

Activity 2 : Dear friends, you have done good job ! Now, fill up the information about your family members in the following table. For this use colours. Fill up colour memberwise, in each box :

Colours →	Red	Green	Blue	Orange	Light Blue	Yellow
5						
4						
3						
2						
1						
No. of Members ↑	Brother	Sister	Uncle	Aunty	Maternal Uncle	Maternal Aunty



1 : Bar Graph

Activity 3 :

Dear friends, below approximate lifecycle of different animals are given in years, fill up different colours as shown in the table :

	Colour	Red	Green	Blue	Orange
	14				
mals	13				
	12				
0	11				
	10				
	9				
	8				
2	7				
	6				
	5				
	4				
	3				
	2				
	1				
	Animals	A CO			

Lifecycle of animals



Bar Graph :

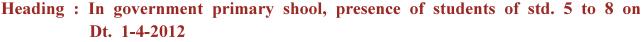
We can easily understand the data (information) by pictures then by digits. But, pictorial representation of every data takes much time. Instead of pictures we show the same data in different way. From the given data, we can draw bars of equal breadth, equal rectangles. The graph which is represented by bars is called **Bar graph**.

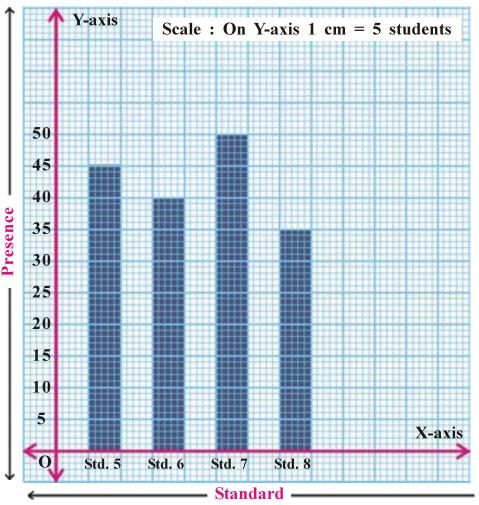


1 : Bar Graph

Graph paper :

In graph paper, horizontal and vertical lines are drawn at right angles, distance between them is equal. In graph paper some lines are shown 'bold' and some lines are shown 'light' in colour. The distance between two consecutive bold coloured lines is 1 cm. 1 cm is divided into 5 or 10 equal parts. Here, we use the graph paper in which 1 cm is divided into 5 parts. Study the following graph paper :





Advantages of Bar graph :

MATHEMATICS

Graph 1

- Representation of the data is very short.
- We can remember the data for a long time.
- We can easily compare between two datas.
- We can understand the data easily.

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• Data of more than one factors are easily available.

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STD.6

1 : Bar Graph

Uses :

In our daily life, we often come across bar graphs and tables relating to some data like birthrates, deathrates, cold, temperature, monsoon, percentage of literacy, industrial production, crop production, cricket match, export-import position of country, educational results and its achievement rank in newspaper, magazines and information bulletins on T.V.

Scale : Measurement of the data to decide 1 cm length or breadth is called scale.
e.g. In graph-1, 1 cm = 5 students. It is the scale of Y-axis.

Activity 4 :

Dear friends, you have done activities 2 and 3. Now, same way fill up the data of runs scored by Indian cricketers with given colours :

Cricketer	Sachin	Sehwag	Raina	Dhoni	Gambhir
Runs	35	30	20	25	15

Here, maximum run is 35.

Scale : 1 box = 5 runs

Similarly, 5 runs means, fill up the colour in 1 box.

$\operatorname{Runs} \downarrow \overset{\operatorname{Colours}}{\rightarrow}$	Red	Green	Blue	Orange	Light Blue
35					
30					
25					
20					
15					
10					
5					
Cricketers \rightarrow	Sachin	Sehwag	Raina	Dhoni	Gambhir



1 : Bar Graph

Activity 5 :

Trees	No. of trees
Neem	
Ashok	
Banyan	
Babool	
Peepel	

Dear friends, from our school ground or from nearby area list out the following trees :

Neem, Ashok, Banyan, Peepel

Scale : 1 box = 2 trees

Here, fill up the colours in whole box for 2 trees.



Now, what should we do if number of trees is odd number ?

Here, Scale : 1 box = 2 trees

Therefore, 1 tree = $\frac{1}{2}$ box. So, fill up the colour in half box = 1 tree.

= 1 tree

Suppose, from our school ground or from nearby area number of neem trees is 9, then 2 trees = 1 box. i.e. take 4 boxes for 8 trees and half box for 1 tree. Therefore, to show 9 trees, take 4 full boxes and a half box.

Nos.					
18					
16					
14					
12					
10					
8					
6					
4					
2					
Trees	Neem	Ashok	Banyan	Babool	Peepel



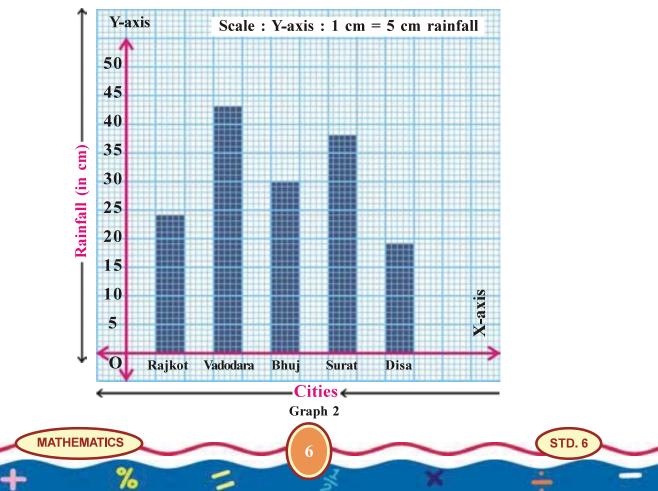
1 : Bar Graph

Let us understand :

- Horizontal line drawn on graph-paper is called X-axis.
- Vertical line drawn on graph-paper is called Y-axis.
- Bar graph is used to compare 2 datas.
- Suitable heading is given to each graph.
- For each data vertical rectangle is drawn on X-axis.
- Width of each bar should kept equal but their respective height depends on value of given data. If the value is more, height of the bar is more and if the value is less, height of the bar is less.
- Always, distance between two nearby bars should kept equal. So, scale is not necessary on X-axis, but on Y-axis it is necessary to take suitable scale.
- Scale is decided according to the limitations of graph-paper. Everytime, scale is taken according to necessity.
- Generally, qualitative information is denoted on X-axis, while quantitative information is denoted on Y-axis.

Illustration 1 : The bar graph given shows rainfall of a week in month of July in five cities. Answer the following questions from that :

One week rainfall of 5 cities of July month



1 : Bar Graph

Questions :

- (1) What information does the given bar graph give ?
- (2) What is shown on X-axis ?
- (3) What is shown on Y-axis ?
- (4) What is the scale of this graph ?
- (5) In which city does the maximum rain fall ? How much ?
- (6) How much centimeter of rain falls in Bhuj city ?
- (7) In which city does the minimum rain fall ? How much ?

Answers :

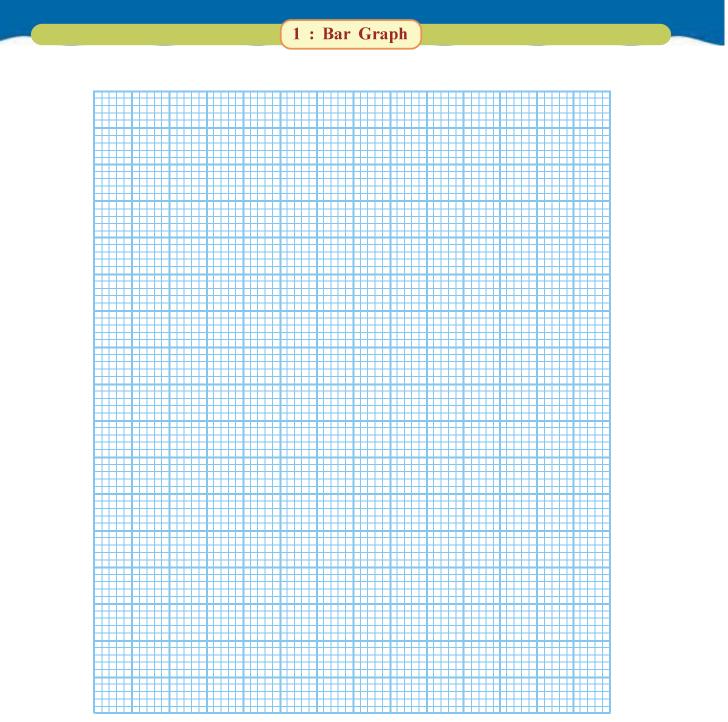
- (1) Given bar graph shows total rain fall in one week of July month in five cities.
- (2) Cities, name are shown on X-axis.
- (3) Rain fall is shown (in cm) on Y-axis.
- (4) Scale is 1 cm = 5 cm rainfall.
- (5) Maximum rain falls in Vadodara city and it is 43 cm.
- (6) 30 cm rain falls in Bhuj city.
- (7) Minimum rain 19 cm falls in Disa city.

Do it yourself : By taking suitable scale, draw bar graph showing following information.

Standard	1	2	3	4	5
No. of students present					

Show today's no. of students present in std. 1 to 5 of your shool and fill up the above boxes.





Instruction to prepare graph :

- Draw horizontal line X-axis and draw vertical line Y-axis at right angle, on the graph paper by leaving specific space. Intersection point (origin) is given the name 'O'.
- (2) Show standard on X-axis.
- (3) Show no. of students on Y-axis.

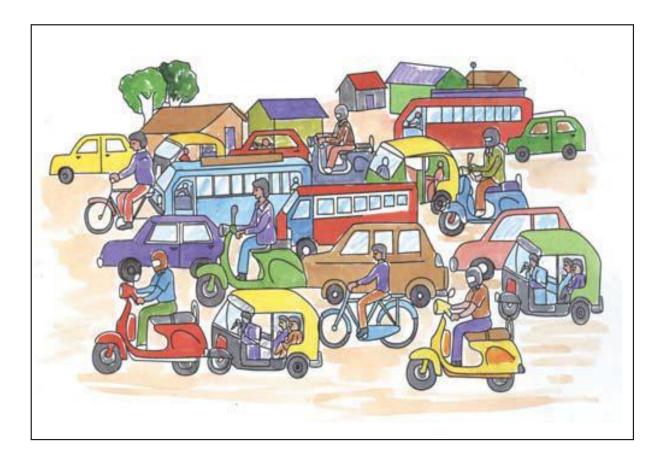


1 : Bar Graph

- (4) To show maximum 60 students on Y-axis, take scale 1 cm = 5 students. On Y-axis, start from O, write 5, 10, 15, 20, ..., 60 at each cm interval.
- (5) On X-axis leave 1 cm box and draw 1st bar of 5 cm width. Same way draw other bars. Keep equal distance between each box.
- (6) Give heading to the graph paper and also proper scale on the graph paper.



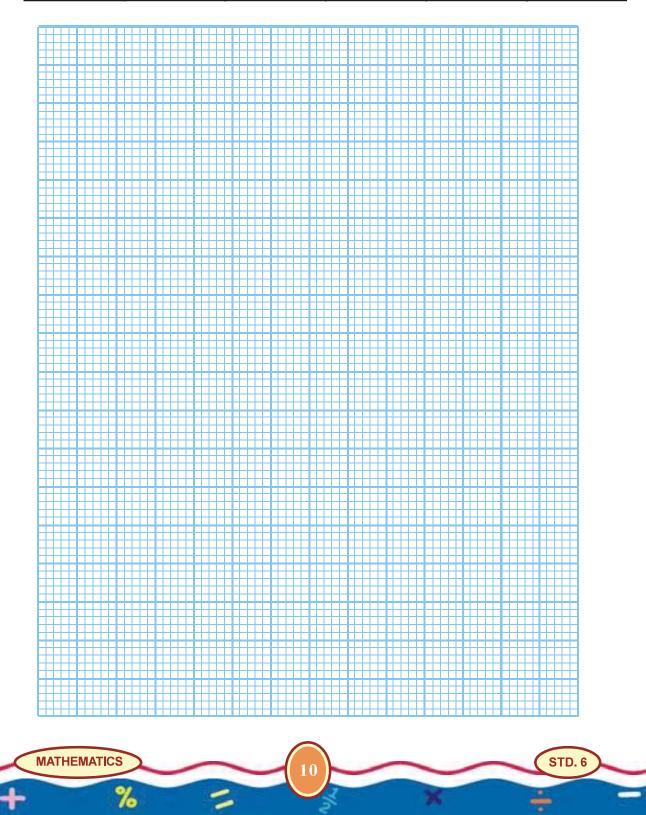
1. Prepare bar graph and fill up the table from the following picture :

