into this textbook.

The unstinted efforts and exemplary dedication of the Social Science team of Programme Office (NSTC) in assisting the making of this textbook at every stage are gratefully acknowledged. Dr. Shweta Uppal, former Chief Editor of the Publication Division, NCERT, and the dedicated editors from the division, have provided valuable assistance in the editing and proofreading process. Special recognition goes to Anjasi N.N. and Riddhi Garg for their professional editing efforts through multiple versions of the text. Shweta Rao's outstanding contribution to the textbook's appealing design and visual quality, and her steadfast work throughout the entire process, are acknowledged with gratitude.

The illustrators Albert Shrivastava, Ashutosh Kambli, Attri Chetan, Chandrima Chatterjee, Nutan Kishor, Prachi Sahasrabudhe, and Prashant Singh—deserve commendation for their innovative designs, drawings, and sketches, which have significantly enriched the visual quality of the textbook. The contribution made by the cartographer Satish Maurya is appreciated. The generosity of Prof. V.N. Prabhakar in sharing his maps is acknowledged with gratitude.



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*Vasudhaiva Kutumbakam:*  
The whole world is a family