

India, a Home to Many Class 7 NCERT Solutions

*Step-by-step answers for the 2026-27 NCERT Social
Science book*

Chapter 5: India, a Home to Many

This PDF solves Class 7 Social Science (Part 2) Chapter 5 India, a Home to Many. It covers map routes, Indian cultural values, community contributions and the class project activity in simple answer points.

Also see:

[Chapter 5 Notes](#)

Revise community-wise facts and values.

[Chapter 5](#)

Read the official source chapter.

[NCERT Book](#)

[PDF](#)

[Chapter 5](#)

Use notebook-style revision before class discussion.

[Handwritten](#)

[Notes](#)

Chapter 5 Questions and Activities Solutions

Q 5.1 On the outline of a world map, try to trace the routes that the communities mentioned in this chapter may have used to reach India. What types of physical geographies did they have to negotiate?

SOLUTION

Concept used. This map activity checks whether we can connect each community with its likely route into India and the physical features on that route.

Quick solution

Mark each community's origin and draw the likely route to India. Add the physical barrier crossed: sea, coast, desert, mountain, pass, plain or river valley.

Source anchor

NCERT Class 7 Social Science (Part 2), Chapter 5, India, a Home to Many, Reprint 2026-27.

- Step 1.** For Jews, mark the ancient Israel or West Asia region and draw a sea route towards the Konkan coast and Kochi. Label Arabian Sea and western coast.
- Step 2.** For Syriac Christians, mark West Asia or Persia and draw a trade route towards the Malabar coast. Label sea route, coast and ports.
- Step 3.** For Parsis, mark Persia, present-day Iran, and draw a sea route across the Arabian Sea to Sanjan and Udvada in Gujarat.
- Step 4.** For Arab merchants, mark Arabia and draw sea routes to Kerala, Gujarat and Karnataka. Label monsoon sea trade and coastal ports.
- Step 5.** For Siddis, mark East Africa and draw sea routes used by traders towards western India. Label ocean crossing and coastal settlements.
- Step 6.** For Armenians and Baha'is, mark Armenia or Persia and show overland trade links plus sea or land movement towards Indian cities.
- Step 7.** For Polish children, mark Poland and trace movement across war-time

routes towards Jamnagar. Label war displacement and refuge.

Step 8. For Tibetans, mark Tibet and draw a route across the Himalaya to India. Label high mountains, passes and valleys.

 Answer tip

A good answer is not just a line on a map. It also names the geography crossed by that line.

Final Answer: The routes include sea routes across the Arabian Sea and Indian Ocean, plus land and mountain routes across West Asia, plains, passes and the Himalaya.

EXPERT'S SOLUTION : *Ananya Sen, M.A. History, University of Delhi*

Map-first method. This map activity checks whether we can connect each community with its likely route into India and the physical features on that route.

Step 1. For Jews, mark the ancient Israel or West Asia region and draw a sea route towards the Konkan coast and Kochi.

Label Arabian Sea and western coast.

Step 2. For Syriac Christians, mark West Asia or Persia and draw a trade route towards the Malabar coast. Label sea route, coast and ports.

Step 3. For Parsis, mark Persia, present-day Iran, and draw a sea route across the Arabian Sea to Sanjan and Udvada in Gujarat.

Step 4. For Arab merchants, mark Arabia and draw sea routes to Kerala, Gujarat and Karnataka. Label monsoon sea trade and coastal ports.

Step 5. For Siddis, mark East Africa and draw sea routes used by traders towards western India. Label ocean crossing and coastal settlements.

Step 6. For Armenians and Baha'is, mark Armenia or Persia and show overland trade links plus sea or land movement towards Indian cities.

Step 7. For Polish children, mark Poland and trace movement across war-time routes towards Jamnagar. Label war displacement and refuge.

Step 8. For Tibetans, mark Tibet and draw a

route across the Himalaya to India.
Label high mountains, passes and
valleys.

This answer works because it uses the chapter's own examples and keeps the reasoning visible for a Class 7 student.

Final Answer: The routes include sea routes across the Arabian Sea and Indian Ocean, plus land and mountain routes across West Asia, plains, passes and the Himalaya.

What are the key values intrinsic to Indian culture that enable it to welcome people of different backgrounds?

SOLUTION

Concept used. The chapter connects India's welcoming nature with values found in Indian thought, stories and social practice.

Quick solution

The key values are vasudhaiva kutumbakam, atithi devo bhava, sarve bhavantu sukhinah, compassion, inclusion, faith freedom and peaceful coexistence.

Source anchor

NCERT Class 7 Social Science (Part 2), Chapter 5, India, a Home to Many, Reprint 2026-27.

Step 1. The value vasudhaiva kutumbakam means that the whole world is one family.

Step 2. The value atithi devo bhava teaches respect and care for guests.

Step 3. The idea sarve bhavantu sukhinah wishes happiness and well-being for all beings.

Step 4. Compassion, religious harmony and peaceful coexistence helped persecuted groups live without fear.

Step 5. These values allowed communities to keep their traditions while becoming part of Indian society.

 Answer tip

Quote two Sanskrit value phrases and explain each one in simple words.

Final Answer: The key values are vasudhaiva kutumbakam, atithi devo bhava, sarve bhavantu sukhinah, compassion, inclusion and peaceful coexistence.

EXPERT'S SOLUTION : *Rohan Menon, M.A.*
Sociology, TISS Mumbai

Value-first method. The chapter connects India's welcoming nature with values found in Indian thought, stories and social practice.

Step 1. The value vasudhaiva kutumbakam means that the whole world is one family.

Step 2. The value atithi devo bhava teaches

respect and care for guests.

Step 3. The idea *sarve bhavantu sukhinah* wishes happiness and well-being for all beings.

