

CLASS 9 SOCIAL SCIENCE – PART 1
CHAPTER 5: STATE AND SOCIETY UP TO 1000 CE
Competency-Based Questions (CBQs) with Answers

Read each case carefully and answer using evidence from the passage and the chapter. Suggested answers are provided in the answer key at the end.

Case 1: Society and the State

A historian studies a village where families follow shared customs and traditions. The village later becomes part of a larger territory with a ruler, officials and laws for maintaining order.

1. Identify one feature of society described in the passage.
2. Which change indicates the development of a state?
3. Why are customs and laws both important for understanding early communities?

Case 2: Evidence from the Vedic Period

Students compare hymns from the R̥gveda with inscriptions and archaeological remains. They find that each source provides different kinds of information about the past.

1. Why should historians compare different types of sources?
2. What kind of information can literary sources provide?
3. State one limitation historians should keep in mind when interpreting a source.

Case 3: Vedic Assemblies

A class chart describes three gatherings: a smaller body associated mainly with judicial functions, a larger assembly concerned with policy, and a community gathering where warfare and other matters could be discussed.

1. Name the smaller body associated mainly with judicial functions.
2. Which assembly dealt with policy and political affairs?
3. What does the existence of these gatherings suggest about early political life?

Case 4: From Jana to Janapada

A community first identifies itself through kinship and a shared clan. Over time, its members settle in a particular territory and political identity becomes linked with the land.

1. What was a jana?
2. What is a janapada?
3. Explain the main change illustrated in the passage.

Case 5: Magadha's Growth

A student is explaining why Magadha became a powerful state. The student points to its location in the fertile plains of present-day Bihar and its ability to expand under strong rulers.

1. Name the region in which Magadha was located.
2. Identify one factor that supported Magadha's growth.
3. How did Magadha's expansion affect the political history of India?

Case 6: The Saptāṅga Theory

A ruler consults ministers, maintains forts, collects revenue, protects the territory and population, keeps a defence force and builds relations with allies. A political thinker describes these as connected parts of the state.

1. Name the theory that describes seven constituents of the state.
2. List any four constituents.
3. Why might the theory compare a state to an organic whole?

Case 7: The Duties of a King

An inscription and a literary text both emphasise that a ruler should protect people, administer justice impartially and work for public welfare.

1. Identify two duties of a ruler mentioned in the passage.
2. Which broad ethical idea connects duty with righteous conduct?
3. Why is this idea relevant to governance?

Case 8: Varṇa and Jāti

A researcher finds references to four broad varṇas but also discovers many social groups associated with occupations, marriage practices and regional identities. A text describes members of one family following different occupations.

1. How many broad varṇas are described in the chapter?
2. What does the variety of jātis indicate about social organisation?
3. What may the example of different occupations in one family suggest about early Vedic society?

Case 9: Women and Historical Evidence

A student reads about women sages whose hymns are traditionally associated with Vedic literature. The student also learns about Prabhāvatī Gupta, who ruled as a regent, and Sembiyan Mahādevī, who supported religious institutions.

1. Give one example of a woman associated with Vedic hymns mentioned in the chapter.
2. What does Prabhāvatī Gupta's example show?
3. Why should historians avoid assuming that women's roles were identical in every period and region?

Case 10: Gurukula Education

In a traditional learning setting, students study texts and subjects such as grammar, logic, mathematics and medicine. They also practise discipline, service to the teacher and ethical conduct.

1. What was a gurukula?
2. Mention two subjects or skills that could be studied.
3. How did this form of education aim to develop character as well as knowledge?

Case 11: Irrigation and Agriculture

A kingdom builds reservoirs and canals to store and distribute water. The system helps farmers cultivate land and supports settlements during periods when rainfall is insufficient.

1. Why was agriculture important to early states?
2. Name one irrigation work or system mentioned in the chapter.
3. Explain one way irrigation could strengthen a state.

Case 12: Trade Routes and Guilds

Merchants travel along major land routes to reach towns and ports. Craftspeople organise themselves into guilds that regulate quality and may accept deposits or provide financial services.

1. Name one major land route mentioned in the chapter.
2. What was a guild (śhreṇī)?
3. Give two functions guilds could perform.

Case 13: Reading Inscriptions

A historian studies an inscription that describes village assemblies and a method in which names written on palm leaves were placed in a pot and drawn publicly to select committee members.

1. Which inscription from the chapter describes this method?
2. What was the method called?
3. Name one type of local matter managed by village assemblies.

