# Chapter 5: Our Vibrant Country

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## Exercise 5.1 — Write — Republic Day

Q1 What special events or activities take place at your school on the occasion of Republic Day?

SOLUTION

This is a personal question about your own school. Describe what actually happens at your school.

Model answer: On Republic Day, our school holds a flag-hoisting ceremony at the flagpole. Students gather in neat lines, the tricolour is unfurled, and we sing the National Anthem together. There are cultural programmes, speeches by teachers, and sometimes a march-past by students. Sweets are distributed at the end.

Answer: On Republic Day our school holds flag hoisting, National Anthem singing, and cultural programmes. Answers will vary based on your school.

Q2 We sing the National Anthem together on this day! Can you name some rivers and mountain ranges mentioned in the National Anthem? Fill in the table.

SOLUTION

The National Anthem 'Jana Gana Mana' by Rabindranath Tagore mentions rivers and mountain ranges of India.
Rivers mentioned: Ganga, Yamuna, Sindhu (Indus).
Mountain ranges mentioned: Vindhya, Himachala (Himalayas).
Fill the table: Rivers — Ganga, Yamuna, Sindhu | Mountain Ranges — Vindhya, Himachala (Himalayas).

Answer: Rivers: Ganga, Yamuna, Sindhu. Mountain ranges: Vindhya, Himachala (Himalayas).

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Q3 On Republic Day, which activities would you like to participate in?

SOLUTION

This is a personal preference question. Share what you genuinely enjoy or wish to participate in.
Model answer: I would like to participate in the cultural programme by performing a dance or skit that shows India's diversity. I would also like to be part of the march-past and carry our school's banner proudly.

Answer: I would like to perform in the cultural programme and take part in the march-past. Answers will vary.

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Q4 Have you ever watched the Republic Day parade in Delhi on television? What did you like the most about it?

SOLUTION

This is a personal experience question.
Model answer: Yes, I have watched the Republic Day parade on television. I liked the state tableaux the most because each one shows the culture, traditions and famous things of a different state. The fly-past by fighter jets is also very exciting.

Answer: Yes. I liked the state tableaux and the fly-past by fighter jets the most. Answers will vary.

## Exercise 5.2 — Activity 1 — State Tableau

Q1 Discuss and list down the various items of your state tableau. Make a poster or a model of it.

SOLUTION

Find out what your state's tableau shows in the Republic Day parade. A tableau highlights the culture, traditions, industries, monuments, or famous people of the state.

Steps: (1) Ask your teacher or look up your state's Republic Day tableau. (2) List items such as famous monuments, traditional costumes, local crafts, animals, or festivals it features. (3) Draw or make a model of it using paper, colours, or waste materials, showing the key symbols of your state.

Answer: Find out what your state's tableau shows, list its key features (monuments, costumes, crafts), then make a poster or model displaying them.

## Exercise 5.3 — Activity 2 — School Rules

Q1 Write down five rules that are followed at your school. If you were to make one new rule, what would it be?

SOLUTION

Think about rules your school actually follows and one new rule you think would be helpful.

Five common school rules: (1) Come to school on time. (2) Keep the classroom and campus clean. (3) Respect teachers and fellow students. (4) Do not use mobile phones during class. (5) Complete and submit homework on time.

New rule I would add: No one should waste food in the canteen. This will teach students to be thankful for what they have.

Answer: Five rules: be on time, keep school clean, respect others, no phones in class, submit homework. Answers will vary. New rule example: No wasting food.

## Exercise 5.4 — Write — Independence Day

**Q1** What events take place at your school on the Independence Day?

SOLUTION

This is a personal question about your school. Describe what actually happens.

Model answer: On Independence Day (15 August), our school holds a flag-hoisting ceremony. The principal hoists the tricolour and we sing the National Anthem. Students present patriotic songs, dances and speeches. We remember the freedom fighters who sacrificed their lives for India's independence. Sweets are distributed to all students.

Answer: On Independence Day our school has flag hoisting, National Anthem singing, patriotic programmes, and remembrance of freedom fighters. Answers will vary.

## Exercise 5.5 — Activity 3 — Currency Note Observation

Q1 Take any Indian currency note and observe it carefully. Fill in the observation table: value, colour, number of languages, languages and their order, name of monument, symbols seen, image of animals, any message, and anything else.