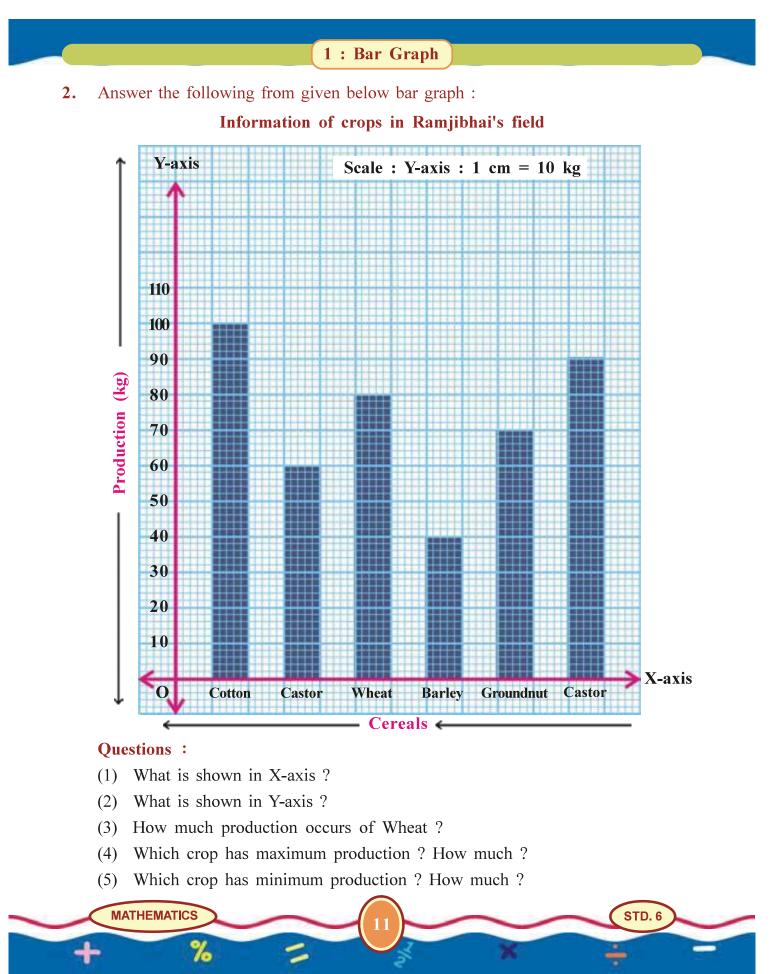




1 : Bar Graph

Vehicles	Bus	Scooter	Bicycle	Rickshaw	Car
Numbers					

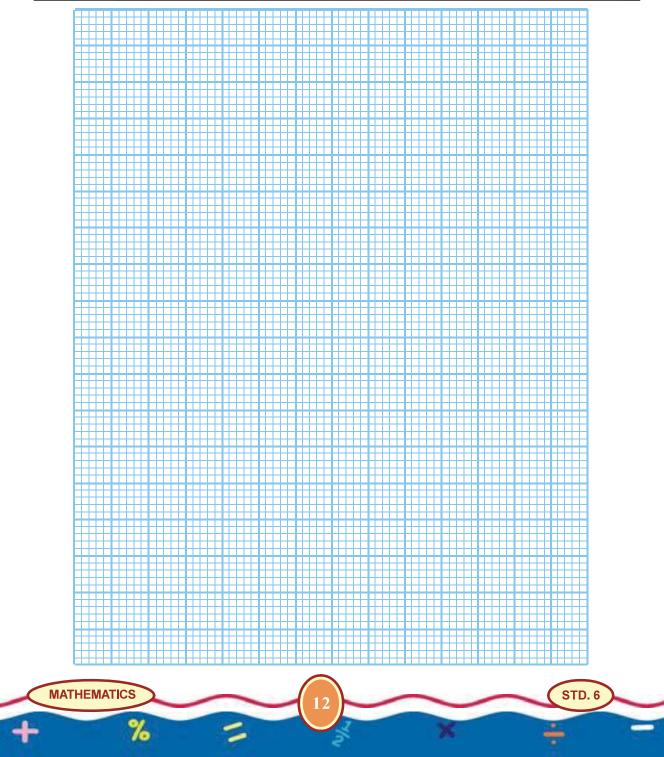




1 : Bar Graph

3. Complete the table from given data and prepare bar graph :

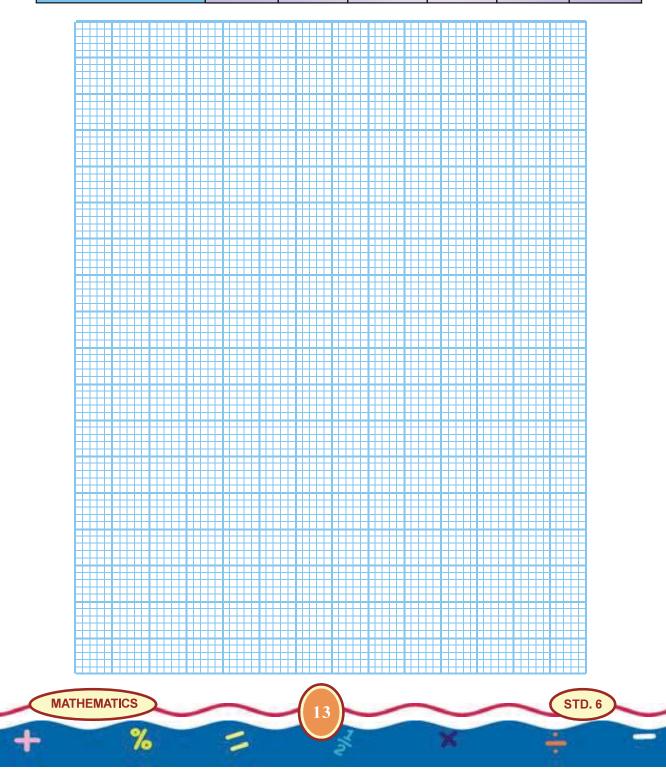
President	Dr. Rajendra	Dr. S.	Dr. Zakir	V. V. Giri	Fakruddin
	Prasad	Radhakrishnan	Hussain		Ali Ahmed
Working Period	1950-1962	1962-1967	1967-1969	1969-1974	1974-1977
Total Years					



1 : Bar Graph

4. Prepare bar graph by collecting information :

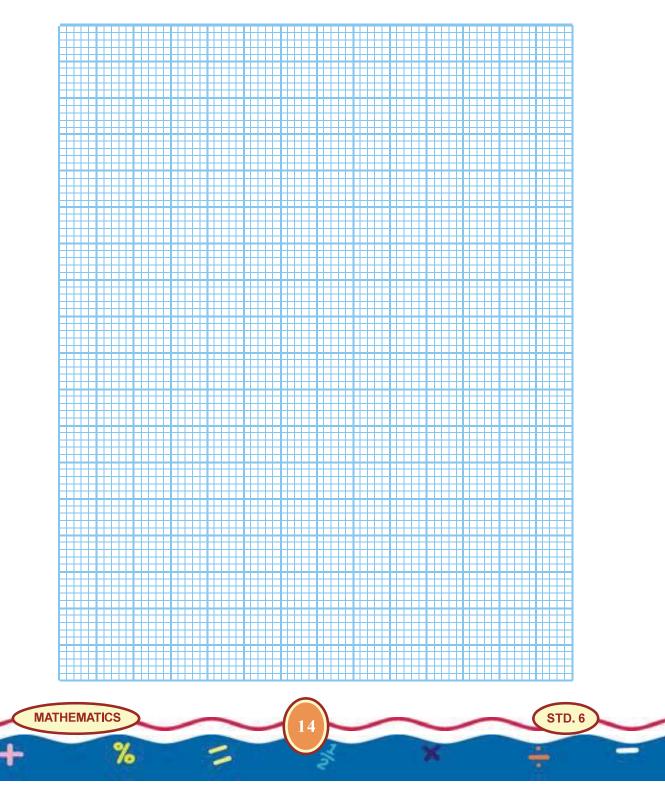
Days	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
No. of students						
present in std. 6 and						
std. 7 in your school						

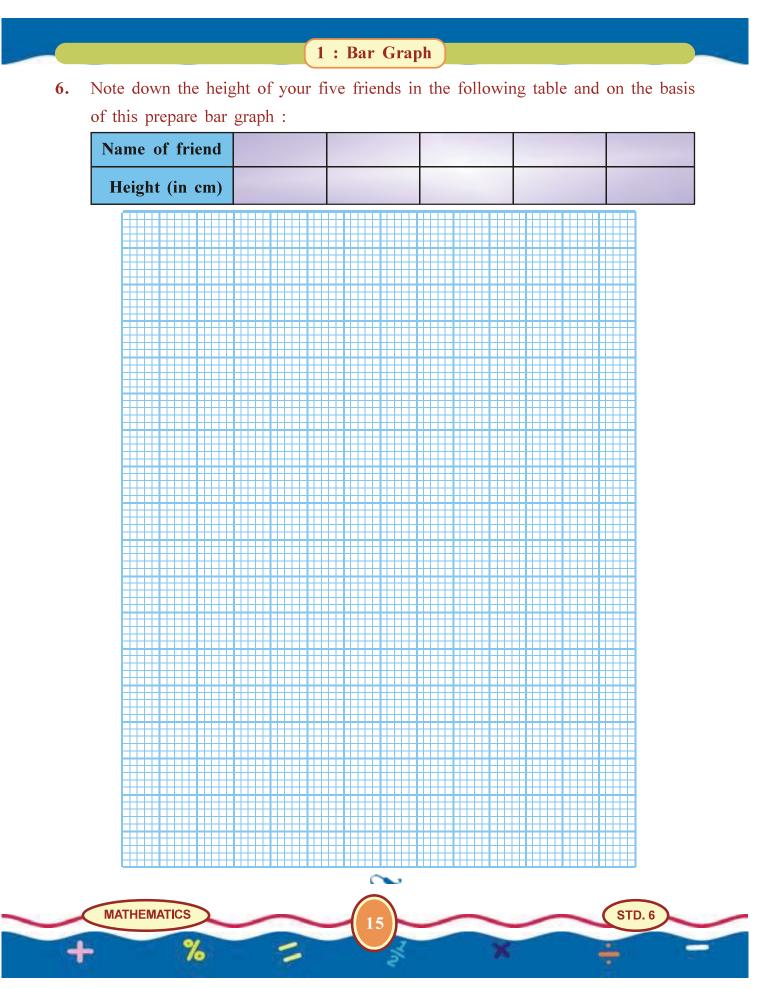


1 : Bar Graph

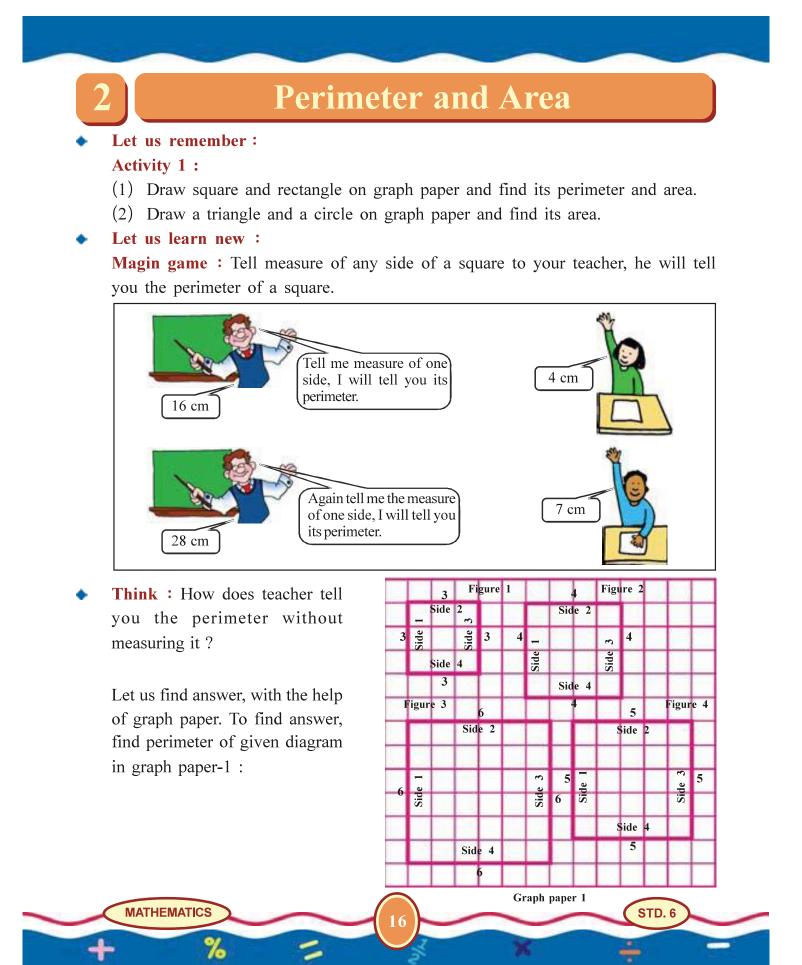
5. Prepare bar graph from the following data :

Сгор	Wheat	Bajra	Corn	Rice	Groundnut
Height	50 cm	150 cm	160 cm	40 cm	20 cm





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2 : Perimeter and Area

Fill up the table from graph paper-1 :

No.	Subject	Side 1	Side 2	Side 3	Side 4	Sum of measure of four sides = Perimeter
1.	Figure 1					+ + = cm
2.	Figure 2					+ + = cm
3.	Figure 3					+ + = cm
4.	Figure 4					++= cm

Perimeter of Square :

From the above table, which formula do you derive to find out perimeter of a square ?

Perimeter of square = Sum of measure of four sides

= length + length + length + length $= 4 \times \text{length}$

$$= 4 l$$

Length is denoted as 'l'.

Measure of four sides in a square, remains same.

So, Perimeter of a square = $4 \times \text{length}$ = 4 l

Try to understand :

Illustration 1 : What is the perimeter of a square,

whose length is 2 cm?

Measure of each side of a square is same.

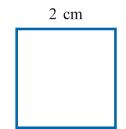
Here, length of a side of the square is given 2 cm.

Perimeter of a square $= 4 \times \text{length}$

$$= 4 \times 2 \text{ cm}$$

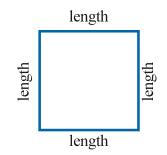
= 8 cm

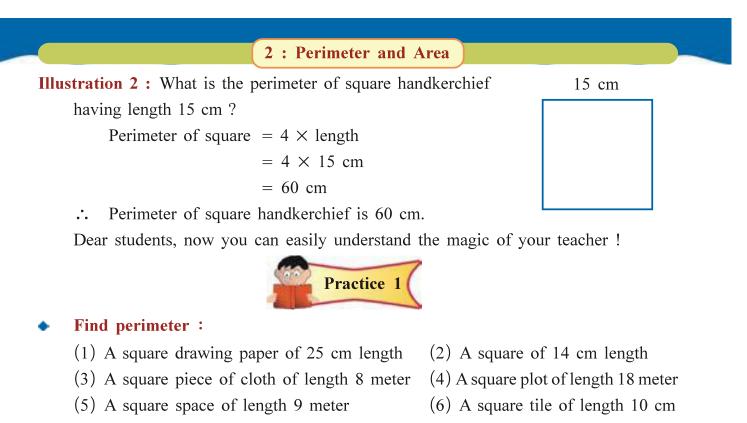
... Perimeter of a square is 8 cm.





