

UNIQUE STUDY POINT

By Sumeet Sahu

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Unique Study Point, Amitesh Nagar, Indore, MP | Contact: 8103405051

Class: VI	Subject: Social Science	Session: 2025-26
Chapter: 05 - India, That Is Bharat	Time: 1½ Hours	Max. Marks: 40

General Instructions:

1. All questions are compulsory.
2. This question paper contains 20 questions divided into five sections A, B, C, D and E.
3. Section A contains 10 MCQs of 1 mark each.
4. Section B contains 4 questions of 2 marks each.
5. Section C contains 3 questions of 3 marks each.
6. Section D contains 1 question of 5 marks.
7. Section E contains 2 Case Study Based questions of 4 marks each.

SECTION A - Multiple Choice Questions (1 mark each)

- Q1.** In which century BCE did the Persian emperor gain control of the Indus region?
- (a) 8th century BCE
 - (b) 7th century BCE
 - (c) 6th century BCE
 - (d) 5th century BCE
- Q2.** What did Xuanzang do after returning to China from India?
- (a) Wrote about his travels only
 - (b) Translated Sanskrit manuscripts into Chinese
 - (c) Became a king
 - (d) Returned to India
- Q3.** The southernmost point mentioned in ancient Tamil literature is:
- (a) Ceylon
 - (b) Madurai
 - (c) Cape Kumari
 - (d) Rameshwaram
- Q4.** Which of these is a correct statement about the Mahābhārata?
- (a) It was written in one year
 - (b) It lists regions from Kashmir to Kerala
 - (c) It only mentions northern India
 - (d) It was written in English
- Q5.** The name 'Bharata' in R̥ig Veda refers to:
- (a) A mountain
 - (b) A river

- (c) One of the main Vedic groups of people
- (d) A city

Q6. According to the chapter, India is an ancient land with:

- (a) Only one name throughout history
- (b) Many names in the course of its history
- (c) No recorded history
- (d) Names only given by foreigners

Q7. The Sanchi Stupa scene shown at the chapter's beginning is from approximately:

- (a) 500 years ago
- (b) 1,000 years ago
- (c) 2,300 years ago
- (d) 5,000 years ago

Q8. Which language did NOT contribute to a name for India based on 'Sindhu'?

- (a) Persian
- (b) Greek
- (c) Spanish
- (d) Chinese

Q9. What can we learn from different sources about India's past?

- (a) Only from texts
- (b) Only from inscriptions
- (c) From texts, travellers' accounts, and inscriptions
- (d) From maps only

Q10. The phrase used in the Constitution to acknowledge India's dual name is found in:

- (a) The middle of the document
- (b) At the end
- (c) Right at the beginning
- (d) It is not mentioned

SECTION B - Short Answer Questions (2 marks each)

Q11. List four motivations why people from different parts of the world traveled to India in ancient times.

Q12. What does a 'Constitution' mean, and when did the Indian Constitution come into force?

Q13. How does the chapter describe India 500, 2,000, and 5,000 years ago compared to today?

Q14. Explain the connection between the jamun tree and one of India's ancient names.

SECTION C - Short Answer Questions (3 marks each)

Q15. What role did the Indus River (Sindhu) play in naming India by different civilizations? Provide examples.

Q16. Why did Emperor Ashoka's inscriptions provide valuable historical information? What did he call India?

Q17. Compare how north Indian texts and south Indian literature described India's geographical boundaries. What does this comparison reveal?

SECTION D - Long Answer Question (5 marks)

Q18. "India has been a land of cultural and geographical unity despite its diversity." Discuss this statement with reference to the names and boundaries described in the chapter. How do the various names of India reflect its identity?

SECTION E - Case Study Based Questions (4 marks each)

Q19. Read the following passage and answer the questions:

"Xuanzang travelled from China to India in the 7th century CE. He visited many parts of India, met scholars, collected Buddhist texts, and returned to China after 17 years. There, he translated the manuscripts he took back with him from Sanskrit into Chinese. Several other Chinese scholars visited India over the centuries."