SOLUTION

Take a real currency note and observe it carefully. Below is a sample based on a Rs 10 note.
Value of the note: Rs 10.
Colour of the note: Chocolate brown / greenish.
Number of languages: 17 (Hindi and English on front, 15 regional languages on the back language panel).
Languages written: Hindi and English on the front; Assamese, Bengali, Gujarati, Kannada, Kashmiri, Konkani, Malayalam, Marathi, Nepali, Odia, Punjabi, Sanskrit, Tamil, Telugu, Urdu on the back.
Name of monument: Sun Temple, Konark (Odisha).
Symbols seen: National Emblem (three lions), Ashoka Chakra, Swachh Bharat Abhiyan spectacles symbol, RBI seal.
Image of animals: On the Rs 10 note — rhinoceros, elephant, tiger (shown in the panel).
Message written: 'Swachh Bharat' and the Reserve Bank of India promise to pay the bearer.
Anything else: Two images of Mahatma Gandhi (one visible, one seen when held to light); raised print to help visually impaired.

Answer: A Rs 10 note shows: 17 languages, Sun Temple Konark, National Emblem, Swachh Bharat spectacles symbol, rhinoceros/elephant/tiger images, Mahatma Gandhi's portrait. Observe your own note and fill accordingly.

## Exercise 5.6 — Write — National Symbols Riddles

Q1 Read the riddle: 'I wear orange with black stripes bold, I walk in the forest, deep and old. With a mighty roar, I rule the land, Guess who I am, strong and grand?' What national symbol does this describe?

SOLUTION

The riddle describes an animal with orange colour and black stripes that lives in forests and has a mighty roar.
This is the Bengal Tiger — the National Animal of India.

Answer: National Animal of India — the Bengal Tiger.

Q2 Read the riddle: 'I dance in the rain in the morning light, With green and blue feathers bright. With a crown upon my head, I stand so tall, It is a joy to watch when I move my tail.' What national symbol does this describe?

SOLUTION

The riddle describes a bird that dances in the rain, has green and blue feathers, wears a crown, and spreads its beautiful tail.
This is the Peacock — the National Bird of India.

Answer: National Bird of India — the Peacock.

## Exercise 5.7 — Discuss — National Fruit

Q1 If we had to choose a national fruit for our country, which one would you suggest? Tell us why.

SOLUTION

India already recognises the Mango as its national fruit. Share your view about why mango or another fruit you know well is a good choice.

Model answer: I would suggest the Mango as our national fruit. It is grown in almost every state of India. It is called the 'King of Fruits' and is loved by people of all ages. India produces more mangoes than any other country in the world. It is part of our festivals, foods and traditions — from raw mango pickle to sweet mango desserts.

Answer: The Mango is India's national fruit. It grows across India, is loved by all, and is part of our food and festivals. Answers will vary.

## Exercise 5.8 — Find Out — State Symbols

Q1 With the help of your teacher, find out the state animal, state bird, state tree, and state flower of your state.

SOLUTION

This is a research task. Find out the symbols of the state where your school is located.

Example (Delhi): State animal — Nilgai; State bird — House Sparrow; State tree — Neem; State flower — Amaltas (Indian Laburnum).

Ask your teacher for the correct answers for your state, or look it up in a book or atlas.

Answer: Look up your own state's symbols. Example (Delhi): State animal — Nilgai; State bird — House Sparrow; State tree — Neem; State flower — Amaltas. Answers will vary by state.

## Exercise 5.9 — Activity 5 — Languages

Q1 Find out about the languages spoken by students in your class and name them.

SOLUTION

Ask each classmate which language they speak at home. Make a list of all the different languages.

Model answer: In our class, students speak Hindi, Tamil, Telugu, Bengali, Marathi and English at home. This shows that even one classroom can have great language diversity, just like India.

Answer: Ask classmates which languages they speak at home and list them. Answers will vary by class.

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Q2 Pick a specific word (for example, mango) and have fun learning what it is called in different languages.

SOLUTION

Choose a word and find out how it is said in different Indian languages.

Word: Mango — Aam (Hindi), Maampalam (Tamil), Mamidi (Telugu), Amba (Marathi/Gujarati), Aam (Bengali), Manga (Malayalam).