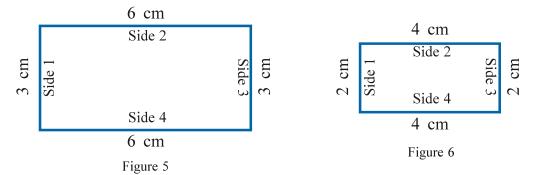






Perimeter of Rectangle :





No.	Figure	Side 2	Side 4	Side 1	Side 3	Perimeter
1.	Figure 5					
2.	Figure 6					

Now, answer the following :

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MATHEMATICS

- (1) Which two sides in a rectangle, having same measures ?
- (2) In figure 5 measurement of which two sides are same ?
 - (i) and (ii) and

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STD.6

2 : Perimeter and Area

(3) In figure 6 measurement of which two sides are same ?

(i) and (ii) and

In a rectangle, the two sides having more measures is called length and the two sides having less measures is called breadth. Length is denoted as 'l' and breadth is denoted as 'b'.

Arrange the previous table in the following :

No.	Figure	I	1	Total length	b	b	Total breadth	Perimeter
1.	Figure 5	6 cm	6 cm	12 cm	3 cm	3 cm	6 cm	18 cm
2.	Figure 6							

breadth

length

length

breadth

Opposite sides of a rectangle are same.

Perimeter of a rectangle

= length + breadth + length + breadth

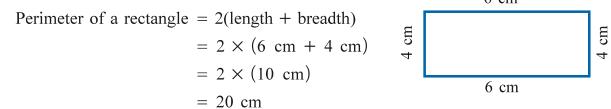
- = 2 length + 2 breadth
- = 2(length + breadth)

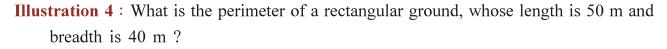
Therefore, Perimeter of a rectangle = 2(length + breadth)

Perimeter of a rectangle = Total length + Total breadth = l + l + b + b= 2l + 2b= 2(l + b)

= 2(length + breadth)

Illustration 3 : What is the perimeter in cm, of a rectangle whose length is 6 cm and breadth is 4 cm ? 6 cm







2 : Perimeter and Area

Perimeter of a rectangular ground = 2(length + breadth)

$$= 2 \times (50 \text{ m} + 40 \text{ m})$$

 $= 2 \times (90 \text{ m}) = 180 \text{ m}$

:. Perimeter of the rectangular ground is 180 m.

Illustration 5 : Find the perimeter of a field whose length is 80 m and breadth is 70 m.

Perimeter of a rectangular field = 2(length + breadth)

$$= 2 \times (80 \text{ m} + 70 \text{ m})$$
$$= 2 \times (150 \text{ m}) = 300 \text{ m}$$

:. Perimeter of a rectangular field is 300 m.

Illustration 6: Find the perimeter of a hall having 4 m length and 300 cm breadth.

Here, length = 4 meter and breadth = 300 cm

So, both measurement must keep in one unit.

- \therefore 100 cm = 1 meter
- \therefore 300 cm = 3 meter
- \therefore breadth = 3 meter

Perimeter of a rectangular hall = 2(length + breadth)= $2 \times (4 \text{ m} + 3 \text{ m})$ = $2 \times (7 \text{ m}) = 14 \text{ m}$

:. Perimeter of a rectangular hall is 14 m.



1. Find perimeter :

- (1) A rectangle having length 18 cm and breadth 16 cm, then find its perimeter.
- (2) A rectangular wooden piece having length 40 cm and breadth 30 cm, then find its perimeter.
- (3) A computer lab having length 15 m and breadth 13 m, then find its perimeter.
- (4) A play ground having length 30 m and breadth 25 m, then find its perimeter.
- (5) A field having length 45 m and breadth 35 m, then find its perimeter.
- (6) A rectangular garden having length 20 m and breadth 1700 cm, then find its perimeter.



2 : Perimeter and Area

Compl	Complete the table from the following square or rectangular figures :									
No.	Name of figure	Breadth	Length	Perimeter						
(1)	Square	6 m	6 m	24 m						
(2)	Rectangle	5 cm	7 cm	24 cm						
(3)	Square	8 cm	••••							
(4)		7 cm	8 cm							
(5)	Square	12 m								
(6)		14 m	16 m	•••••						
(7)		15 cm	15 cm	•••••						
(8)		13 cm	14 cm							
(9)	Square	17 m	••••							
(10)		10 m	20 m							

2.

Read and try to understand :

Illustration 7 : Length of a square cloth is 3 meter. We want to knit their edges. What is the cost of knitting the edges at $\mathbf{\overline{\xi}}$ 6 per 1 meter ?

Here, first find out perimeter of a cloth.

Perimeter of a square cloth = $4 \times \text{length}$

$$= 4 \times 3 m = 12 m$$

Perimeter of a square cloth is 12 m. ...

Now, cost of knitting of 1 m cloth = ₹ 6

Cost of knitting 12 m cloth = \mathbf{E} (12 × 6) = \mathbf{E} 72 ...

Total cost of knitting the edges of cloth is \gtrless 72. ...

Illustration 8: Length of a field is 80 m and breadth is 60 m. Find the cost of preparing fencing surround the field at the rate of \mathbf{E} 13 per 1 meter ?

Perimeter of a rectangular field = 2(length + breadth)

$$= 2(80 \text{ m} + 60 \text{ m})$$

$$= 2(140 \text{ m}) = 280 \text{ m}$$



2 : Perimeter and Area

Cost of 1 meter wire fencing = ₹ 13

- :. Cost of 280 meter wire fencing = \mathbf{E} (280 × 13) = \mathbf{E} 3640
- ∴ Total cost of wire fencing is ₹ 3640.

Illustration 9: Length of a showroom is 50 meter and breadth is 4000 cm. What is the cost to fix the coloured stripe on the edges of glass wall of this showroom at the rate of ₹ 50 per meter ?

Here, length of showroom is 50 m and breadth is 4000 cm. So we have to convert the measure of breadth into meter.

100 cm = 1 meter

 \therefore 4000 cm = 40 meter

Perimeter of a rectangular showroom = 2(length + breadth)

$$= 2(50 \text{ m} + 40 \text{ m})$$

$$= 2(90 \text{ m}) = 180 \text{ m}$$

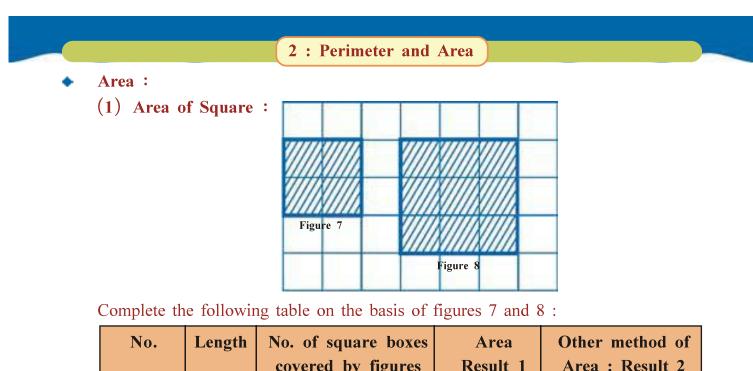
Cost to fix the coloured stripe on the edges of glass wall per meter = ₹ 50Cost to fix the 180 meter coloured stripe on the edges of glass wall = $₹ (180 \times 50)$ = ₹ 9000

... Total cost to fix the coloured stripe on the edges of glass wall of showroom is ₹ 9000.



- 1. Length of a square garden is 35 meter. What is the cost of drawing stripes of lime surrounding the garden at the rate of ₹ 7 per 1 meter ?
- Length of square classroom is 15 m. Find the cost of fixing coloured tiles on classroom at the rate of ₹ 20 per 1 meter ?
- 3. Length of rectangular plot is 40 m and breadth is 30 m. What is the cost of wire fencing surround the plot at the rate of ₹ 20 per 1 meter ?
- 4. A rectangular table having length 4 m and breadth 3 m. It is to be covered with a stripe. The cost to cover the table with stripe is ₹ 5 per 1 meter. Find the total cost.
- 5. Length and breadth of a prayer hall is 19 m and 17 m respectively. A carpet is fixed in it. A stripe is knitting surrounding the carpet. Find the cost at the rate of ₹ 30 per 1 meter.
- 6. A cloth is having 8 m length and 300 cm breadth. What is the cost of knitting a stripe surrounding the cloth at the rate of ₹ 30 per meter ?





		covered by figures	Result 1	Area : Result 2
Figure 7	2 cm	4	4 sq cm	$2 \text{ cm} \times 2 \text{ cm}$
Figure 8	3 cm	9	9 sq cm	3 cm × 3 cm
Dear friends	, here some	e length of square figures a	re given, from th	nese complete the table :
(1)	4 cm		16 sq cm	
(2)	5 cm			
(3)	6 cm			

Can you say area of square from last two columns ? Which formula you use ? Think ! Here, answer of result 1 and result 2 are same.

i.e. no. of square boxes covered by figures = length \times length, which gives area of figure.

Therefore, Area of square = length × length = $l \times l$

Illustration 10 : Find area of square of length 8 cm.

Area of square = length × length = $8 \text{ cm} \times 8 \text{ cm}$ = 64 sq cm \therefore Area of square = 64 sq cmMATHEMATICS 235TD.6

2 : Perimeter and Area

Illustration 11: Length of a square sheet is 12 m, then find its area.

Area of square sheet = length \times length

 $= 12 \text{ m} \times 12 \text{ m} = 144 \text{ sq m}$

:. Area of square sheet is 144 sq m.



• Do the following sums

- (1) What is the area of square of length 5 cm?
- (2) What is the area of square ground of length 15 m?
- (3) What is the area of square piece of cloth of length 8 m?
- (4) What is the area of square plot of length 35 m?
- (5) What is the area of square handkerchief of length 20 cm?

Area of Rectangle :

4	5
	(X X X X
Figure 9	
4	(//X//X//X//X///
	Figure 10
3	
Figure 11	

Complete the following table from above figures :

No.	Figure number	No. of boxes covered by figures Result 1	Length (cm)	Breadth (cm)	Length × Breadth	Area (sq cm) Result 2
1.	Figure 9	8	4 cm	2 cm	$4 \text{ cm} \times 2 \text{ cm}$	8 sq cm
2.	Figure 10					
3.	Figure 11					

Here, answer of result 1 and result 2 are same.

i.e., Total no. of boxes covered by figures = length \times breadth which shows area of figure.



2 : Perimeter and Area

Therefore, Area of rectangle = length × breadth = $l \times b$

Read and understand :

Illustration 12 : Find area of rectangle of length 8 cm and breadth 6 cm.

Area of rectangle = length \times breadth

 $= 8 \text{ cm} \times 6 \text{ cm} = 48 \text{ sq} \text{ cm}$

: Area of rectangle is 48 sq cm.

Illustration 13: What is the area of a rectangular piece of cloth having 5 m length and 4 m breadth ?

Area of rectangle $cloth = length \times breadth$

 $= 5 m \times 4 m = 20 sq m$

 \therefore Area of rectangle cloth is 20 sq m.

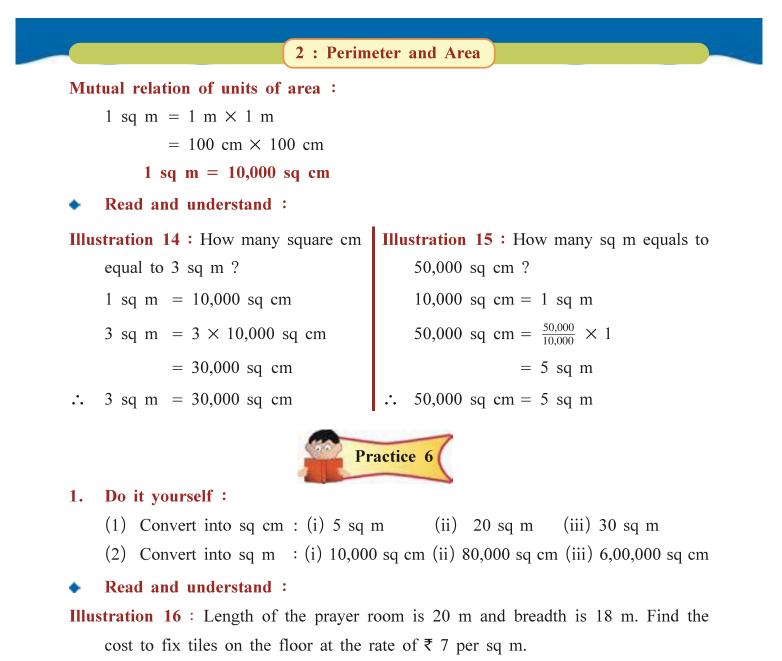


1. Find area :

- (1) Calculate the area of rectangle of length 19 cm length and breadth 17 cm ?
- (2) What is the area of top of the table of length 90 cm and breadth 70 cm?
- (3) Find area of the ground having length 55 m and breadth 50 m.
- (4) What is the area of the floor of library having length 10 m and breadth 4 m?
- (5) What is the area of classroom of length 12 m and breadth 8 m?
- 2. Below the measure of square and rectangle is given. From these complete the following table :

No.	Name of figure	Length	Breadth	Area
(1)	Square	11 m		
(2)		14 m	12 m	•••••
(3)	Square	15 m	•	
(4)	•••••	26 cm	24 cm	
(5)		12 m	12 m	•••••
(6)	••••••	17 m	16 m	
(7)	Square	13 cm	•••••	
(8)		21 cm	19 cm	•••••





Here, final area of rectangle floor...

Area of rectangular floor = Length \times Breadth

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= 20 \text{ m} \times 18 \text{ m}
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- = 360 sq m
- ∴ Area of rectangular floor is 360 sq m.
 Now, cost to fix tiles in 1 sq m space = ₹ 7
- :. Cost to fix tiles in 360 sq m = $360 \times 7 = ₹ 2520$
- ∴ Cost to fix tiles on the floor is ₹ 2520.



