

Melodies of Diversity Class 6 Arts

NCERT Solutions

Step-by-step song-learning solutions for the NCERT Kriti-I Reprint 2026-27

Chapter 9: Melodies of Diversity

This PDF explains every major song-learning prompt in Chapter 9 with region, language, meaning, cultural context and classroom practice steps for Class 6 students.

Also see for this chapter: [Revision Notes](#) [NCERT Book PDF](#) [Handwritten Notes](#)

Complete Chapter Solutions

Q 9.1 What is the objective of Chapter 9 Melodies of Diversity?

QUICK SOLUTION

Concept: Chapter objective.

Chapter: Melodies of Diversity.

Source: NCERT Kriti-I Reprint 2026-27, Class 6 Arts, Chapter 9, Opening objective of Chapter 9, p. 61.

Intent: Listening and song-learning activity. **Level:** Beginner.

Answer: The chapter helps students listen to and learn songs from different genres and regions of Indian music.

SOLUTION

Concept used. A regional or devotional song is not only a tune. It carries language, place, occasion, community memory and musical style.

Step 1. Identify the region, language and type of the song.

Step 2. Listen to the tune before trying to sing the words.

Step 3. Learn the meaning so the song is not repeated mechanically.

Step 4. Notice how the song connects with daily life, celebration or devotion.

 Student check

Listen once, read the meaning, then sing slowly. This keeps the chapter practical.

Final Answer: Chapter 9 teaches listening, singing and cultural understanding through Indian songs.

EXPERT'S SOLUTION : *Ananya Sethi, M.A. Music Education, Delhi University*

Culture-first method. Treat every song as a small window into a place and its people before memorising the lyrics. In a classroom, the strongest response joins pronunciation, meaning and musical mood. Students should not copy lyrics without knowing what the song is trying to express.

Step 1. Say the region, language and song type.

Step 2. Explain the central meaning in one clear sentence.

Step 3. Practise the repeated words or rhythm pattern slowly.

Step 4. Add one observation about the culture or occasion linked with the song.

This answer is detailed because the chapter checks listening, cultural awareness and careful presentation together.

Final Answer: Chapter 9 teaches listening, singing and cultural understanding through Indian songs.

Q 9.2 How should students learn the Manipuri song Ha Urit Napangbi?**QUICK SOLUTION**

Concept: Manipuri song learning.

Chapter: Melodies of Diversity.

Source: NCERT Kriti-I Reprint 2026-27, Class 6 Arts, Chapter 9, Ha Urit Napangbi song and meaning, p. 61.

Intent: Listening and song-learning activity. **Level:** Beginner.

Answer: Students should learn its Manipuri words, understand the bird-calling meaning, and sing it with claps.

SOLUTION

Concept used. The song uses a simple image of calling the red Urit bird. Its clapping pattern makes the classroom activity lively.

Step 1. Read the title and language first: Ha Urit Napangbi, Manipuri.

Step 2. Understand that the song calls the Urit bird when it does not hear its parents.

Step 3. Practise the repeated Ya hoi hoi phrase with steady claps.

Step 4. Sing in groups so students can listen and respond together.

 Student check

Listen once, read the meaning, then sing slowly. This keeps the chapter practical.

Final Answer: The Manipuri song should be learnt with meaning, repetition and clapping.

EXPERT'S SOLUTION : Moirangthem Ranjita, Performing Arts Educator, Imphal

Response-song angle. The repeated calls help young singers stay together, so group singing works better than solo reading. In a classroom, the strongest response joins pronunciation, meaning and musical mood. Students should not copy lyrics without knowing what the song is trying to express.

Step 1. Say the region, language and song type.

Step 2. Explain the central meaning in one clear sentence.

Step 3. Practise the repeated words or rhythm pattern slowly.

Step 4. Add one observation about the culture or occasion linked with the song.

This answer is detailed because the chapter checks listening, cultural awareness and careful presentation together.

Final Answer: The Manipuri song should be learnt with meaning, repetition and clapping.

Q 9.3 What does the Kerala boat song teach in this chapter?

QUICK SOLUTION

Concept: Kerala Vanchipattu.

Chapter: Melodies of Diversity.

Source: NCERT Kriti-I Reprint 2026-27, Class 6 Arts, Chapter 9, Kuttanadan Punchayile and the boat song note, p. 62.

Intent: Listening and song-learning activity. **Level:** Beginner.

Answer: The Vanchipattu teaches rhythm, teamwork and the festive culture of Kerala snake boat races.

SOLUTION

Concept used. Boat songs are work and festival songs. Their rhythm supports group movement and shared energy.

Step 1. Recognise Vanchipattu as a song connected with Kerala boat races.

Step 2. Read Kuttanadan Punchayile as the example given in Malayalam.

Step 3. Notice the lively repeated syllables that create rowing energy.

Step 4. Connect the meaning with the beauty of the Kuttanad region.

♥ **Student check**

Listen once, read the meaning, then sing slowly. This keeps the chapter practical.

Final Answer: The Kerala song links music with boat races, rhythm, teamwork and local landscape.