Case 14: The Junagadh Rock Inscription

A rock inscription site preserves records from different periods. One record concerns Aśhoka's Dhamma, another describes Rudradaman I and the repair of Sudarshana Lake, and a later one records restoration work under Skandagupta.

1. Name the inscription site described.
2. What kind of historical information can such records provide?
3. Why is it useful that the site preserves records from different periods?

Case 15: Dharma and the Goals of Life

A student makes a chart of four goals of life and explains that the pursuit of material well-being and desires should be guided by righteous conduct.

1. Name the four puruṣhārthas.
2. Which goal refers to material well-being?

3. Why does the chapter emphasise dharma alongside artha and kāma?

ANSWER KEY

Case 1: Society and the State

1. Shared customs and traditions connect members of society.
2. The emergence of a ruler, officials and formal laws indicates an organised political system or state.
3. Customs help explain social life, while laws and institutions help explain how political authority and order were maintained.

Case 2: Evidence from the Vedic Period

1. Different sources provide different kinds of evidence; comparing them can produce a fuller and more reliable interpretation.
2. Literary sources can provide information about ideas, rituals, social relationships and political concepts.
3. A source may reflect the perspective or purpose of its author and may not describe every group or event; it should be examined in context.

Case 3: Vedic Assemblies

1. Sabhā.
2. Samiti.
3. They suggest that political matters could be discussed through assemblies and gatherings, rather than being handled only by a single leader.

Case 4: From Jana to Janapada

1. A jana was a kinship-based clan or community.
2. A janapada was a territorial political unit.
3. Political identity shifted partly from kinship-based membership towards association with a defined territory.

Case 5: Magadha's Growth

1. Magadha was located in the region of present-day Bihar.
2. Its fertile plains, strategic location and strong rulers supported its growth.
3. Its expansion contributed to the rise of the Mauryan Empire.

Case 6: The Saptāṅga Theory

1. Kauṭilya's Saptāṅga theory.
2. Any four: king, ministers/officials, territory and population, forts, treasury, forces of defence and law and order, allies.
3. The constituents depend on one another; weakness in one part can affect the functioning of the whole state.

Case 7: The Duties of a King

1. Protecting people; administering justice impartially; maintaining order; or working for public welfare (any two).
2. Dharma; in Aśhoka's Buddhist context, dhamma is also relevant.
3. It presents political authority as carrying moral responsibilities, not merely the power to command.

Case 8: Varṇa and Jāti

1. Four: brāhmaṇas, kṣhatriyas, vaiśhyas and śhūdras.
2. Jātis were numerous and developed through factors such as occupation, endogamy, intermarriage, migration and territorial differences.
3. Occupations were not always fixed by birth in early Vedic society.

Case 9: Women and Historical Evidence

1. Any one: Apālā, Viśhvavārā, Ghoṣhā or Lopāmudrā.
2. It shows that a woman could exercise political authority as a regent and issue land grants in her own name.
3. Women's roles and opportunities varied over time, across regions and among social groups; evidence should be interpreted in its specific context.

Case 10: Gurukula Education

1. A learning centre based at the teacher's home, where students studied under a guru.
2. Any two: Vedas, grammar, logic, philosophy, mathematics, medicine, astronomy, music, dance, painting, yoga or martial arts.
3. Discipline, self-control, humility, truthfulness, ethical conduct and service to the teacher were treated as important parts of learning.

Case 11: Irrigation and Agriculture

1. Agriculture supported livelihoods and was a major source of state revenue.
2. Examples include Sudarshana Lake and the Grand Anicut (Kallanai), or canals, tanks and reservoirs.
3. Irrigation could increase or stabilise cultivation, support settlements and contribute to agricultural surplus and revenue.

Case 12: Trade Routes and Guilds

1. Dakṣiṇāpatha or Uttarāpatha.
2. A guild was an association of traders, merchants or craftspeople in the same profession.
3. Guilds could regulate quality, supervise members, sometimes fix prices, settle disputes, and act as banks, financiers or trustees (any two).

Case 13: Reading Inscriptions

1. The Uttaramerur inscription.

2. The Kudavolai or ‘ballot pot’ system.
3. Examples include revenue, land, irrigation, roads, records, justice or local administration.

Case 14: The Junagadh Rock Inscription

1. The Junagadh Rock Inscription.
2. It can provide evidence about rulers, ethical policies, military achievements, irrigation works and public works.
3. The records allow historians to study changes and continuities across different periods, while comparing the claims with other evidence.

Case 15: Dharma and the Goals of Life

1. Dharma, artha, kāma and mokṣha.
2. Artha.
3. Dharma provides an ethical guide for pursuing wealth and desires responsibly.