2 : Perimeter and Area

Illustration 17 : Length of a square garden is 70 m. Find the cost of spreading soil in the garden at the rate of \mathbf{E} 5 per sq m. Here, first find out area of garden. Area of square garden = length \times length $= 70 \text{ m} \times 70 \text{ m}$ = 4900 sq mArea of square garden = 4900 sq m... Now, cost of spreading soil in the garden per sq m = ₹ 5 Cost of spreading soil in 4900 sq m = 4900×5 ... = ₹ 24,500 Cost of spreading soil in the garden is ₹ 24,500. **Illustration 18**: How many square pieces of length 40 cm is prepared from the cloth of 10 m length and 2 m breadth? Area of rectangular cloth = length \times breadth $= 10 \text{ m} \times 2 \text{ m}$ = 20 sq mArea of a square piece = length \times length $= 40 \times 40$ = 1600 sq cmArea of rectangular cloth is in sq m, whereas area of square piece is in sq cm. Therefore, convert area of rectangular cloth in sq cm, $20 \text{ sq m} = 20 \times 10,000 \text{ sq cm}$ = 2,00,000 sq cm Now, number of square pieces = $\frac{200000}{1600}$ = 125125 square pieces are formed. ... MATHEMATICS STD.6

2 : Perimeter and Area



Do it yourself :

- Length of the school ground is 25 m and breadth is 20 m. What is the cost of levelling the ground at the rate of ₹ 9 per sq m ?
- In a mess, length of a square dining table is 4 m. What is the cost to prepare the dining cloth on the table at the rate of ₹ 30 per sq m ?
- 3. A rectangular swimming pool having length 16 m and breadth 4 m. Find the cost to fix tiles at floor of the pool at the rate of ₹ 22 per sq m.
- **4.** Length of coloured card paper is 60 cm and breadth is 40 cm. How many square boxes can be formed in this card paper of length 5 cm ?
- 5. In a school, length of the prayer hall is 14 m and breadth is 11 m. Square tiles are to be fixed of length 50 cm on its floor, then how many tiles are needed ?



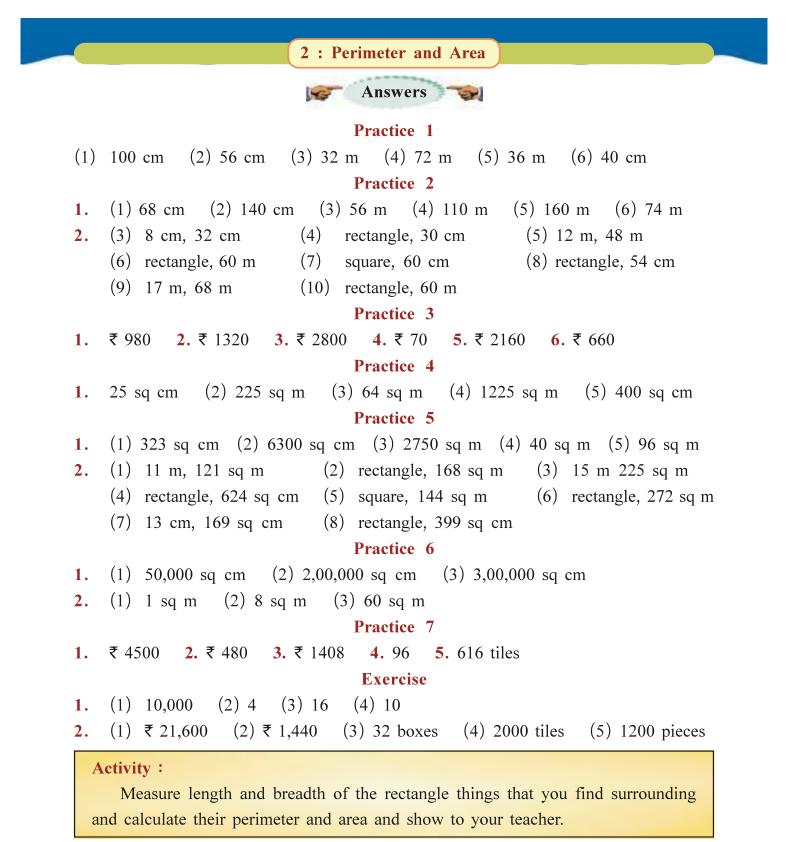
1. Fill in the blanks with proper method :

- (1) 1 sq m = _____ sq cm (2) 40,000 sq cm = _____ sq m
- (3) Perimeter of the square of length 4 cm = ____ cm
- (4) Perimeter of the rectangle of length 3 m and breadth 2 m = $_$ m

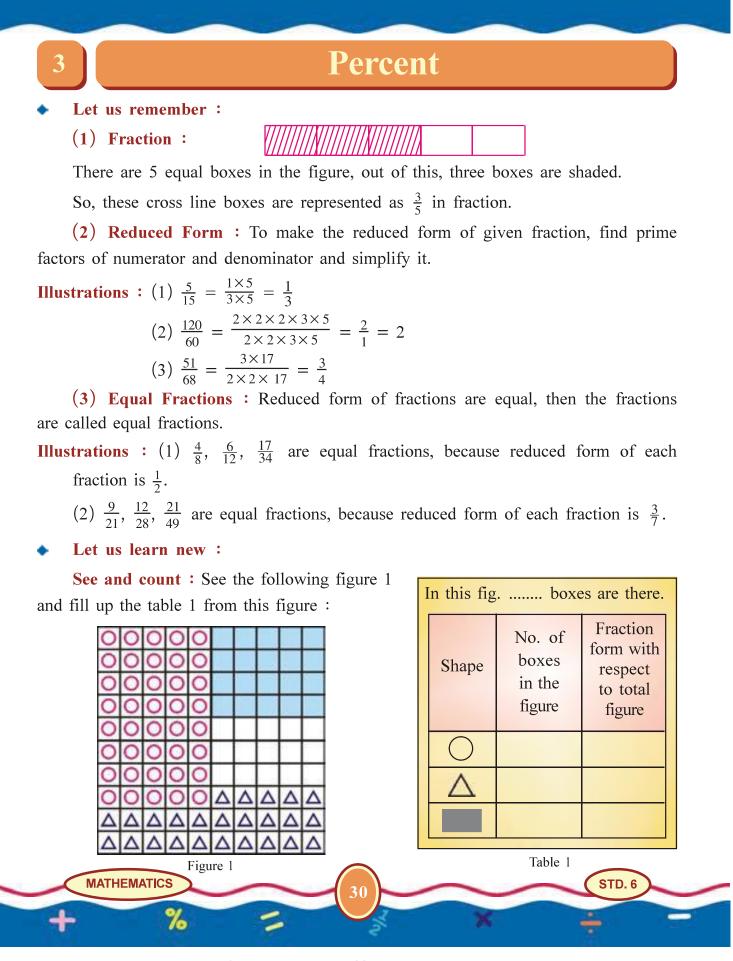
2. Do the following sums :

- (1) In a field, length is 45 m and breadth is 4000 cm, then find the cost of tilling the field at the rate of ₹ 12 per sq m.
- (2) On the wall of science exhibition room, square part of length 12 m is to be painted. What is the cost of painting the wall, with labour at the rate of ₹ 10 per 1 sq m ?
- (3) Card paper of length 80 cm and 40 cm breadth, then how many squares are made from card paper of length 10 cm ?
- (4) Length of the dining hall is 15 m and breadth is 12 m. Square tiles are to be fixed of length 30 cm in the floor of the hall, then how many tiles are needed ?
- (5) How many square pieces are formed of length 20 cm, from the cloth of 8 m length and 6 m breadth ?









3 : Percent

Understanding of Percentage :

The word 'Percentage' is derived from Latin word 'Per Centum'. Centum means 100. e.g. Century means 100 years, 100 runs etc.

Percentage means - 'Value of the given ratio on the base of 100.'

Symbol for percentage is % which is used at the place of the value on the base of 100.

Percentage is the numerator of a fraction whose denominator is 100.

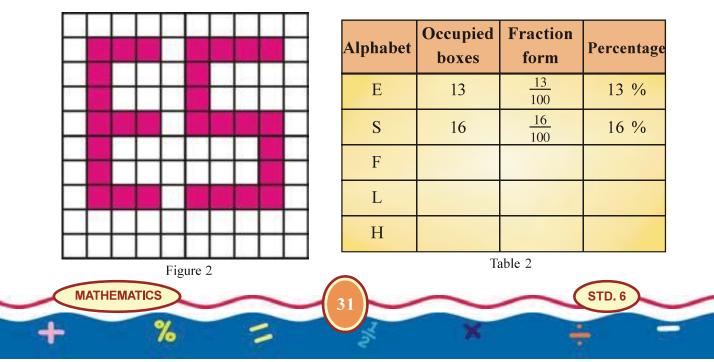
- 50 % means, 50 out of $100 = \frac{50}{100}$ half part
- 25 % means, 25 out of $100 = \frac{25}{100}$ fourth part
- 100 % means, 100 out of $100 = \frac{100}{100}$ full part.

According to the previous Table 1,

- **O** occupy $\frac{40}{100}$ means 40 % part.
- occupy $\frac{20}{100}$ means 20 % part.
- \bigtriangleup occupy $\frac{25}{100}$ means 25 % part.

Activity 1 : As per given illustration of Figure 2, write English alphabets F, L and H and complete the Figure 2.

Illustration :



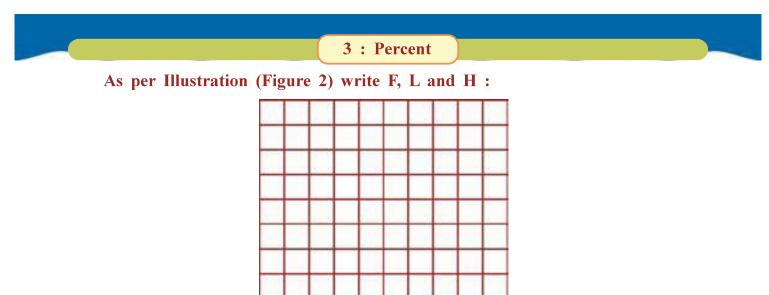
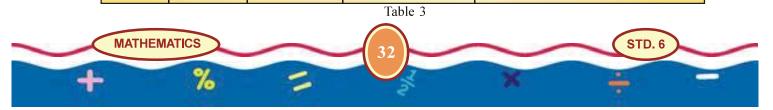


Figure 3

Complete the following Table 3 from Figure 1, 2 and 3 :

Symbol	Fraction	Percentage	Reduced form	Conversion of reduced form into percentage
0	<u>40</u> 100	40 %	$\frac{2 \times 2 \times 2 \times 5}{2 \times 2 \times 5 \times 5} = \frac{2}{5}$	$\frac{2}{5} \times 100 = 40 \%$
Е	<u>13</u> 100	13 %	$\frac{13}{100}$	$\frac{13}{100} \times 100 = 13 \%$
S	<u>16</u> 100	16 %	$\frac{2 \times 2 \times 2 \times 2}{2 \times 2 \times 5 \times 5} = \frac{4}{25}$	$\frac{4}{25} \times 100 = 16 \%$
L				
Н				
F				



3 : Percent

Illustration 3: 20 out of 50 means how much percentage ?

Solution : 20 out of 50 is written as $\frac{20}{50}$ in fraction form.

To get percentage, multiply it by 100.

Percentage = Fraction form \times 100 $=\frac{20}{20} \times 100$

$$= \frac{(2 \times 2 \times 5) \times (2 \times 2 \times 5 \times 5)}{2 \times 5 \times 5}$$

= 40 %

Thus, 20 out of 50 means 40 %.

Illustration 4: 4500 out of 7500 means how much percentage ?

Solution : 4500 out of 7500 is written as $\frac{4500}{7500}$ in fraction form.

Percentage = Fraction form × 100

$$= \frac{4500}{7500} \times 100$$

$$= \frac{(2 \times 2 \times 3 \times 3 \times 5 \times 5 \times 5) \times (2 \times 2 \times 5 \times 5)}{(2 \times 2 \times 3 \times 5 \times 5 \times 5 \times 5)}$$

$$= 60 \%$$
Thus 4500 out of 7500 means 60 %

Thus, 4500 out of 7500 means 60 %.

MATHEMATICS

%

Illustration 5: In a village, total population is 2000. Out of these 600 are children, then how much percentage children are there of total population ?

Solution : Method 1 : 600 children out of 2000 total population.

It is written as
$$\frac{600}{2000}$$
 in fraction form.
Percentage of children $= \frac{600}{2000} \times 100$
 $= \frac{(2 \times 2 \times 2 \times 3 \times 5 \times 5) \times (2 \times 2 \times 5 \times 5)}{(2 \times 2 \times 2 \times 2 \times 5 \times 5)}$
 $= 30$ % children $= 30$ % children $= 30$ %

Method 2 : No. of children out of 2000 population = 600

No. of children out of 100 population = $\frac{100 \times 600}{2000}$ = 30 % children

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3 : Percent

Zero percent and hundred percent of the given data :

Illustration 6: In a class 80 students are there, if all students are present in the exam,

- then (1) How much percentage students are present ?
 - (2) How much percentage students are absent ?
- Solution : (1) Percentage of present students :

Total no. of students = 80

- All students are present, therefore present no. of students = 80
- Percentage of present no. of students = Fraction form \times 100
 - $= \frac{\text{Present no. of students}}{\text{Total no. of students}} \times 100$ $= \frac{80}{80} \times 100$ = 100 %

If all students are present, then 100 % students are said to be present.

(2) Percentage of absent students :

Total no. of students = 80

All students are present, therefore absent no. of students = 0

Percentage of absent no. of student = Fraction form $\times 100$

$$= \frac{\text{Absent no. of students}}{\text{Total no. of students}} \times 100$$
$$= \frac{0}{80} \times 100$$
$$= 0 \times 100 = 0 \%$$

No student is absent so 0 % student is said to be absent.

Fill up	the	following	Table.	as	per	the	given	data.	with	method	:
- m «p		iono in mg	1		P	· · · · ·	8	unun		meenoa	

No.	Total	Given	Percentage	No.	Total	Given	Percentage
		from total				from total	
1	10	10	$\frac{10}{10} \times 100 = 100 \%$	5	10	0	$\frac{0}{10} \times 100 = 0\%$
2	20	20		6	20	0	
3	25	25		7	25	0	
4	50	50		8	50	0	

Thus, Total numbers from the given numbers means 100 %.

Not a single (zero) from the given numbers means 0 %.



3 : Percent

- Value of excess is more than given figure then the value of percentage is more than 100.
- Rise in price, increase in number of students of school, in all these, value of excess could be more than 100 %.

