

NCERT Solutions for Class 6 Social Science Civics

Chapter 8: Solutions With Explanations

NCERT Solutions for Class 6 Social Science Civics Chapter 8 is discussed below for CBSE Class 6 students to help with their exam preparations. Students can find the solutions for chapter 8 here!

NCERT Solutions for Class 6 Social Science Civics Chapter 8: In many rural parts of the world, a significant part of the population makes a living through farming. Simultaneously, other common ways these communities survive include fishing, raising animals, and various non-farm activities. In Chapter 8 of CBSE Class 6 Civics, students will learn about the different ways people earn their living in villages.

This chapter discusses the livelihoods of individuals in rural areas, the types of jobs they engage in, the challenges faced by landless farmers, and the reasons for debt. We have also supplied NCERT Solutions for Class 6 Social Science Civics Chapter 8 "Rural Livelihoods," to help students excel in exam preparation.

NCERT Solutions for Class 6 Social Science Civics Chapter 8 Rural Livelihoods

1. You have probably noticed that people in Kalpattu are engaged in a variety of non farm work. List five of these.

Ans:

1. Making baskets, utensils, pots, bricks, bullock-carts, etc.
2. Teaching
3. Washing clothes
4. Weaving
5. Repairing cycle.

2. List the different types of people you read about in Kalpattu who depend on farming. Who is the poorest among them and why?

Ans: These individuals are Thulasi, Sekar, and Ramalingam. Thulasi faces financial challenges as she doesn't own any land. She labours on Ramalingam's farm, earning Rs. 40 daily. Despite being unhappy with her pay, she persists in working on Ramalingam's land because she relies on him.

3. Imagine you are a member of a fishing family and you are discussing whether to take a loan from the bank for an engine. What would you say?

Ans: I think it's better to get a loan from a bank for this instead of going to a moneylender. Moneylenders often ask for high interest rates, causing a lot of difficulties for the borrowers.

4. Poor rural labourers like Thulasi often do not have access to good medical facilities, good schools, and other resources. You have read about inequality in the first unit of this text. The

difference between her and Ramalingam is one of inequality. Do you think this is a fair situation? What do you think can be done? Discuss in class.

Ans: This isn't a fair situation. There should be a limit to the amount of land. This way, everyone can have some land to make a living. Opportunities should be the same for everyone. Everyone should have to go to school when they are young. We should work hard to make sure poor people can go to school too. This will help them understand their rights and other important things.

5. What do you think the government can do to help farmers like Sekar when they get into debt? Discuss.

Ans: The government has the ability to support farmers like Sekar. Offering loans without interest or with the lowest rates can be beneficial for him. Additionally, providing seeds, fertilisers, and pesticides at a discounted rate is another way to assist.

6. Compare the situation of Sekar and Ramalingam by filling out the following table:

Sekar	Ramalingam	
Land cultivated		
Labour required		
Loans required		
Selling of harvest		
Other work done by them		

Ans.

Sekar	Ramalingam	
Land cultivated	Two acres.	Twenty acres.
Labour required	No labour required.	He hires labour.

Loans required	He requires loans for seeds, fertilisers, pesticides etc. He takes a loan from the trader.	He takes loans from govt, bank for establishing a rice mill.
Selling of harvest	He sells a few bags of paddy to pay back the loan.	
Other work done by them	He has a hybrid cow, whose milk he sells in the local milk cooperatives.	He owns a rice mill and a shop selling seeds, pesticides etc.

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option to complete the statements given below:

(i) Ramalingam has

- (a) Thirty acres of land
- (b) Twenty acres of land
- (c) Ten acres of land
- (c) Five acres of land

(ii) Thulasi earns

- (a) Rs. 40 per day
- (b) Rs. 60 per day
- (c) Rs. 70 per day
- (d) Rs. 100 per day

(iii) Thulasi sold her cow to

- (a) Purchase jewellery
- (b) Pay the instalment of the loan that she took from bank
- (c) Pay the fees of her daughter
- (d) Pay back the money she borrowed from Ramalingam.

(iv) The percentage of large farmers in India is

- (a) 80
- (b) 20
- (c) 10
- (d) 5

(v) Which one is not a farming activity?

- (a) Ploughing (b) Harvesting

(c) Basket making (d) Weeding.

Answer:

(i) – (b), (ii) – (a), (iii) – (c), (iv) – (b), (v) – (c).

II. FILL IN THE BLANKS

Fill in the blanks with appropriate words to complete each sentence:

1. The people of Chizami village do farming.
2. Nearly of all rural families are agricultural labourers in India.
3. Sekar has a hybrid cow, whose milk he sells in the local
4. In some villages in central India, both farming and from forest are important sources of livelihood.
5. The people of Pudupet village earn their living by.....