Try with other words like water, mother, flower, and see how many versions you can collect.

Answer: Mango in different languages: Aam (Hindi/Bengali), Maampalam (Tamil), Mamidi (Telugu), Amba (Marathi). Try other words — answers will vary.

## Exercise 5.10 — Write — Musical Instruments

**Q1** What are some traditional Indian musical instruments that you know of?

SOLUTION

India has a great variety of traditional musical instruments. Some are used for drumming, some for melody, and some for strings.

Percussion (drums): Tabla, Dholak, Mridangam, Dhol, Pakhawaj, Khanjira, Thavil, Idakka, Khol, Nagara, Dhama.

String instruments: Sitar, Veena, Sarod, Santoor, Ektara.

Wind instruments: Shehnai, Bansuri (flute), Nadaswaram.

The mridangam is used in Carnatic music; sitar and shehnai are used in Hindustani music.

Answer: Traditional Indian instruments include Tabla, Mridangam, Sitar, Shehnai, Bansuri, Dhol, Veena. Mridangam is used in Carnatic music; sitar in Hindustani music.

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**Q2** Try to make a musical instrument from locally available materials.

SOLUTION

Choose simple materials around you and make a working instrument.

Ideas: (1) Drum — stretch a piece of plastic or cloth tightly over an empty tin or box and tap it. (2) Shaker — put some pebbles or dried seeds inside a sealed plastic bottle and shake it. (3) String instrument — stretch rubber bands of different thicknesses across an open box and pluck them to get different sounds.

Notice how the size, tightness and material change the sound. This is how traditional instruments are also shaped by local materials.

Answer: Make a drum from a tin + cloth, a shaker from a bottle + pebbles, or a string instrument from rubber bands on a box. Experiment with materials to change the sound.

## Exercise 5.11 — Activity 7 — Dance Forms on Map

Q1 Under your teacher's guidance, identify and mark the states on the map of India where these dance forms originated.

SOLUTION

This is a map-marking activity. Use a map of India and mark the home states of classical and folk dance forms.

Key dance forms and their states: Bharatanatyam — Tamil Nadu; Kathak — Uttar Pradesh/Rajasthan; Odissi — Odisha; Kuchipudi — Andhra Pradesh; Manipuri — Manipur; Kathakali — Kerala; Mohiniyattam — Kerala; Sattriya — Assam; Chhau — Jharkhand/West Bengal/Odisha; Garba — Gujarat; Bihu — Assam.

Mark each state on the map and write the dance form name next to it.

Answer: Mark on the India map: Bharatanatyam (Tamil Nadu), Kathak (UP/Rajasthan), Odissi (Odisha), Kathakali (Kerala), Manipuri (Manipur), Kuchipudi (Andhra Pradesh), Garba (Gujarat), Sattriya (Assam).

## Exercise 5.12 — Let us reflect

Q1 If you could learn one more Indian language, which one would you select and why?

SOLUTION

This is a personal reflection question. Give a genuine reason based on your interest or context.
Model answer: I would like to learn Tamil because it is one of the oldest languages in the world. Tamil literature, songs and traditions are very rich. Learning it would help me connect with people from Tamil Nadu and understand their culture better.

Answer: I would learn Tamil because it is one of the oldest languages with rich literature and culture. Answers will vary.

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Q2 Which monuments do you see in different currency notes? Make a table with denomination, monument, and name of state.

SOLUTION

Indian currency notes feature famous monuments on the reverse side. Here is a reference table:
Rs 10 — Sun Temple, Konark — Odisha.
Rs 20 — Ellora Caves — Maharashtra.
Rs 50 — Hampi with Chariot — Karnataka.
Rs 100 — Rani ki Vav (stepwell) — Gujarat.
Rs 200 — Sanchi Stupa — Madhya Pradesh.
Rs 500 — Red Fort — Delhi.
Note: The monuments shown may change with new series. Verify with a current note.

Answer: Rs 10 — Sun Temple Konark (Odisha); Rs 20 — Ellora Caves (Maharashtra); Rs 50 — Hampi Chariot (Karnataka); Rs 100 — Rani ki Vav (Gujarat); Rs 200 — Sanchi Stupa (MP); Rs 500 — Red Fort (Delhi).