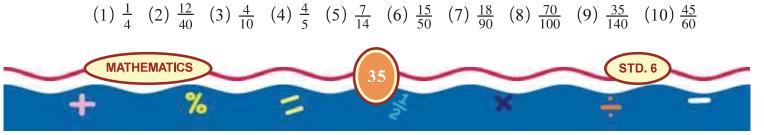


1. Find the percentage from given data :

- (1) 240 out of 600 (2) 900 out of 1200 (3) 42 out of 70 (4) 285 out of 300
- 2. Disha got 35 marks out of 50 in Maths. Then how much percentage did Disha get?
- **3.** Bindu has total Rs. 500, out of this, she bought a jacket of Rs 450, then Bindu spent how much percentage of total ?
- **4.** Ishwarbhai has total 800 kg rice, out of this he sold 520 kg rice, then how much percentage did Ishwarbhai sell ?
- **5.** Total 1500 sportsmen took part in sports competition, half in Anand district, out of this 630 sportsmen took part in race, then how much percentage did sportsmen take part in race ?
- 6. A cloth merchant has total 1700 meter silk cloth. If total cloth has to be sold in one month, then how much percentage cloth did the merchant sell ?

Conversion of simple fraction into percentage :

Illustration 7 : Convert $\frac{3}{4}$ in percentage. Solution : Percentage of $\frac{3}{4} = \frac{3}{4} \times 100$ $= \frac{3 \times (2 \times 2 \times 5 \times 5)}{2 \times 2}$ = 75 %Illustration 8 : Convert $\frac{5}{8}$ into percentage. Solution : Percentage of $\frac{5}{8} = \frac{5}{8} \times 100$ $= \frac{5}{4 \times 2} \times 25 \times 4$ $= \frac{125}{2}$ = 62.5 %Convert the following fractions into percentage :



3 : Percent

Conversion of decimal fraction into percentage :

Illustration 9: Convert 0.7 into percentage.

Percentage of $0.7 = 0.7 \times 100$

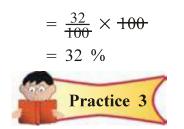
$$=\frac{7}{10} \times 100 = 70\%$$

Illustration 10 : Convert 0.137 into percentage.

Method 1 :		Method 2 :	Which method is
$0.137 = 0.137 \times 100$ $= \frac{137}{1000} \times 100$ $= \frac{137}{10}$	(Multiply by 100 to get percentage)	0.137	applied to get percentage ? Displace decimal sign on right side upto two digits
= 13.7 %			and write % symbol.

• To convert decimal fraction into percentage multiply by 100 and write % symbol. Illustration 11 : Convert 0.32 into percentage.

Solution : Percentage of $0.32 = 0.32 \times 100$



Convert the following decimal fractions into percentage :

(1) 0.25	(2) 0.238	(3) 0.3	(4) 0.1272	(5) 0.376
(6) 0.475	(7) 0.819	(8) 0.4576	(9) 0.3751	(10) 0.9812

Calculation of percentage :

Illustration 12 : 20 % of 300.

Solution : 20 % means 20 out of 100 : 100 - 20

300 - (?)

$$=\frac{300\times20}{100}$$



3 : Percent

Method 2 :

- (1) 20 % of 300
- (2) Remove the symbol of percentage and place 100 in denominator. (Division by 100)

$$=\frac{300\times20}{100}$$

(3) Give reduced form :

$$= \frac{(2 \times 2 \times 3 \times 5 \times 5) \times (2 \times 2 \times 5)}{2 \times 2 \times 5 \times 5}$$
$$= 60$$

Illustration 13: 15.5 % of 200.

Solution : 15.5 % of 200.

$$= 200 \times \frac{15.5}{100} \\ = \frac{200 \times 155}{100 \times 10} \\ = 31$$

Illustration 14: In a class of Standard 6 of a school, total number of students is 40. If today's present is 80 %, then find number of present students.

Solution : Method 1 : Out of 100 students, present students = 80

Out of total 40 students, present students = (?)

$$= \frac{80 \times 40}{100}$$
$$= 32$$

:. 32 students are present.

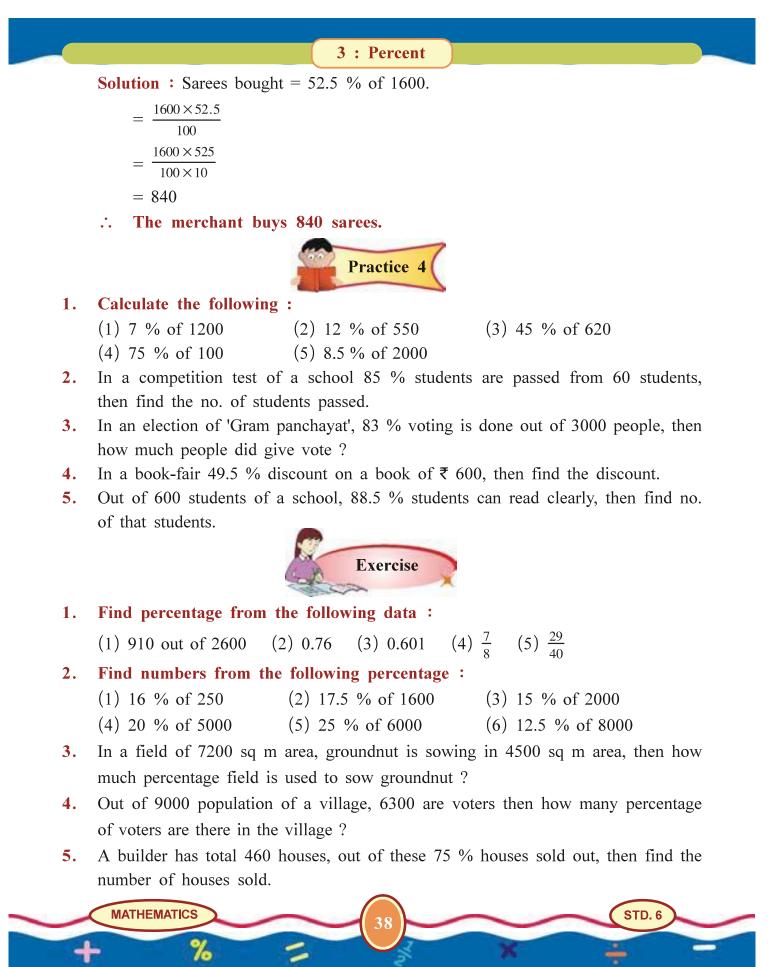
Method 2 : 80 % of 40.

$$= 40 \times \frac{80}{100}$$
$$= \frac{40 \times 80}{100}$$
$$= 32$$

:. 32 students are present.

Illustration 15 : Total 1600 sarees are prepared in a saree factory. Out of these, a merchant buys 52.5 % sarees, then how much sarees does the merchant buy ?





	3 : Percent
6.	
7.	In Gir sanetuary there were 12000 animals in 2001. In 2011 there was 25.5 % rise in number of animals, then how many animals were added new ?
	Answers S
	Practice 1
1.	(1) 40 % (2) 75 % (3) 60 % (4) 95 %
2.	70 % marks 3. Expense is 90 % 4. Sell is 65 %
5.	42 % sportsmen has taken part6. 100 % cloth is sold
	Practice 2
	(1) 25 % (2) 30 % (3) 30 % (4) 80 % (5) 50 %
	(6) 30 % (7) 20 % (8) 40 % (9) 25 % (10) 25 %
	Practice 3
	(1) 25 % (2) 23.8 % (3) 30 % (4) 12.72 % (5) 37.6 %
	(6) 47.5 % (7) 81.9 % (8) 45.76 % (9) 37.51 % (10) 98.12 %
	Practice 4
1.	
2.	
	Exercise
1.	
2.	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
3.	5
5.	Builder sold 345 houses. 6. Children collected ₹ 2550 fund. 7. 3060 animals
	 Percentage means value obtained of given ratio on the base of 100. Symbol of percentage is %. To find percentage from given data, we should do fraction form × 100. Total numbers from given numbers means 100 %. No numbers from given numbers means 0 %. To show percentage into fraction, divide the figure which shows percentage by 100.
	MATHEMATICS STD. 6
\sim	

3 : Percent

Let us remember :

Percentage form	Fraction form	Decimal-fraction form
1 %	$\frac{1}{100}$	0.01
2 %	$\frac{2}{100}$ or $\frac{1}{50}$	0.02
12.5 %	$\frac{1}{8}$	0.125
20 %	$\frac{1}{5}$	0.2
25 %	$\frac{1}{4}$	0.25
50 %	$\frac{1}{2}$	0.50
75 %	$\frac{3}{4}$	0.75
80 %	$\frac{4}{5}$	0.8
99 %	<u>99</u> 100	0.99
100 %	$\frac{100}{100}$	1.00 = 1

Let us play a game				
$\frac{1}{2}$	0.25	12.5 %	<u>3</u> 4	$\frac{1}{5}$
0.2	75 %	0.5	$\frac{1}{4}$	$\frac{1}{8}$
50 %	25 %	0.75	0.125	20 %

Write down the above figures on a paper or a card board. Keep it on a table. Now, you and your friends find out numbers which show fraction, decimal fraction and percentage such that their values remain same. For this, keep 1 minute time. Those who find maximum numbers of triplets give him 1 mark or declare that he is the winner.

- **Note :** You can take more than these numbers.
 - Divide the class in two teams, play with one student from each team.
 - To become winner of this game, three cards are necessary. If a team gets two cards, then there is no marks.





Profit-Loss

Let us remember :

We have learnt profit and loss in Std. 5. Let us remember what we have learnt.

(1) Complete the following Table :

Item	Cost price	Selling price	Profit or loss ?	How much ?
Bicycle	₹ 1980	₹ 1800		
Bat	₹ 150	₹ 150		
Fan	₹ 995	₹ 830		

- (2) A merchant purchased an old electronic weighscale for ₹ 2225. Its repairing cost is ₹ 525. If the merchant sold the weighscale for ₹ 2780, then he makes profit or loss ? How much rupees ?
- (3) Out of 500 students in the school, 475 students got scholarship. How much percentage students got the scholarship ?
- (4) Sanjay had ₹ 760. He bought book of ₹ 190. So, he spent how much percentage ?
- Let us learn new :

Calculation of profit and loss in percentage :

We have learnt to find profit or loss from cost price (C.P.) or net price (N.P.) or selling price (S.P.). We have also learnt to find percentage of given figures. Now, let us understand the calculation of profit-loss in percentage.

Illustration 1 : C.P. = ₹ 50, S.P. = ₹ 60, then find profit or loss. How much percentage ?

Solution : Here, selling price is more than cost price, so it makes profit.

Profit = S.P. - C.P.

 $\therefore \quad \text{Profit} = \textbf{\textbf{₹}} \ 10$



4 : Profit-Loss	
Now, let us calculate how much percentage profit is made. Profit on ₹ 50 C.P. = ₹ 10 \therefore Profit on ₹ 100 C.P. = ₹ (?) $= \left(\frac{10 \times 100}{50}\right)$ = ₹ 20	Second method : Profit on ₹ 50 C.P. = ₹ 10 Profit on ₹ 100 C.P. = ₹ (?) $= \left(\frac{10}{50} \times 100\right)$ $= ₹ 20$
$\therefore \text{ Profit} = 20 \%$ Illustration 2 : C.P. = ₹ 700, S.P. = ₹ 665, the percentage ? Solution : Here, selling price is less than cost Loss = C.P S.P. = ₹ 700 - ₹ 665 = ₹ 35 $\therefore \text{ Loss} = ₹ 35$ Now, let us calculate percentage loss, Loss on ₹ 700 C.P. = ₹ 35 $\therefore \text{ Loss on ₹ 100 C.P. = ₹ (?)}$ $= \left(\frac{35 \times 100}{700}\right)$ $= ₹ 5$	

Illustration 3 : C.P. = ₹ 1050, expense ₹ 50, S.P. = ₹ 1210, then find profit or loss. Also find its percentage.

Solution : Here, first we find net price because expense is given.

Here, selling price is more than net price, so it makes profit.

Profit =
$$S.P. - N.P.$$

∴ **Profit** = ₹ 110



4 : Profit-Loss

Now, let us calculate percentage profit,

Profit on ₹ 1100 N.P. = ₹ 110 $\therefore \text{ Profit on ₹ 100 N.P.} = ₹ (?)$ $= \left(\frac{110 \times 100}{1100}\right)$ = ₹ 10

.. Profit = 10 %

Friends, here, '10 % profit' means '₹ 10 profit on ₹ 100 C.P.' or '₹ 10 profit on ₹ 100 C.P.' means '10 % profit'.

% has no unit.

Profit or loss occurs on ₹ 100 cost price or net price is the percentage of profit or loss.