EXPERT'S SOLUTION : Meera Nair, M.P.A. Folk Music, University of Kerala

Movement-first reading. If students tap the rowing pulse while singing, the purpose of the song becomes clear. In a classroom, the strongest response joins pronunciation, meaning and musical mood. Students should not copy lyrics without knowing what the song is trying to express.

Step 1. Say the region, language and song type.

Step 2. Explain the central meaning in one clear sentence.

Step 3. Practise the repeated words or rhythm pattern slowly.

Step 4. Add one observation about the culture or occasion linked with the song.

This answer is detailed because the chapter checks listening, cultural awareness and careful presentation together.

Final Answer: The Kerala song links music with boat races, rhythm, teamwork and local landscape.

Q 9.4 Why does the chapter include the Assamese song Ei Maatire Moro Mote?**QUICK SOLUTION**

Concept: Assamese song and Bhupen Hazarika note.

Chapter: Melodies of Diversity.

Source: NCERT Kriti-I Reprint 2026-27, Class 6 Arts, Chapter 9, Ei Maatire Moro Mote and Do You Know box, p. 63.

Intent: Listening and song-learning activity. **Level:** Beginner.

Answer: It shows affection for the earth and reminds students that nature on earth is valuable.

SOLUTION

Concept used. The chapter uses the Assamese song to connect melody with social thought, love for the earth and regional identity.

Step 1. Read the language label: Assamese.

Step 2. Understand that the singer finds joy on earth rather than in distant sky or ocean treasures.

Step 3. Connect the song with the chapter note on Bhupen Hazarika and music for social change.

Step 4. Write how the song values sunlight, forests and life around us.

 Student check

Listen once, read the meaning, then sing slowly. This keeps the chapter practical.

Final Answer: Ei Maatire Moro Mote expresses affection for the earth and respect for nature.

EXPERT'S SOLUTION : *Pranjal Baruah, Music Researcher, Guwahati University*

Meaning-first approach. Students should translate the idea into their own words before singing the unfamiliar lines. In a classroom, the strongest response joins pronunciation, meaning and musical mood. Students should not copy lyrics without knowing what the song is trying to express.

Step 1. Say the region, language and song type.

Step 2. Explain the central meaning in one clear sentence.

Step 3. Practise the repeated words or rhythm pattern slowly.

Step 4. Add one observation about the culture or occasion linked with the song.

This answer is detailed because the chapter checks listening, cultural awareness and careful presentation together.

Final Answer: Ei Maatire Moro Mote expresses affection for the earth and respect for nature.

Q 9.5 How are Gujarat's songs used to show diversity?**QUICK SOLUTION**

Concept: Gujarati song and Garba.

Chapter: Melodies of Diversity.

Source: NCERT Kriti-I Reprint 2026-27, Class 6 Arts, Chapter 9, Potana J Dariya Ma and Taari Baanki Re sections, pp. 63-64.

Intent: Listening and song-learning activity. **Level:** Beginner.

Answer: Potana J Dariya Ma uses a sea-journey image, while Garba shows joyful festival music and dance.

SOLUTION

Concept used. Gujarat is represented through both metaphorical song and community dance music, showing that one region can have many musical moods.

Step 1. Understand Potana J Dariya Ma as a song about life as a sea journey.

Step 2. Recognise the boatman as a guide and pearls as valuable experiences.

Step 3. Learn Garba as music and dance often performed during Navaratri.

Step 4. Notice clapping, stomping and dandiya sticks as added rhythm layers.

 Student check

Listen once, read the meaning, then sing slowly. This keeps the chapter practical.

Final Answer: The Gujarati examples show life metaphor, festival dance and joyful group rhythm.

EXPERT'S SOLUTION : Hetal Desai, Folk Arts Teacher, Vadodara

Compare-two-forms strategy. Put the sea song and Garba side by side to see how theme changes the musical feeling. In a classroom, the strongest response joins pronunciation, meaning and musical mood. Students should not copy lyrics without knowing what the song is trying to express.

Step 1. Say the region, language and song type.

Step 2. Explain the central meaning in one clear sentence.

Step 3. Practise the repeated words or rhythm pattern slowly.

Step 4. Add one observation about the culture or occasion linked with the song.

This answer is detailed because the chapter checks listening, cultural awareness and careful presentation together.

Final Answer: The Gujarati examples show life metaphor, festival dance and joyful group rhythm.

Q 9.6 What do the Tamil, Kannada, Punjabi and Marathi examples add to the chapter?

QUICK SOLUTION

Concept: Regional song variety.

Chapter: Melodies of Diversity.

Source: NCERT Kriti-I Reprint 2026-27, Class 6 Arts, Chapter 9, Athinthom, Cheluvayya, O Jind Mahe Bajare and Kshatriya Kulavatsana, pp. 65-66.

Intent: Listening and song-learning activity. **Level:** Beginner.

Answer: They add joyful singing, regional pride, love, yearning, bravery and respect for historical leadership.

SOLUTION

Concept used. Regional music can express playfulness, place, emotion and heroism. The chapter samples several states to show this range.

Step 1. Athinthom from Tamil tradition is presented as a catchy song about joy in singing.