Answer:

1. terrace
2. two fifth
3. milk cooperative
4. collection
5. fishing

III. TRUE/FALSE

State whether these sentences are true (T) or false (F).

1. Ramalingam is a big farmer having twenty acres of land.
2. Sekar takes loan from Thulasi and buys seeds and fertilisers.
3. In coastal areas we find fishing villages.
4. In India 60 percent farmers are small Farmers.
5. Sekar takes help of other small farmers at the time of harvesting.

Answer:

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

IV. MATCHING SKILL

Match the items in column A correctly with those given in column B.

Column A

- (i) Thulasi
- (ii) Sekar
- (iii) Ramalingam
- (iv) Aruna and Paarivelan
- (v) Kalpattu
- (vi) Teaching, washing

wearing, etc. are related to

Column B

- (a) Tamil Nadu
- (b) Fishing
- (c) A poor landless labourer
- (d) None farming activities
- (e) A large farmer
- (f) A small farmer

Ans: (i)–(c), (ii)–(f), (iii)–(e), (iv)–(b), (v)–(a), (vi)–d

V. VERY SHORT ANSWER TYPE QUESTIONS

1. What is the main crop of Kalpattu village?

Ans: The main crop of Kalpattu village is paddy.

2. How is Ramalingam different from others according to Thulasi?

Ans: Unlike others, Ramalingam does not go looking for cheaper labour from other villages. Whenever there is work, he calls Thulasi.

3. What does Thulasi's husband do when he finds no work on the farm?

Ans: In such a situation he finds work outside either loading sand from the river or stone from the quarry nearby.

4. Why did Thulasi borrow from Ramalingam?

Ans: She did so for her daughter's treatment.

5. How did she pay back the loan to Ramalingam?

Ans: She paid back her loan to Ramalingam by selling her cow.

6 Name some other activities which poor families in rural areas often do for the household apart from farming. [V. Imp.]

Ans: Collecting firewood, getting water and grazing cattle.

7. Why do people migrate? [V. Imp.]

Ans: People migrate from rural to urban areas to find jobs. .

8. How much land does Sekar own?

Ans: Sekar owns two acres of land.

9. How does he pay back the loan to the trader?

Ans: He pays back the loan to the trader by selling his paddy to him at a lower price.

10. Why does Sekar need to earn some extra money?

Ans: Whatever he produces lasts only eight months. So, he needs to earn some extra money.

11. What work does Sekar do at Ramalingam's rice mill?

Ans: He helps Ramalingam collect paddy from other farmers in the neighbouring village.

12. Why do farmers like Sekar need to borrow money?

Ans: They need to borrow money to purchase basic things like seeds, fertilisers and pesticides.

13. Why do fishermen go far into the sea?

Ans: They go far into the sea to get a better catch.

14. During which period do fish breed?

Ans: They breed during the monsoon.

15. How do fishermen manage during the monsoon period?

Ans: During the monsoon period fishermen survive by borrowing from the trader.

VI. SHORT ANSWER TYPE QUESTIONS

1. Describe different types of work that Sekar does for a living. [Imp.]

Ans: Sekar is a little farmer with just two acres of land. He cultivates rice on his field with the assistance of his family. Additionally, he is employed at Ramalingam's rice mill, aiding in gathering rice from nearby villages. Moreover, he owns a crossbred cow, and he sells its milk to the nearby milk cooperative.

2. List the three situations in which crops can be ruined. [V. Imp.]

Ans: The three situations in which crops can be ruined are :

- If the seeds are not of good quality.
- If pests attack the crop.
- If the monsoon does not bring enough rain.

3. Write a brief note on the lifestyle of the people of Chizami.

Ans: Chizami is a village located in the Phek district of Nagaland. The villagers practise terrace farming, each owning their own fields. In addition to tending to their individual plots, they collaborate by forming groups of six or eight. These groups collectively work on clearing a whole mountainside. After completing their daily tasks, each group shares a meal together.

VII. LONG ANSWER TYPE QUESTIONS

1. Write a short note on the lives of fishing families. [V. Imp.]

Ans: Families engaged in fishing typically reside near the ocean. Their daily routines revolve around the sea and fishing. You can spot lines of catamarans and nets scattered around their homes. Their day typically begins at 7 in the morning, coinciding with increased activity on the beach. Fishermen return with their catamarans after a fishing trip, and women gather to engage in buying and selling

fish. For at least four months during the monsoon season, they avoid going to the sea because that's when the fish breed.