Profit (in percentage) % =
$$\frac{\text{Profit}}{\text{C.P. or N.P.}} \times 100$$

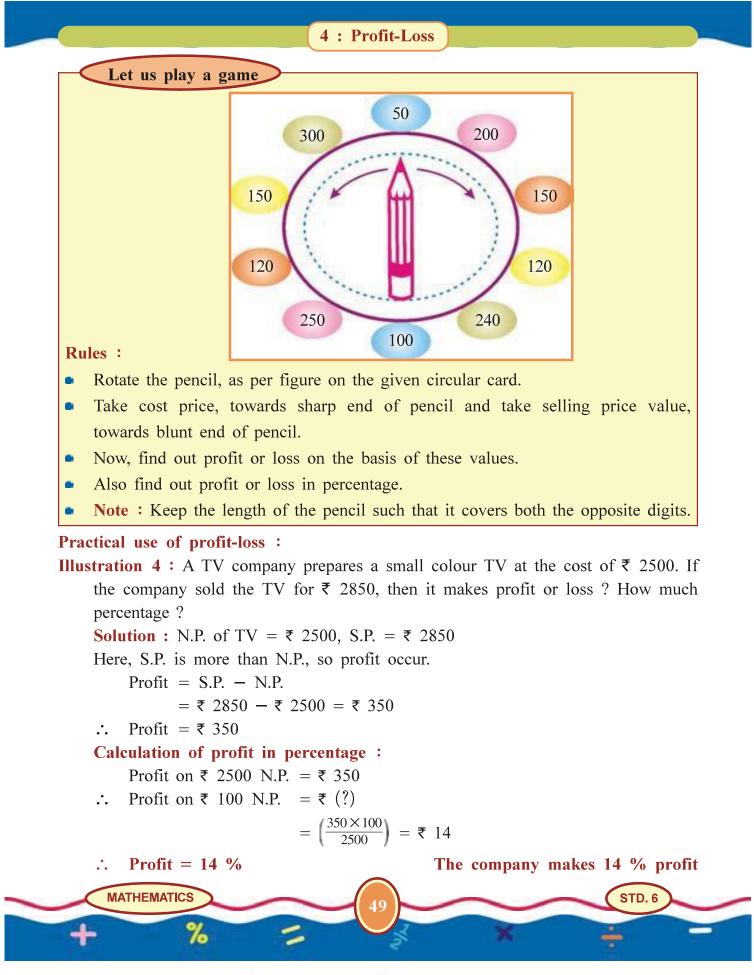
Loss (in percentage) % = $\frac{\text{Loss}}{\text{C.P. or N.P.}} \times 100$



Find profit or loss in rupees and in percentage from given information.
 (Calculation necessary) :

No.	Cost price (in rupees)	Expense (in rupees)	Selling price (in rupees)	Profit / loss (in rupees)	Profit / loss (in %)
(1)	235	15	225		
(2)	930	70	850		
(3)	2300	-	2760		
(4)	3150	250	4250		
(5)	5350	150	5390		





4 : Profit-Loss

Illustration 5: Ritaben bought a dining set in ₹ 5000. Cover for the table and seat for the chair costing ₹ 1000. After some time, she sold this dining set in ₹ 6360 as she has to go to foreign. So, she makes profit or loss? How much percentage? **Solution :** C.P. of dining table = \gtrless 5000, Expense = \gtrless 1000, S.P. = \gtrless 6360 N.P. = C.P. + Expense= ₹ 5000 + ₹ 1000 = ₹ 6000 Here, S.P. is more than N.P., so profit occur. Profit = S.P. - N.P.= ₹ 6360 - ₹ 6000 = ₹ 360 Calculation of profit in percentage : Profit on ₹ 6000 N.P. = ₹ 360 Profit on \gtrless 100 N.P. = \gtrless (?) ... $=\left(\frac{360 \times 100}{6000}\right) = \gtrless 6$ Profit = 6%Ritaben got 6 % profit ... Illustration 6 : Dhruvkumar bought 10 swings for ₹ 12,000. Rent to bring it upto shop is ₹ 2000. If he sells 1 swing at ₹ 980, then find profit or loss. How much percentage ? **Solution** : C.P. of swing = ₹ 12,000, Expense = ₹ 2,000 N.P. = C.P. + Expense= ₹ 12,000 + ₹ 2,000 = ₹ 14,000 Dhruvkumar sells a swing at ₹ 980. So, to find profit or loss, we should find N.P. N.P. of 10 swings = ₹ 14,000 Second Method : N.P. of 1 swing = ₹ (?) ... Selling price of a swing is ₹ 980 $=\left(\frac{14000 \times 1}{10}\right) = ₹ 1400$ \therefore S.P. of 10 swing = 980 × 10 = ₹ 9800 N.P. of 1 swing = ₹ 1400, S.P. = ₹ 980 \therefore S.P. of 10 swing = ₹ 9800 Here, N.P. is more than S.P, so loss occur. Loss = 14000 - 9800Loss = N.P. - S.P.= 4200= ₹ 1400 - ₹ 980 Loss percentage = $\frac{4200 \times 100}{14000}$ = ₹ 420 = 30 %Now, find out the loss. MATHEMATICS **STD.6**

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%

	4 : Profit-Loss	
Loss on ₹ 1400 N.P. =	₹ 420	
Loss on \gtrless 100 N.P. =	₹ (?)	
=	$\left(\frac{420 \times 100}{1400}\right) = \frac{420}{14}$	= ₹ 30
\therefore Loss = 30 %		
Dhruvkumar suffers 30 %	loss	



- (1) Pankajbhai bought a buffalo at ₹ 25,000. After some time he sold the buffalo at ₹ 22,500. Find profit or loss. Also find its percentage.
- (2) A merchant bought jaggery (gud) of ₹ 1225. For this, he gave ₹ 25 labour. Merchant gets ₹ 1325 on selling of this jaggery in loose. Find profit or loss and its percentage.
- (3) Rubi bought a digital camera at ₹ 6000. After sometime she sold it at ₹ 5580.
 Find profit or loss in this transaction. Also find its percentage.
- (4) John bought cloth at ₹ 225, out of it, to make a pants he spent ₹ 75. Now he sells this pants to his friend for ₹ 285. Find profit or loss and its percentage.
- (5) A mobile repairer bought an old mobile at ₹ 1575. After repairing at ₹ 225, he sold it at ₹ 2160. Then find profit or loss and its percentage.
- (6) Nasim bought a water tank, to store water at ₹ 1200. He spends ₹ 300 to cover it with metal sheet. After sometime, they need a big tank, so he sold old tank at ₹ 1200. Find profit or loss and its percentage.
- (7) Mayur buys 10 score (cori) kites (1 score = 20 nos.) at ₹ 640. He paid ₹ 60 to bring it to the home, for rickshow. If he got ₹ 770 on selling of total kites, then did he make profit or suffer loss ? How much percentage ?
- (8) Rakesh buys a bicyle at ₹ 3000. He sold this bicycle to his friend Mahesh at ₹ 2550. Find profit or loss and its percentage.
- (9) Bhupendrabhai bought a packet of sarees at ₹ 6000. He sold this packet to other merchant at ₹ 7200. Find profit or loss and its percentage.



(1) Jitubhai buys a T-shirt at ₹ 500 and sold it to his friend at ₹ 500. Did he get profit or loss ? How much percentage ?



4 : Profit-Loss

- (2) Ramila buys a scooty at ₹ 38,000. After 2 years she sold it at ₹ 30,400. Then, how much percentage profit or loss Ramila gets ?
- (3) Aarati bought 10 dresses at ₹ 6300. She paid ₹ 200 extra as expenses. If she sold all the dresses at the cost of ₹ 780 per dress, how much percentage profit or loss does she make ?
- (4) Aasifbhai bought a refrigerator at ₹ 10,000. After sometime he sold it to his friend at ₹ 9000, then how much percentage profit or loss does he make ?
- (5) Namrataben bought 20 sarees at the cost of ₹ 200 per saree. She got ₹ 5000 on selling of these sarees. Then how much percentage profit or loss does she make ?



Practice 1

- (1) ₹ 25 Loss, 10 % Loss (2) ₹ 150 Loss, 15 % Loss (3) ₹ 460 Loss, 20 % Profit
- (4) ₹ 850 Loss, 25 % Profit (5) ₹ 110 Loss, 2 % Loss

Practice 2

- (1) 10 % Loss (2) 6 % Profit (3) 7 % Loss (4) 5 % Loss (5) 20 % Profit
- (6) 20 % Loss (7) 10 % Profit (8) 1.5 % Loss (9) 20 % Profit

Exercise

- (1) No profit no loss, 0 % profit or loss
- (2) 20 % loss (3) 20 % profit (4) 10 % loss (5) 25 % profit
- Project work : Calculate profit or loss and its percentage of the activity of co-operative society running in your school. (Teacher should give information about the activity of co-operative society, running in the school.)
 Profit or loss on C.P. or N.P. of ₹ 100 is the percentage of profit or loss.
 When we write profit or loss in percentage (%) unit is not written.





Power and Exponent

Let us remember :

Dear friends, in earlier classes we have studied that multiplication is recurring addition. So, let us recall the knowledge.

4 + 4 + 4 + 4 + 4 = 20

Here, 4 is added five times.

It is written as 4×5 in short.

See the following Table, understand it and complete it :

Recurring addition	Meanings	Multiplicative form
5 + 5 + 5	Addition of 5, three times	5 × 3
3 + 3 + 3 + 3 + 3	Addition of 3, five times	3 × 5
7 + 7 + 7 + 7	Addition of 7, four times	7 ×
8 + 8 + 8 + 8 + 8 + 8 + 8		×7
	Addition of 1, ten times	×
9 + 9 + 9 + 9 + 9 + 9		×

Thus, addition of a number with same number is called recurring addition. Recurring addition of numbers means multiplication.

Let us learn new :

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Form of Power :

As recurring addition is called multiplication, same way recurring multiplication is called exponent form.

 $4 = 2 \times 2 = 2^{2}$ $8 = 2 \times 2 \times 2 = 2^{3}$ $16 = 2 \times 2 \times 2 \times 2 = 2^{4}$ $32 = 2 \times 2 \times 2 \times 2 \times 2 = 2^{5}$

%

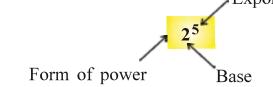
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5 : Power and Exponent

The number, which multiplies many times is written as base and the number multiply how many times is written as its power.

e.g. $32 = 2 \times 2 \times 2 \times 2 \times 2 \times 2$ is written in power form as 2^5 . where, Exponent



 2^5 is a form of power, where 2 is base and 5 is exponent. (Read : Two raised to five) e.g. $10^2 \rightarrow$ Ten raised to two or Ten square.

 $5^3 \rightarrow$ Five raised to three or five cube.

Thus, recurring multiplication of a number with same number is called form of power. If a number repeats only one time then its exponent is not written.

e.g. $5 = 5^1 = 5$

Table 1 : Read, understand and complete :

Recurring multiplication	Form of power	Base	Exponent	Read as
$3 \times 3 \times 3 \times 3$	34	3	4	Three raised to 4
$5 \times 5 \times 5 \times 5 \times 5 \times 5 \times 5$	56	•••••	•••••	Five raised to 6
	6 ⁵			
		7	6	
$1 \times 1 \times 1 \times 1 \times 1$				

Illustration 1 : Convert into form of power : $2 \times 2 \times 2 \times 5 \times 5$

$$\frac{2 \times 2 \times 2}{= 2^3 \times 5^2} \times \frac{5 \times 5}{= 5^2}$$

Illustration 2: Convert into form of power : $2 \times 2 \times 3 \times 3 \times 7 \times 7 \times 2 \times 7 \times 7$

$$\underline{2 \times 2 \times 2} \times \underline{3 \times 3} \times \underline{7 \times 7 \times 7 \times 7}$$

$$= 2^3 \times 3^2 \times 7^4$$







- 1. Write the following recurring multiplication into form of power :
 - (1) $2 \times 2 \times 5 \times 5 \times 12 \times 12$
 - (2) $5 \times 5 \times 5 \times 14 \times 14 \times 14 \times 3 \times 3 \times 3$
 - $(3) \quad 4 \times 4 \times 6 \times 6 \times 6 \times 7 \times 7 \times 7 \times 7$
 - (4) $3 \times 3 \times 5 \times 3 \times 5 \times 3$

2. Fill in the blanks, to make the statement correct :

- (1) $8 \times 8 \times 8 \times 8 \times 8 \times 8$ is written as in form of power.
- (2) In 5^9 , base is and exponent is
- (3) 'Ten raised to four' is written as in form of power.

To find the value of the form of power :

We have seen that, how recurring multiplication is written in the form of power. Now, we have to find the value of the form of power.

Illustration 1 : Find the value of 4^3 .

$$4^{3} = 4 \times 4 \times 4$$
$$= 16 \times 4$$
$$= 64$$

Same way, we have to find the value of the form of power :

Illustration 2 : Find the value of 10^3 .

Thus, if base is 1 and for any number in exponent, the answer is always 1.

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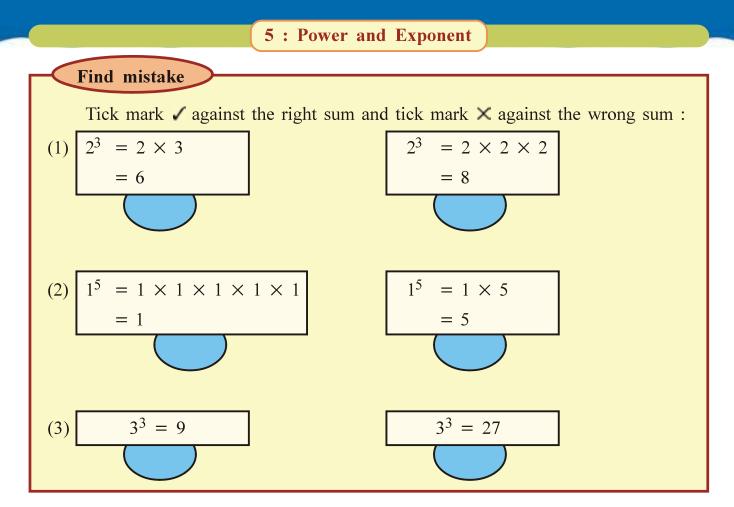
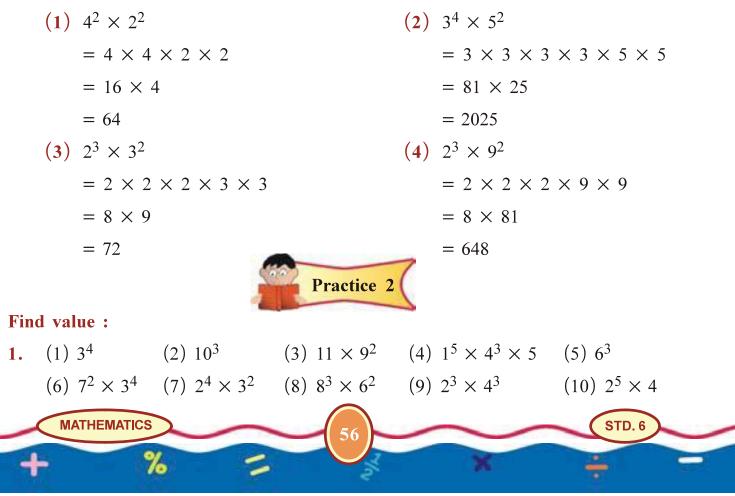


Illustration : Find the value of following form of power :