- (a) When and from where did Xuanzang come to India? (1 mark)
- (b) What were the main activities he undertook during his stay in India? (2 marks)
- (c) Why was his work important for cultural exchange? (1 mark)

Q20. Read the following passage and answer the questions:

"The Mahābhārata is one of India's most famous texts. Interestingly, it lists many regions, such as Kāshmīra (more or less today's Kashmir), Kuruکشهترا (parts of Haryana today), Vanga (parts of Bengal), Prāgjyotiṣha (roughly today's Assam), Kaccha (today's Kutch), Kerala (more or less today's Kerala), and so on."

- (a) Name three regions mentioned in the Mahābhārata with their modern names. (1½ marks)
- (b) What does the listing of these regions tell us about the Mahābhārata's scope? (1½ marks)
- (c) Why is this information valuable for understanding ancient India? (1 mark)

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SECTION A - Answers to MCQs

Ans 1. (c) 6th century BCE

In the 6th century BCE, a Persian emperor launched a military campaign and gained control of the region of the Indus River.

Ans 2. (b) Translated Sanskrit manuscripts into Chinese

After returning to China, Xuanzang translated the Sanskrit manuscripts he had collected from India into Chinese, helping spread Buddhist knowledge.

Ans 3. (c) Cape Kumari

Ancient Tamil literature mentions Cape Kumari (Kanyakumari) as the southernmost point of India.

Ans 4. (b) It lists regions from Kashmir to Kerala

The Mahābhārata lists many regions covering the entire geography of the Subcontinent, from Kashmir in the north to Kerala in the south.

Ans 5. (c) One of the main Vedic groups of people

In the R̥g Veda, 'Bharata' refers to one of the main Vedic groups of people. Later, several kings named 'Bharata' are mentioned in literature.

Ans 6. (b) Many names in the course of its history

According to the chapter, India is an ancient land which has had many names in the course of its history, given by both its inhabitants and foreign visitors.

Ans 7. (c) 2,300 years ago

The scene from rural India shown in the north gate of the Great Sanchi Stupa is from approximately 2,300 years ago.

Ans 8. (c) Spanish

Spanish did not contribute to a name for India based on 'Sindhu'. Persian, Greek, and Chinese languages all adapted 'Sindhu' to create their names for India.

Ans 9. (c) From texts, travellers' accounts, and inscriptions

We can learn about India's past and evolution from many different sources including ancient texts, accounts of travellers and pilgrims, and inscriptions.

Ans 10. (c) Right at the beginning

The Indian Constitution uses the phrase 'India, that is Bharat' right at the beginning of the document.

SECTION B - Answers to Short Answer Questions

Ans 11.

Four motivations why people traveled to India in ancient times were:

- (i) **Trade and commerce:** India was famous for its spices, textiles, and other valuable goods

(ii) **Religious pilgrimage:** Buddhist scholars like Xuanzang came to visit sacred sites and collect religious texts

(iii) **Knowledge and learning:** India was known for its scholars, universities, and centers of learning

(iv) **Military conquest:** Some came as invaders, like the Persian emperor who gained control of the Indus region

(Any four valid motivations are acceptable)

Ans 12.

Meaning of Constitution:

A Constitution is a document that spells out the basic principles and laws of a nation.

When it came into force:

The Indian Constitution came into force in 1950 and will be studied in Grade 7.

Ans 13.

The chapter describes the difference between India then and now:

Today: India is a modern nation with defined borders, defined states, and a known population.

In the past (500, 2,000, 5,000 years ago): It was very different. The region called the 'Indian Subcontinent' had many different names and shifting boundaries.

This shows that while the geographical and cultural concept of India has been continuous, its political organization and boundaries have evolved over time.

Ans 14.

The connection between the jamun tree and India's ancient name:

Name: 'Jambudvīpa'

Meaning: The word 'Jambudvīpa' means 'the island of the fruit of the jamun tree'

Tree details: The jamun is a common tree native to India, also called 'jambul tree' or 'Malabar plum tree'

Significance: This name came to mean the Indian Subcontinent and was used by Emperor Aśhoka around 250 BCE to describe the whole of India.

SECTION C - Answers to Short Answer Questions

Ans 15.