Step 4. Compassion, religious harmony and peaceful coexistence helped persecuted groups live without fear.

Step 5. These values allowed communities to keep their traditions while becoming part of Indian society.

This answer works because it uses the chapter's own examples and keeps the reasoning visible for a Class 7 student.

Final Answer: The key values are *vasudhaiva kutumbakam*, *atithi devo bhava*, *sarve bhavantu sukhinah*, compassion, inclusion and peaceful coexistence.

Q 5.3 Homi Bhabha, Sam Maneckshaw, Ratan Tata, Fali Nariman, Nani Palkivala, and Cornelia Sorabji are a few names of Parsis who excelled in their respective fields. Find out more about people from other communities that made India their home and their contributions.

SOLUTION

Concept used. This research task asks for examples of communities that settled in India and contributed to public life, culture, trade, service or knowledge.

Quick solution

Choose one person or group from each community, then write community, field and contribution. Use Siddhis, Tibetans, Armenians, Jews and Syriac Christians.

Source anchor

NCERT Class 7 Social Science (Part 2), Chapter 5, India, a Home to Many, Reprint 2026-27.

Step 1. From the Siddi community, Hirabai Lobi worked for women's upliftment, banking access, organic farming and livelihood support.

- Step 2.** From the Tibetan community, the 14th Dalai Lama promoted compassion, religious harmony and preservation of Tibetan culture in India.
- Step 3.** From the Armenian community, Abdul Hai served as Chief Justice in Akbar's court, while Lady Juliana served as a doctor in the royal palace.
- Step 4.** Syriac Christian communities contributed to Kerala's social, educational and cultural life while preserving their worship traditions.
- Step 5.** Jewish communities in Kochi and Mumbai preserved their faith, built synagogues and became part of India's urban and coastal society.

 Answer tip

For each example, write community, person or group, field of work and contribution.

Final Answer: Examples include Hirabai Lobi from the Siddi community, the Dalai Lama from the Tibetan community, Armenian figures in Mughal service and Jewish and Syriac Christian communities in coastal India.

Contribution table method. This research task asks for examples of communities that settled in India and contributed to public life, culture, trade, service or knowledge.

- Step 1.** From the Siddi community, Hirabai Lobi worked for women's upliftment, banking access, organic farming and livelihood support.
- Step 2.** From the Tibetan community, the 14th Dalai Lama promoted compassion, religious harmony and preservation of Tibetan culture in India.
- Step 3.** From the Armenian community, Abdul Hai served as Chief Justice in Akbar's court, while Lady Juliana served as a doctor in the royal palace.
- Step 4.** Syriac Christian communities contributed to Kerala's social, educational and cultural life while preserving their worship traditions.
- Step 5.** Jewish communities in Kochi and Mumbai preserved their faith, built synagogues and became part of India's urban and coastal society.

This answer works because it uses the

chapter's own examples and keeps the reasoning visible for a Class 7 student.

Final Answer: Examples include Hirabai Lobi from the Siddi community, the Dalai Lama from the Tibetan community, Armenian figures in Mughal service and Jewish and Syriac Christian communities in coastal India.

Q 5.4

Take up a class project. Divide the class into groups. Each group takes up a small project to study a little more about the communities that we have been listed here. Share what you have gathered with your classmates through one of these ways: drama, posters, song, painting, etc.

SOLUTION

Concept used. This activity checks teamwork, source collection and presentation of chapter ideas through a creative format.

 Quick solution

Pick one community, collect facts under four headings, prepare one visual or performance, and end with the value shown by that story.

 Source anchor

NCERT Class 7 Social Science (Part 2), Chapter 5, India, a Home to Many, Reprint 2026-27.

Step 1. Divide the class into groups and assign one community to each group, such as Parsis, Jews, Siddis, Armenians or Tibetans.

- Step 2.** Collect information under four headings: reason for coming, place of settlement, cultural practices and contribution to India.
- Step 3.** Use textbook facts first, then add one reliable library or teacher-approved source.
- Step 4.** Choose a presentation form such as poster, short drama, song, map display, timeline or painting.
- Step 5.** End the presentation by linking the community story with inclusion, compassion or vasudhaiva kutumbakam.

 Answer tip

Keep the project factual first and creative second. The facts should guide the artwork or performance.

Final Answer: A strong project uses one community, four clear headings, a map or visual, and a final value link to India's culture of welcome.

Project-planning method. This activity checks teamwork, source collection and presentation of chapter ideas through a creative format.

Step 1. Divide the class into groups and assign one community to each group, such as Parsis, Jews, Siddis, Armenians or Tibetans.

Step 2. Collect information under four headings: reason for coming, place of settlement, cultural practices and contribution to India.

Step 3. Use textbook facts first, then add one reliable library or teacher-approved source.

Step 4. Choose a presentation form such as poster, short drama, song, map display, timeline or painting.

Step 5. End the presentation by linking the community story with inclusion, compassion or vasudhaiva kutumbakam.

This answer works because it uses the chapter's own examples and keeps the reasoning visible for a Class 7 student.

Final Answer: A strong project uses one community, four clear headings, a map or visual, and a final value link to India's culture of welcome.

Related Collegedunia Resources

- [India, a Home to Many Class 7 Notes](#)
- [India, a Home to Many NCERT Book PDF](#)
- [India, a Home to Many Handwritten Notes](#)
- [Class 7 Social Science Part 2 Chapter 4 NCERT Solutions](#)
- [Class 7 Social Science Part 2 Chapter 6 NCERT Solutions](#)

Key Takeaways

- India welcomed many communities because its culture valued compassion and inclusion.
- Map answers should show both routes and physical geography.
- Community contribution answers should include person, field and impact.
- The chapter's central value is vasudhaiva kutumbakam, the whole world is family.