Step 2. Cheluvayya celebrates the beauty of Karnataka and invites dance.

Step 3. O Jind Mahe Bajare expresses love and yearning for loved ones.

Step 4. Kshatriya Kulavatsana honours Chhatrapati Shivaji Maharaj's courage and leadership.

Student check

Listen once, read the meaning, then sing slowly. This keeps the chapter practical.

Final Answer: These songs show that Indian regional music can be joyful, emotional and heroic.

EXPERT'S SOLUTION : Rhea Kulkarni, Ph.D. Performing Arts, University of Mumbai

Mood-table method. Make a table with region, language, main feeling and occasion to remember this section. In a classroom, the strongest response joins pronunciation, meaning and musical mood. Students should not copy lyrics without knowing what the song is trying to express.

Step 1. Say the region, language and song type.

Step 2. Explain the central meaning in one clear sentence.

Step 3. Practise the repeated words or rhythm pattern slowly.

Step 4. Add one observation about the culture or occasion linked with the song.

This answer is detailed because the chapter checks listening, cultural awareness and careful presentation together.

Final Answer: These songs show that Indian regional music can be joyful, emotional and heroic.

Q 9.7 How does the chapter explain devotional music?

QUICK SOLUTION

Concept: Devotional music forms.

Chapter: Melodies of Diversity.

Source: NCERT Kriti-I Reprint 2026-27, Class 6 Arts, Chapter 9, Devotional Path to the Divine section, pp. 67-69.

Intent: Listening and song-learning activity. **Level:** Beginner.

Answer: It explains devotional music through kirtan, shabad, hymns and Sufi song, each showing faith in a different tradition.

SOLUTION

Concept used. Devotional songs use music to express bhakti, faith, prayer, compassion and unity.

Step 1. Kirtan is shown through a Tukaram abhang about compassion.

Step 2. Shabad is shown as a gurudwara song advising trust in divine care.

Step 3. The hymn asks for faith and devotion to remain bright.

Step 4. The Sufi song points to the idea that the faithful are one soul.

♥ **Student check**

Listen once, read the meaning, then sing slowly. This keeps the chapter practical.

Final Answer: Devotional music in the chapter shows faith through kirtan, shabad, hymn and Sufi song.

EXPERT'S SOLUTION : Farah Siddiqui, M.A. Comparative Music, Jamia Millia Islamia

Respectful-listening route. Teach the musical form and meaning without turning it into a debate about belief. In a classroom, the strongest response joins pronunciation, meaning and musical mood. Students should not copy lyrics without knowing what the song is trying to express.

Step 1. Say the region, language and song type.

Step 2. Explain the central meaning in one clear sentence.

Step 3. Practise the repeated words or rhythm pattern slowly.

Step 4. Add one observation about the culture or occasion linked with the song.

This answer is detailed because the chapter checks listening, cultural awareness and careful presentation together.

Final Answer: Devotional music in the chapter shows faith through kirtan, shabad, hymn and Sufi song.

Q 9.8 What final lesson do students get from Melodies of Diversity?**QUICK SOLUTION**

Concept: Forms of Indian music conclusion.

Chapter: Melodies of Diversity.

Source: NCERT Kriti-I Reprint 2026-27, Class 6 Arts, Chapter 9, Forms of Indian Music closing section, p. 69.

Intent: Listening and song-learning activity. **Level:** Beginner.

Answer: Students learn that Indian music includes classical, regional and devotional forms that help us understand local culture.

SOLUTION

Concept used. The chapter closes by asking students to pick songs, learn them and present them to class, assembly, friends or family.

Step 1. Choose different types of songs rather than one familiar style.

Step 2. Learn pronunciation, meaning and musical character.

Step 3. Practise with classmates so the presentation is confident.

Step 4. Explain what the song reveals about its place, people or tradition.

 Student check

Listen once, read the meaning, then sing slowly. This keeps the chapter practical.

Final Answer: The chapter's final task is to learn different songs and present them with cultural understanding.

EXPERT'S SOLUTION : *Kabir Sharma, M.A. Hindustani Music, Banaras Hindu University*

Presentation-first planning. A good classroom performance needs meaning, pronunciation and listening discipline, not only volume. In a classroom, the strongest response joins pronunciation, meaning and musical mood. Students should not copy lyrics without knowing what the song is trying to express.

Step 1. Say the region, language and song type.

Step 2. Explain the central meaning in one clear sentence.

Step 3. Practise the repeated words or rhythm pattern slowly.

Step 4. Add one observation about the culture or occasion linked with the song.

This answer is detailed because the chapter checks listening, cultural awareness and careful presentation together.

Final Answer: The chapter's final task is to learn different songs and present them with cultural understanding.

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Key Takeaways

- Melodies of Diversity introduces regional, folk and devotional Indian music.
- Each song should be learnt with its language, meaning and cultural setting.
- The chapter includes songs from Manipur, Kerala, Assam, Gujarat, Tamil Nadu, Karnataka, Punjab and Maharashtra.
- Kirtan, shabad, hymns and Sufi songs show devotional expression in different traditions.