The Indus River (Sindhu) played a central role in naming India by different civilizations:

(i) Original Sanskrit name:

- 'Sindhu' was the Sanskrit name for the Indus River
- It appears in the Ṛig Veda as part of 'Sapta Sindhava' (land of seven rivers)
- This river gave the region its earliest geographical identity

(ii) Persian adaptation:

- Persians conquered the Indus region in 6th century BCE
- They changed 'Sindhu' to 'Hindu', 'Hind', or 'Hidu'
- This became the basis for all later foreign names

(iii) Greek adaptation:

- Greeks learned from Persians and created 'Indoi' or 'Indike'
- They dropped the 'h' because it didn't exist in Greek
- This led to Latin 'India' and English 'India'

(iv) Chinese adaptation:

- Chinese created 'Yindu' or 'Yintu' from 'Sindhu'
- They adapted the sound to their pronunciation system

Conclusion: Almost all foreign names for India can be traced back to 'Sindhu', showing how one river became the basis for identifying an entire civilization.

Ans 16.

Emperor Aśhoka's inscriptions are valuable for several reasons:

Why valuable:

(i) **Dated evidence:** They provide concrete historical evidence from around 250 BCE, which can be dated with reasonable accuracy

(ii) **Written records:** Unlike oral traditions, inscriptions are permanent written records that have survived for over 2,000 years

(iii) **Geographical information:** They tell us about the extent of India at that time and the names used for the country

What he called India:

- Aśhoka used the name 'Jambudvīpa' in his inscriptions
- He used this term to describe the whole of India
- At his time, this included what is today Bangladesh, Pakistan, and parts of Afghanistan

This gives us a good clue about when the term 'Jambudvīpa' came to be widely used for the entire Subcontinent.

Ans 17.

Comparison between north and south Indian descriptions:

North Indian texts (Viṣṇu Purāṇa):

- "The country that lies north of the ocean and south of the snowy mountains is called Bhārata"
- Northern boundary: Snowy mountains (Himalayas)
- Southern boundary: Ocean (Indian Ocean)

South Indian literature (Ancient Tamil poem):

- Describes extent "from [Cape] Kumari in the south, from the great mountain in the north, from the oceans on the east and on the west"
- Southern point: Cape Kumari
- Northern boundary: Great mountain (Himalayas)

- Eastern and western boundaries: Oceans

What this reveals:

(i) **Shared geographical knowledge:** Both north and south India recognized the same natural boundaries, showing sophisticated geographical understanding

(ii) **Cultural unity:** Despite being from different regions and languages (Sanskrit vs Tamil), both sources had the same conception of India's extent

(iii) **Communication networks:** This similarity suggests there was effective communication and exchange between different parts of India

(iv) **Common identity:** People from different regions saw themselves as part of the same geographical and cultural entity

As the chapter notes: "It looks like ancient Indians knew their geography well!"

SECTION D - Answer to Long Answer Question

Ans 18.

India's cultural and geographical unity despite its diversity is evident in various ways:

I. GEOGRAPHICAL UNITY:

Natural boundaries:

- The Himalayas in the north create a clear boundary
- The Indian Ocean, Arabian Sea, and Bay of Bengal surround India on three sides
- These natural boundaries were recognized consistently across India

Shared understanding:

- The Viṣṇu Purāṇa (north India) and Tamil literature (south India) both described the same geographical extent
- This shows people across India had a unified conception of their land
- As Sri Aurobindo noted, there was unity "between the Himalayas and the two seas"

II. CULTURAL UNITY THROUGH NAMES:

Indigenous names reflect shared identity:

(i) **Sapta Sindhava (Land of Seven Rivers):**

- Shows importance of rivers in Indian civilization
- Reflects connection to natural features

(ii) **Jambudvīpa (Island of Jamun Tree):**

- Based on native tree common throughout India
- Used by Emperor Aśhoka to describe entire Subcontinent
- Shows how natural elements united the land

(iii) **Bhāratavarṣha/Bhārata (Country of Bharatas):**

- Most enduring name from ancient times to present

- Used in Mahābhārata which lists regions from Kashmir to Kerala
- Became widespread across different regions and languages
- Today used as 'Bharat' in north and 'Bharatam' in south

III. UNITY THROUGH DIVERSITY IN FOREIGN NAMES:

Despite different foreign names, all trace to Indian origins:

- Persian 'Hindu/Hindustān' - from Sanskrit 'Sindhu'
- Greek 'Indoi/Indike' - from Persian 'Hindu'
- Chinese 'Yindu/Tianzhu' - from 'Sindhu'
- English 'India' - ultimately from 'Sindhu'

This shows that even foreign names recognized India as a unified entity based on its own geographical features.