In these months, they get by through borrowing from a trader, eventually selling the fish to repay the debt. The lives of fishing families are filled with uncertainties. Storms pose significant challenges, and the 2004 tsunami had a severe impact on them, making them the worst affected.

2. What different activities are done by the people of Kalpattu village?

Ans: Kalpattu is a coastal village located in Tamil Nadu. The village is surrounded by low hills, and the primary crop grown here is paddy. Many families make their living through farming. Apart from agriculture, people engage in various non-farm activities, including crafting baskets, utensils, pots, bricks, bullock carts, and more. The village is well-supplied with service providers like blacksmiths, nurses, teachers, washermen, weavers, barbers, cycle repair mechanics, and others.

Shopkeepers and traders can also be found in the village, and there is a bazaar with various small shops such as tea shops, grocery stores, a tailor, and a seed shop. Coconut groves are present around the village, and some individuals earn their livelihood by working in mango orchards. The village has both small and large-scale farmers, along with landless labourers who work in the fields of others.

3. Under which circumstances poor farmers find themselves unable to pay back their loans? What happens after that?

Ans: Many farmers who don't have much money often need to borrow for farming. They try to return the money, but if their crops fail, it gets hard. It becomes a difficult time, and to survive, they have to borrow more. Eventually, the loan becomes so big that, no matter how much they earn, they can't pay it back. At this point, we can say they are trapped in debt. When this happens, farmers feel really stuck. Sometimes, they are so helpless that they may even think about hurting themselves.

Benefits of NCERT Solutions for Class 6 Social Science Civics Chapter 8

Students and educators widely use NCERT (National Council of Educational Research and Training) solutions as they provide a comprehensive and structured approach to learning. Here are the benefits of using NCERT Solutions for Class 6 Social Science Civics Chapter 8 Rural Livelihoods:

Aligned with Curriculum:

NCERT solutions are designed to align with the curriculum prescribed by educational boards, ensuring that students cover all the essential topics and concepts outlined in the syllabus. This helps students prepare thoroughly for exams.

Clear Understanding of Concepts:

The solutions provided in NCERT textbooks and their corresponding solutions are written in a clear and concise manner. This clarity helps students in understanding the concepts related to rural livelihoods more effectively.

Structured Content:

NCERT solutions follow a structured format, making it easier for students to navigate through the content. The systematic organisation of information aids in better comprehension and retention of key ideas.

In-depth Explanation:

NCERT solutions for Class 6 Social Science Civics Chapter 8 provide in-depth explanations of various topics related to rural livelihoods. This detailed approach allows students to delve deeper into the subject matter, ensuring a thorough understanding.

Accurate Information:

The information provided in NCERT solutions is accurate and reliable. It is extensively researched and reviewed by subject matter experts, ensuring that students receive credible and up-to-date information.

Use of Simple Language:

NCERT solutions use simple and straightforward language, making it easy for students to grasp complex concepts. The use of plain language is particularly beneficial for students who might find the subject challenging.

Practice Questions and Exercises:

NCERT solutions include a variety of practice questions and exercises that help students reinforce their learning. These questions are designed to test the application of concepts and promote critical thinking skills.

Exam Preparation:

The solutions are structured with exam preparation in mind. By consistently practising with NCERT solutions, students become familiar with the types of questions that may appear in exams, enhancing their confidence and performance.

Holistic Approach:

NCERT solutions often incorporate a holistic approach to learning, connecting concepts from different sections of the chapter. This helps students understand how various elements are interrelated within the context of rural livelihoods.

Teacher's Resource:

NCERT solutions serve as a valuable resource for teachers as well. Teachers can use these solutions to plan their lessons, gain insights into effective teaching methods, and assess the learning needs of their students.

How to Prepare with NCERT Solutions for Class 6 Social Science Civics Chapter 8

Preparing for Class 6 Social Science Civics Chapter 8 on Rural Livelihoods using NCERT solutions involves a step-by-step approach. The National Council of Educational Research and Training (NCERT) provides comprehensive solutions that can aid students in understanding the concepts covered in the chapter. Here's a detailed guide on how to prepare effectively:

Understand the Chapter Outline:

- Start by going through the chapter's outline to get an overview of the topics covered.
- Identify key concepts and subtopics related to Rural Livelihoods.

Read the Chapter Thoroughly:

- Carefully read the entire chapter from your NCERT textbook. Pay attention to definitions, examples, and case studies.
- Make notes of important terms and concepts.

Use NCERT Solutions:

- NCERT solutions for Class 6 Social Science Civics Chapter 8 are available online or in guidebooks. Access these solutions to supplement your understanding.
- Solve the exercises provided in the NCERT solutions. These exercises typically include questions related to the chapter.