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Q3 Identify the currency symbol of India among the images shown below (the clue is in our currency note). Which other country's currency symbol can you identify?

SOLUTION

Six currency symbols are shown: € (Euro), $ (US Dollar),  (Russian Ruble),  (Indian Rupee), ¥ (Japanese Yen / Chinese Yuan), £ (British Pound).
India's currency symbol is the Rupee  — the same symbol printed on our currency notes (the clue).
Other symbols you can identify: € (Euro), $ (US Dollar),  (Russian Ruble), ¥ (Yen/Yuan), £ (Pound).

Answer: India's symbol is the Rupee . The other symbols shown are € (Euro), $ (US Dollar),  (Russian Ruble), ¥ (Yen/Yuan) and £ (Pound).

Q4 Which animals do you see in a Rs 10 note?

SOLUTION

The reverse side of the Rs 10 note (Mahatma Gandhi series) shows three animals native to India in a wildlife panel.

The three animals are: Rhinoceros, Elephant, and Tiger.

These animals represent India's rich wildlife and the importance of conservation.

Answer: A Rs 10 note shows three animals: Rhinoceros, Elephant, and Tiger.

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Q5 Identify the names of great men and women of India shown in the pictures, and write a few lines about their contributions.

SOLUTION

Six great Indians are shown in the pictures:

Bhagat Singh — A brave young freedom fighter who gave his life fighting British rule.

Rani Lakshmibai — The queen of Jhansi who fought bravely against the British in 1857.

Subhas Chandra Bose — 'Netaji', who formed the Indian National Army to free India.

Dr. A.P.J. Abdul Kalam — Scientist and former President who built India's missile programme and inspired children to dream big.

Dr. Sarvepalli Radhakrishnan — Great teacher, philosopher and second President of India; his birthday is celebrated as Teachers' Day.

Chhatrapati Shivaji Maharaj — A brave Maratha king known for his courage and good governance.

Answer: The pictures show Bhagat Singh (freedom fighter), Rani Lakshmibai (queen of Jhansi), Subhas Chandra Bose (Netaji, INA), Dr. A.P.J. Abdul Kalam (scientist, President), Dr. Sarvepalli Radhakrishnan (teacher, President) and Chhatrapati Shivaji Maharaj (Maratha king).

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Q6 Group activity: Find out from your elders about people who have contributed to the nation from your locality or state, and share what you learnt in the classroom.

SOLUTION

Ask your grandparents, parents or community elders about local heroes — freedom fighters, teachers, doctors, scientists, artists, or social workers from your area.

Steps: (1) Make a list of questions to ask elders (e.g. Who are the famous people from our village/town? What did they do? Are there any statues or streets named after them?). (2) Note down their stories. (3) Share in class with a 2-3 sentence introduction of the person and their contribution.

Answer: Ask elders about local contributors to the nation, note their stories, and share in class. Answers will vary by locality and state.

Q7 Project: Cultural fair — celebrate the vibrant diversity of India. Divide into groups, assign each a state, and prepare a presentation on traditional dress, popular food, festivals, languages, dance or music. Set up a cultural fair with state booths. After the fair, discuss: What are the unique features you found in each state? What are the similarities or common values you found?

SOLUTION

This is a group project. Here is guidance on how to carry it out:

Step 1: Each group gets one state (e.g., Rajasthan, Kerala, West Bengal, Gujarat, Assam).

Step 2: Research the state — find its traditional dress (e.g., Rajasthan: saafa/lehenga choli), popular food (e.g., dal baati churma), main festival (e.g., Teej, Diwali), language (e.g., Rajasthani/Hindi), dance (e.g., Ghoomar), music (e.g., Manganiyar folk music).

Step 3: Make a poster or display with pictures, labels and small samples if possible.

Step 4: Set up the booth and present to classmates visiting.

After the fair, discuss: Unique features — every state has its own dress, food and dance. Similarities — all states share values like family, festivals, respect for elders, love of music, and the spirit of helping each other.

Answer: Research your assigned state's dress, food, festival, language, dance and music. Set up a booth and present. Common values found: family, festivals, music, helping others. Unique features: different dresses, foods, and dance styles in each state.