IV. EVIDENCE OF CULTURAL UNITY:

From Sri Aurobindo's quotation:

- "Spiritual and cultural unity was made complete" at a very early time
- This unity "became the very stuff of the life" of all people
- Despite diversity, there was fundamental unity

From textual evidence:

- The Mahābhārata lists regions across entire Subcontinent
- Same natural boundaries recognized in north and south
- Common names like 'Bhārata' used across regions

V. HOW NAMES REFLECT INDIA'S IDENTITY:

Multiple names show:

(i) **Continuity:** Name 'Bharat' connects modern India to ancient Ṛig Veda

(ii) **Diversity:** Different names (Jambudvīpa, Bhārata, India) reflect different aspects of identity

(iii) **Openness:** Acceptance of both indigenous and foreign-derived names shows inclusive identity

(iv) **Constitutional recognition:** Using "India, that is Bharat" acknowledges both heritage and international identity

CONCLUSION:

India's various names reveal a civilization that:

- Had clear geographical understanding and unity
- Maintained cultural continuity despite political changes
- Was recognized as a unified entity both by inhabitants and foreigners
- Could embrace diversity while maintaining core identity
- Connected natural features, cultural heritage, and historical legacy

The fact that ancient Tamil poetry and Sanskrit texts described the same boundaries, that 'Bharat' remained in use for thousands of years, and that the Constitution acknowledges both 'India' and 'Bharat' all demonstrate that India has indeed been "a land of cultural and geographical unity despite its diversity."

SECTION E - Answers to Case Study Based Questions

Ans 19.

(a) When and from where (1 mark):

Xuanzang came to India from China in the 7th century CE.

(b) Main activities during his stay (2 marks):

During his 17-year stay in India, Xuanzang undertook several important activities:

- (i) **Visited many parts of India:** He traveled extensively throughout the Subcontinent
- (ii) **Met Indian scholars:** He engaged with learned scholars to study and discuss Buddhist philosophy and teachings
- (iii) **Collected Buddhist texts:** He gathered numerous manuscripts and sacred texts from India
- (iv) **Translation work (after return):** Upon returning to China, he translated the Sanskrit manuscripts into Chinese

(c) Importance for cultural exchange (1 mark):

His work was important for cultural exchange because:

- He served as a bridge between Indian and Chinese civilizations
- His translations helped spread Buddhist knowledge and Indian philosophy in China
- He documented Indian culture and society for Chinese readers
- He inspired other Chinese scholars to visit India, continuing the exchange
- His work preserved many Buddhist texts that might otherwise have been lost

Ans 20.

(a) Three regions with modern names (1½ marks):

- (i) Kāshmirā - more or less today's Kashmir
 - (ii) Kurukṣhetra - parts of Haryana today
 - (iii) Vanga - parts of Bengal
 - (iv) Prāgjyotiṣha - roughly today's Assam
 - (v) Kaccha - today's Kutch
 - (vi) Kerala - more or less today's Kerala
- (Any three are acceptable for full marks)

(b) What the listing tells us about Mahābhārata's scope (1½ marks):

The listing of these regions reveals that:

- **Geographical coverage:** The Mahābhārata covers the entire geography of the Subcontinent, from north to south and east to west
- **Comprehensive knowledge:** The text demonstrates detailed knowledge of different regions across India
- **Unified perspective:** Despite being composed in one part of India, it treats the entire Subcontinent as a

connected whole

- **All-India scope:** The epic is not regional but has a pan-Indian character

(c) Value for understanding ancient India (1 mark):

This information is valuable because:

- It shows that ancient Indians had comprehensive geographical knowledge of their land
- It demonstrates that the concept of India as a unified geographical entity existed in ancient times
- It helps us identify ancient place names with modern locations, connecting past and present
- It proves that people across India were aware of different regions and saw them as parts of a larger whole
- Many of these ancient names are still recognizable today, showing continuity in Indian civilization

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