Create a Study Plan:

- Break down your study sessions into manageable parts. Allocate specific time for reading the chapter, solving exercises, and reviewing solutions.
- Stick to a consistent study schedule to ensure thorough coverage.

Active Reading:

- While reading the chapter, actively engage with the content. Ask questions to yourself, and try to relate the concepts to real-life scenarios.
- Highlight important points, or jot down questions to revisit later.

Discuss with Peers or Teachers:

- If you come across challenging concepts, discuss them with your classmates or seek guidance from your teacher.
- Collaborative learning can provide different perspectives and enhance your understanding.

Practice with Additional Resources:

- Use supplementary study materials, practice papers, and sample questions to reinforce your learning.
- Look for online quizzes or interactive platforms that offer additional exercises related to Rural Livelihoods.

Review Regularly:

- Periodically review the chapter to reinforce your memory. This can be in the form of self-quizzing or revisiting the solutions.
- Focus on areas where you feel less confident and seek clarification if needed.

Make Concept Maps or Diagrams:

- Create visual aids like concept maps or diagrams to represent the relationships between different aspects of Rural Livelihoods. This can help in better retention.

Stay Updated:

- If there have been any updates or changes in the syllabus, make sure you are aware of them.
- Stay informed about current events related to rural livelihoods, as this can provide context to the theoretical knowledge.

Rural Livelihoods Class 6 Social Science Chapter 8 Key Topics

In countryside places, there aren't modern amenities, and the number of people is lower compared to cities. In rural regions, about half of the population works in farming for their living. The rest are also occupied with non-farming tasks such as making butter, selling baskets, fishing, taking care of animals, and more. Chapter eight of CBSE Class 6 Social Science can help students understand Rural Livelihoods.

1. **Different Occupations:** People in this village are involved in various jobs such as blacksmiths, educators, laundry workers, fabric makers, hairdressers, repairmen, store owners, and merchants.
2. **Shops:** Kalpattu village includes different small shops like tea stalls, grocery shops, hairdresser shops, craft shops, tailor shops, fertiliser, and seed shops.
3. **Life of a Girl Farmer:** Thulasi, the girl, works in Ramalingam's farmland, engaging in various tasks such as transplanting, tending to paddy, weeding, and harvesting. Her daily earnings amount to forty rupees. Additionally, she manages household chores like washing utensils, cleaning the house, and laundering garments.
4. **Being in Debt:** Farmers borrow money to meet the basic needs of their farmland. Sometimes, they struggle to repay the loan due to monsoon failures, leading to debt and eventually causing distress.
5. **Farmers:** In Kalpattu village, the residents are involved in diverse farming and non-farming activities, including crafting baskets, utensils, pots, bricks, and bullock-carts. They also engage in teaching, washing clothes, weaving, and repairing cycles for employment. Large-scale farmers cultivate their land and sell their products in the market. Some villagers rely on the forest, agriculture, farm produce, fishing, etc.
6. **Sources of Livelihood:** Farming and gathering Mahua, tendu leaves, honey, etc., from the forest are crucial sources of sustenance.
7. **Rural Livelihood:** People in rural areas earn a living through various means, such as farming or non-farming activities. However, some individuals in rural areas move from one place to another in search of work if they are dissatisfied.
8. **Pudupet:** The residents of this area make a living by fishing in the ocean. They use catamarans (fishing boats) for their fishing activities. After catching fish, they return to the coast to sell their catch in the market. Fishermen often take loans from banks to acquire catamarans, nets, and engines.

NCERT Solutions for Class 6 Social Science Civics Chapter 8 FAQs

1. **How does Chapter 8 promote a broader understanding of the term 'livelihood'?**
Chapter 8 broadens the understanding of 'livelihood' by encompassing a spectrum of economic activities, beyond just farming, that contribute to sustaining rural communities.

2. **Can you recommend additional resources to supplement the learning from Chapter 8?**
Supplement your learning with documentaries, articles, and online resources that delve deeper into the topics covered in Chapter 8, enhancing your overall understanding.
3. **In what ways can students apply the knowledge gained from Chapter 8 in real life?**
Students can apply their knowledge by participating in community projects, understanding the economic challenges faced by rural areas, and appreciating the importance of sustainable livelihoods.
4. **How can students contribute to promoting sustainable rural livelihoods?**
Chapter 8 encourages students to explore ways to support sustainable rural livelihoods, such as advocating for fair trade practices and promoting awareness of eco-friendly initiatives.
5. **Is there a connection between the content of Chapter 8 and global economic perspectives?**
While focused on India, the concepts explored in Chapter 8 provide a foundational understanding of economic principles that can be applied to global discussions on rural livelihoods and economic sustainability.