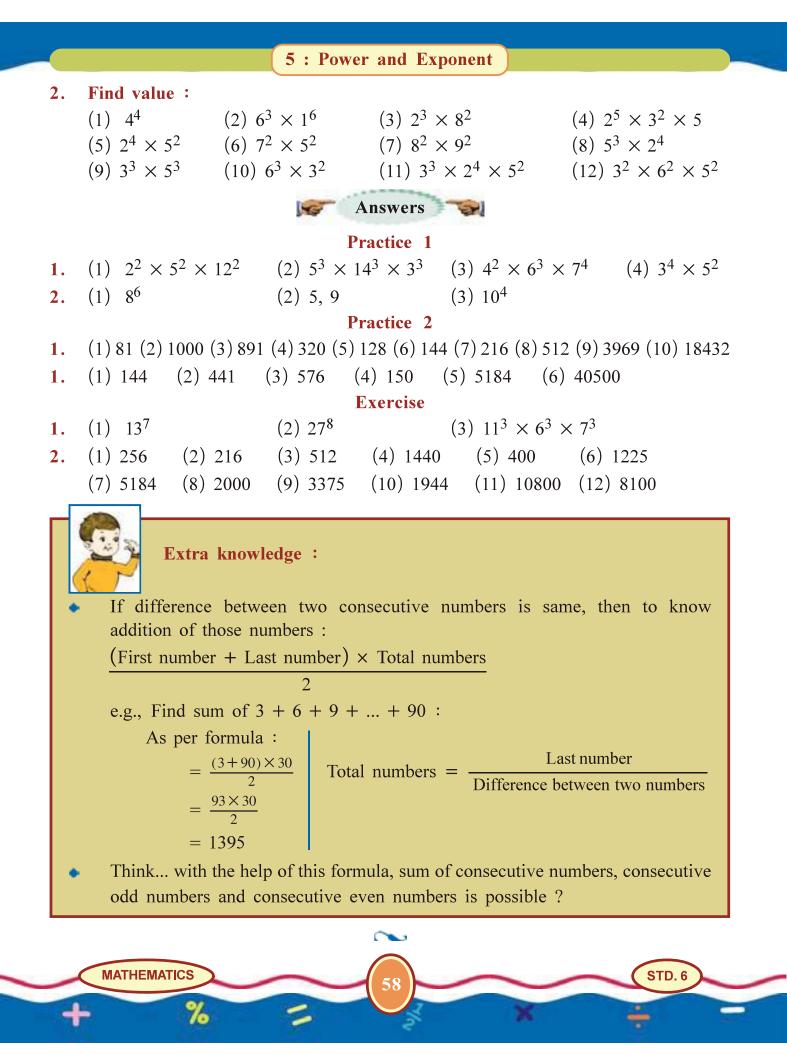
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		5 : Power and Expo	nent			
2.	(1) $2^4 \times 3^2$	(2) $3^2 \times 7^2$	(3) $2^2 \times 3^2 \times 4^2$			
	(4) $1^7 \times 5^2 \times 6$	(5) $2^2 \times 3^4 \times 4^2$	(6) $3^2 \times 5^3 \times 6^2$			
٠	Know these :					
	Here, some figures an	e given differently in the f	form of power :			
	(1) $64 = 8 \times 8 = 3$	32				
	$64 = 4 \times 4 \times 4$	$4 = 4^3$				
	$64 = 2 \times 2 \times 2$	$2 \times 2 \times 2 \times 2 = 2^6$				
	(2) $16 = 4 \times 4 = 4$	4 ²				
	$16 = 2 \times 2 \times 2$	$2 \times 2 = 2^4$				
	(3) $125 = 5 \times 5 \times$	$5 = 5^3$				
	(4) $216 = 6 \times 6 \times$	$6 = 6^3$				
	$216 = 2 \times 3 \times$	$2 \times 3 \times 2 \times 3 = 2^3 \times 3$	33			
	(5) $343 = 7 \times 7 \times$	$7 = 7^3$				
	(6) Show 81 in diff	erent ways as form of pow	er :			
	$81 = \dots \times \dots = \dots^2$					
	$81 = \dots \times \dots \times \dots \times \dots \times \dots \times \dots = \dots 4$					
	Dear friends, think about more than 7 number.					
	When recurring multi	plication is written in short	, then it is called form of power.			
	Exponent					
	25					
	Form	of power Base				
	Exercise					
		CA (
1. Write the following recurring multiplication into the form of power :						
		× 13 × 13 × 13 × 13				
	· · ·	× 27 × 27 × 27 × 27 × 1				
	$(3) 11 \times 11 \times 6 \times$	$6 \times 6 \times 11 \times 7 \times 7 \times$	7			
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Polynomial

Let us remember :

In Standard 5, we have learnt to write mathematical statement into symbolic form. e.g. 3 is added to 'a' is written as a + 3.

• '6 is subtracted from four times of y' is written as 4y - 6. Now, like this write the following mathematical statement into symbolic form.

No.	Mathematical statement	Symbolic form
1.	7 is subtracted from a	
2.	4 is subtracted from 5 times of y	
3.	5 is added to third part of x	
4.	b is divided by 6 and then add 15	
5.	A number is subtracted from 13	

- 6x 5 is the symbolic form of mathematical statement. Its mathematical statement is written as '5 is subtracted from six times of x' or '6 is multiplied by x and then 5 is subtracted from it.'
- $\frac{y}{2}$ + 3, its mathematical statement is '3 is added on dividing y by 2' or '3 is added to half of y.'

Now, write the following symbolic form into mathematical statement :

No.	Symbolic form	Mathematical statement
1.	5x + 6	
2.	7x - 8	
3.	2x + 3	
4.	$\frac{x}{2} + 1$	
5.	$\frac{x}{3} + 2$	
6.	$\frac{a}{5} - 7$	



6 : Polynomial

Let us learn new :

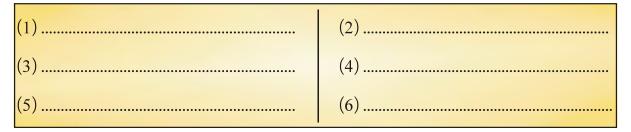
Monomial, Binomial and Trinomial :

- Polynomial 18*abc* has only one term. (It is understood that (18*abc* + 0) is monomial but it is polynomial.)
- In polynomial $5x^2 12xy$ there are two terms : $5x^2$ and 12xy.
- $12x^2 + 3xy 4x^2yz$ is also a polynomial. There are three terms : $12x^2$, 3xy and $4x^2yz$.

Terms of polynomial is joined with + (plus) or - (minus) sign.

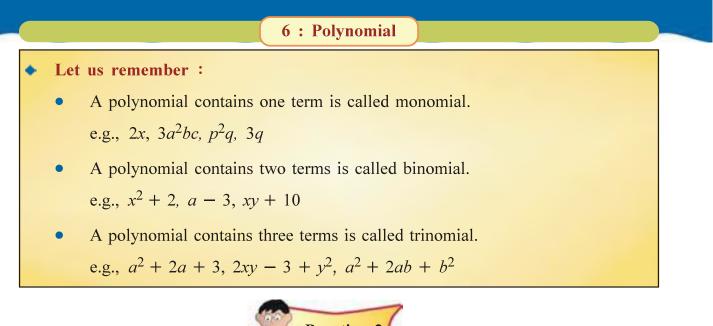


- 1. Write the number of terms in following polynomials :
 - (1) $7x^3 + 8x^2 + 9xy + 4y^2$ (2) $2xy + 3x^2 25y^3$
 - (3) a^2bc (4) $6a + 5b 10ab a^2 b^2$
- 2. Write six polynomials having different terms :



3. Classify the polynomial written in Question 2 into monomial, binomial and trinomial :

Monomial	Binomial	Trinomial	
	••••••		
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1. $8ab, a^{2}b + 3, -9x^{2},$ -4x + y, -9xy + 5, $6p^{2} - 5, -7x^{2}y^{2},$ 6xy + 3x - 3, 9abc

Classify polynomials given in the box and write only monomial in your notebook.

2. Dear students, write three-three illustrations each of monomial, binomial and trinomial in the following Table :

Monomial Binomial		Trinomial	
(1)	(1)	(1)	
(2)	(2)	(2)	
(3)	(3)	(3)	

Power of Terms :

We have learnt in Power and Exponent that $4 \times 4 = 4^2$, where 4^2 is the form of power. Where 4 is base and 2 is exponent, same way in x^4 , x is base and 4 is exponent. Here x is variable.



6 : Polynomial

See and understand :

No.	Term	Variable	Power of variable
1	$5x^2$	x	2
2	$-3y^5$	У	5
3	8 <i>a</i>	а	1
4	12 <i>b</i> ⁴	Ь	4
5	a ³	а	3
6	7m ⁶	т	6

Like (15) is also a monomial; it is constant term. In constant term exponent of variable is zero.

e.g. $15 = 15 \times x^0$

In 7th Standard we will learn that $x^0 = 1$.

 \therefore 15 × 1 = 15

Thus, exponent of variable in constant term is zero. Thus, 23, -5 and 18 etc. are constant term. Now, we will know the sum of exponent of variable as power of term. (or degree of term.)

See, understand and complete :

No.	Term	Variable	Exponent of variable	Power of term
1	$4x^3y^2$	x	3	3 + 2 = 5
		У	2	512 5
2	$-5a^2b^3c^4$	а	2	
		Ь	3	2 + 3 + 4 = 9
		С	4	
3	$7x^2y^2z^2$			
4	$-2x^3y^4$			

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6 : Polynomial

In the given term, sum of the exponent of variable is called power of term. e.g. in the term $4x^3y^2$, power of the variable x is 3 and power of variable y is 2. So, the power of the term $4x^3y^2$ is 3 + 2 = 5.

Numerical co-efficient of Terms :

We know that, $2 + 2 + 2 = 2 \times 3$, $3 + 3 + 3 + 3 = 3 \times 4$, $5 + 5 = 5 \times 2$ Similarly, $a + a = a \times 2 = 2a$ $b + b + b = b \times 3 = 3b$ $xy + xy + xy + xy = xy \times 4 = 4xy$ $a^{2}b^{2} + a^{2}b^{2} + a^{2}b^{2} + a^{2}b^{2} = a^{2}b^{2} \times 5 = 5a^{2}b^{2}$

Here, 2*a*, 3*b*, 4*xy* and $5a^2b^2$ are polynomials. In polynomial 2*a*, 2 is multiplied with variable '*a*'. So, it is called co-efficient of variable '*a*'. In polynomial 3*b*, 3 is multiplied with variable '*b*', it is called co-efficient of variable '*b*'. In polynomial 4*xy*, 4 is the co-efficient of variable '*xy*' and in $5a^2b^2$, 5 is the co-efficient of variable a^2b^2 . Thus, in the term, the constant number which is multiplied with the term is called co-efficient of term.

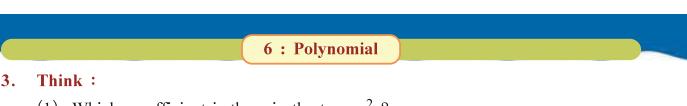
See and understand :

No.	Term	Variable	Co-efficient of term
1.	10x	x	10
2.	— 3 <i>y</i>	у	-3
3.	a ²	а	1
4.	6 <i>b</i> ²	b	6
5.	-ab	a and b	-1
6.	7 <i>m</i> ³ <i>n</i>	<i>m</i> and <i>n</i>	7



- 1. Make five terms by using different variables. Give variable of each term and co-efficient of terms.
- 2. Write variable of the term, power of the term, co-efficient of the term and exponent of the term : $4x^2$, $-y^3$, $3x^2y^3z^6$, $-15abc^2$



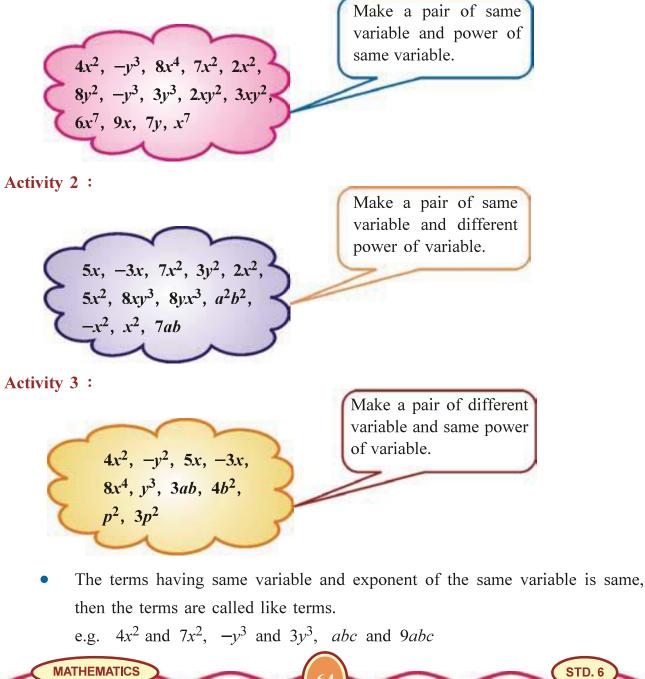


- (1) Which co-efficient is there in the term x^2 ?
- (2) How many power has the term 3abc?
- (3) In 12x + 7, power of the term 7 is what ?

Like Terms and Unlike Terms

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Activity 1 :



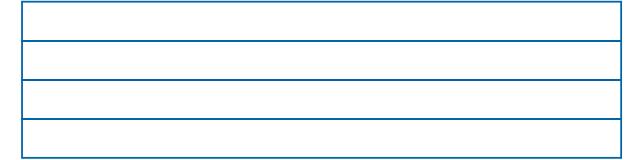
6 : Polynomial

• The terms having equal variable or unequal variable but power of variable is not same, then the terms are called unlike terms. In short, the terms which are not like terms are called unlike terms.

e.g., $7x^2$ and $3y^2$, x^2 and x^3 , 4ab and $-7a^2b^2$



- **1.** Make a pair of like terms from the given terms : $5x, 7x^2, -3y^2, -5x^2, 7ab, 3a^2b^2, xy, 3xy, 6a^2b^2, -10y^2, a^7, 14x^7$
- 2. Write unlike terms from question 1 in the given box :



To find the value of polynomial :

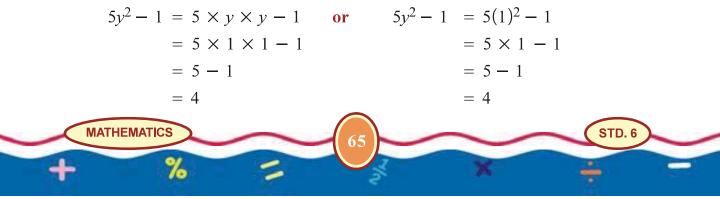
We know that 4x is a polynomial. If a value of variable is placed in it, then we get the value of polynomial. If variable x = 3 is taken, then,

$$4x = 4 \times x$$
$$= 4 \times 3$$
$$= 12$$

Illustration 1 : Find the value of $5m^2$ by taking m = 2.

$5m^2 = 5 \times m \times m$	or	$5m^2 = 5(2)^2$
$= 5 \times 2 \times 2$		$= 5 \times 4$
= 20		= 20

Illustration 2: If y = 1, then find the value of $5y^2 - 1$.



6 : Polynomial

Illustration 3 : If x = 2 and y = 3, then find the value of $x^2 + xy + y^2$ $x^2 + xy + y^2 = x \times x + x \times y + y \times y$ $= 2 \times 2 + 2 \times 3 + 3 \times 3$ = 4 + 6 + 9 = 19Practice 5

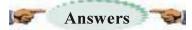
1. Find the value of the following polynomials by taking x = 1, y = 3 and a = 2: (1) x + y (2) x + y - a (3) 4x - y (4) $a^2 - x$ (5) x^2 (6) 3a + xy(7) $y^2 - a^2$ (8) $x^2 - 6xy + x^2$ (9) $4x^2 + 2xy + 9y^2$ (10) $a^2 - 6ax + 9x^2$



- 1. Write co-efficient and power of each term of the following polynomials : (1) $5x^3 + 2xy + 3$ (2) $12x^4 - 6xy^2 + 4$ (3) $8a^6 - 13$
- 2. Write the polynomial having constant term from the given polynomials : $2x^2 + 3xy$, $4x^2 + 2x - 3$, x + 4, $12x^2 + ab$, $6a^2 + 5ab + 7$, -9x, 16, $6x^2 - 6x + 5$, $12p^2 + 9p$
- 3. Make pairs of like terms from given polynomials :

(1)
$$4x^2 - x + 5$$
 and $3x^2 - 2x + 7$

- (2) $7x + 3y 8x^2$ and $7x^2 2x y$
- (3) $a^2 + 2ab + b^2$ and $3b^2 ab + 2$
- 4. If m = 2 and n = 1, then find the value of following polynomials :
 - (1) m + 3 (2) $4m^2$ (3) $m^2 + 6$ (4) $3n^2$ (5) 5m 6n (6) mn n(7) $n^2 + 3mn$ (8) $2m - 3n^2$ (9) $3m^2 - 12mn + 4n^2$ (10) $3n - 2m^2 + 3$



Practice 1

1. (1) 4 (2) 3 (3) 1 (4) 5



6 : Polynomial

Practice 2

1. 8*ab*, $-9x^2$, $-7x^2y^2$, 9*abc*

Practice 3

2.	Term	Variable	Power of variable	Co-efficient of terms	Power of term
	$4x^2$	x	2	4	2
	$-y^2$	у	3	-1	3
	$3x^2y^3z^6$	х, у, z	2, 3, 6	3	11
	$-15abc^2$	a, b, c	1, 1, 2	-15	4

Practice 4

1. $7x^2$ and $-5x^2$, $-3y^2$ and $-10y^2$, $3a^2b^2$ and $6a^2b^2$, xy and 3xy

Practice 5

- (1) 4 (2) 2 (3) 1 (4) 3 (5) 1 (6) 9 (7) 5 (8) (-8) (9) 49 (10) 1 Exercise
- **4.** (1) 5 (2) 16 (3) 10 (4) 3 (5) 4 (6) 1 (7) 7 (8) 1 (9) (-8) (10) (-2)



Extra knowledge :

- In daily life of common people, there is practical and important use of maths. On the basic elements of maths one can live his routine life. Vegetables vendors, hawkers they are nearly illiterate but they do perfect calculation.
- Main aim of maths teaching is that the students think perfectly and logically.
- In maths teaching, for practice, oral work and short calculation, mind development is important.



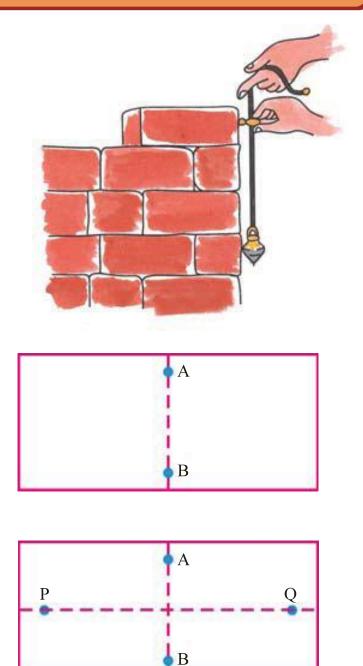
Perpendicular Lines

You have seen the building under construction. In it you have seen the worker used a string and a top. Do you know, with the help of a string and a top, what he would see ? With the help of top he decided that the wall and the floor is exactly at right angle or not.

Activity 1 :

Take a rectangular paper. As shown in the figure, fold it vertically from the middle so that it makes a half. Unfold the paper and the point at which the paper folds, give names A and B. Again fold the paper horizontally so that paper is divided into another two parts. Again unfold the paper and the point at which paper folds give names P and Q.

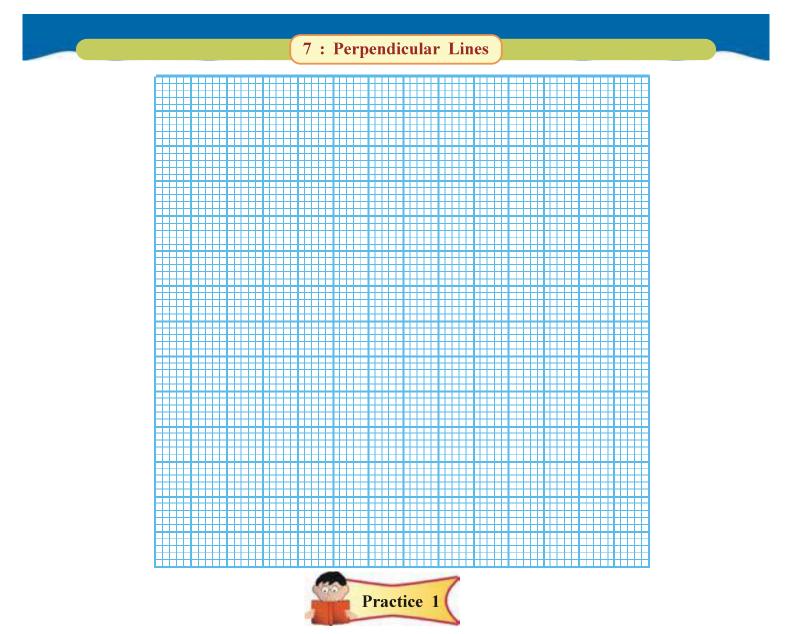
You can see that both folded part intersects each other at right angle. i.e. \overline{AB} and \overline{PQ} are mutually perpendicular.



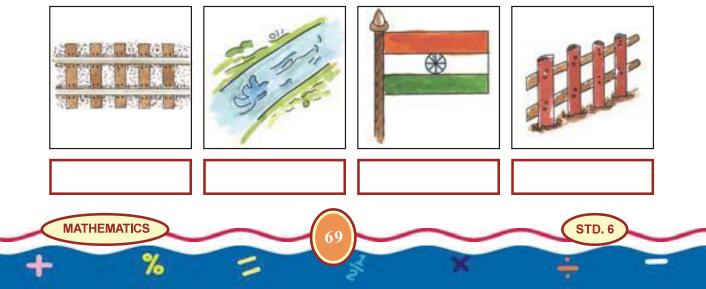
Activity 2 :

On the given graph paper, draw lines so that it intersects each other at right angle and name it.

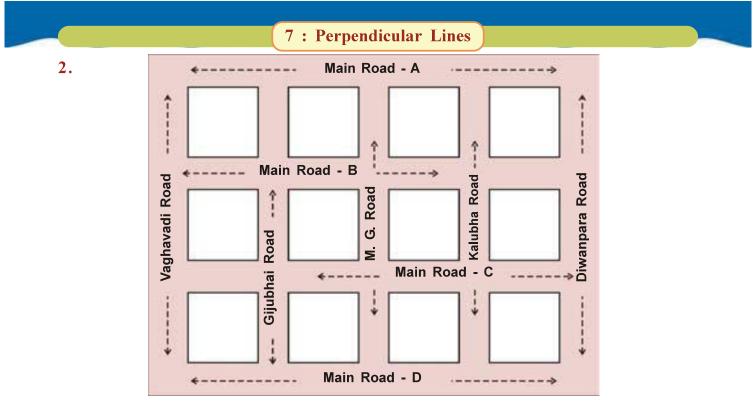




1. See the following pictures, from these pictures, tick mark () which has mutually perpendicular :



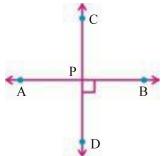
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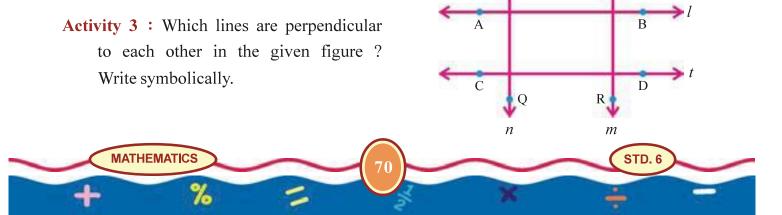
In the above picture, think that which roads are mutually perpendicular to each other ?

Perpendicular lines :

See the adjoining figure carefully. In it, two lines $\stackrel{\leftrightarrow}{AB}$ and $\stackrel{\leftrightarrow}{CD}$ intersects each other at point P, in which $\angle P$ is right angle. Thus, both lines intersect each other at right angles.



Two lines intersecting at right angle is called perpendicular lines.
 AB and CD are mutually perpendicular lines in above figure. Symbolically it is written as AB ⊥ CD or CD ⊥ AB. (Read : Line AB perpendicular to line CD or line CD perpendicular to line AB.)



7 : Perpendicular Lines

Activity 4 : Think

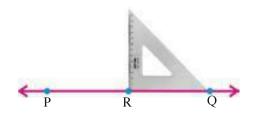
- (1) In your classroom, where do you see perpendicular lines ?
- (2) In your notebook, two adjacent lines seems perpendicular or not ?

To draw perpendicular lines with set square :

Illustration 1: Point R is given on \overrightarrow{PQ} . Draw perpendicular line through point R.

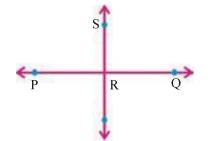
Steps :

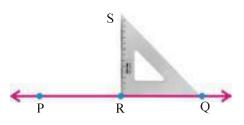
• Take point R on a line \overrightarrow{PQ} .





- Now, adjust the set square on \overrightarrow{PQ} such that its right angle point touches point R and edge is exactly on the line.
- Take a point S, on vertical edge of set square, on the paper.
- Now, take away set square.





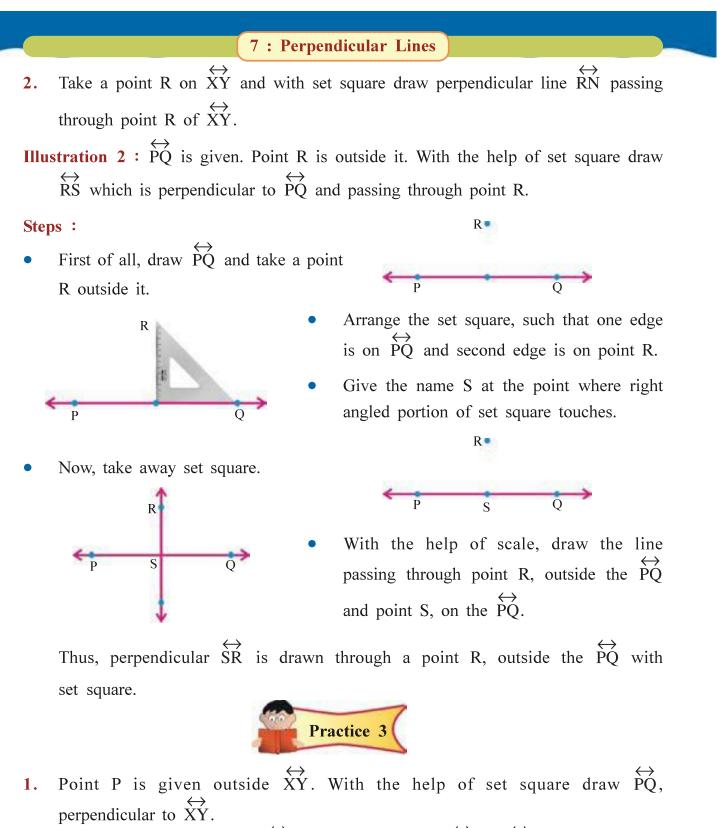
By joining the point R, which is on \overrightarrow{PQ} and a point S, which is outside the line, draw \overleftrightarrow{SR} .

Thus, with the help of set square, a perpendicular \overrightarrow{SR} is drawn through point R \overrightarrow{PQ} .



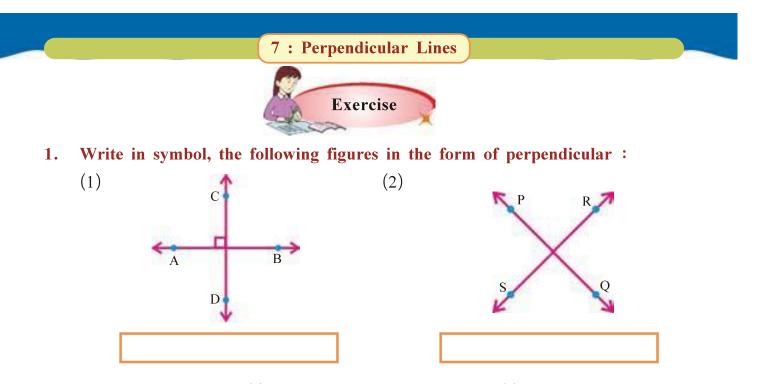
1. Point P is given on \overleftrightarrow{AB} . With the help of set square, draw line \overleftrightarrow{PQ} passing through point P and perpendicular to \overleftrightarrow{AB} .





2. Take a point J outside the \overrightarrow{AB} , draw perpendicular \overrightarrow{JK} on \overrightarrow{AB} with the help of set square.





- 2. Point O is given on \overrightarrow{MN} . Draw perpendicular line to \overrightarrow{MN} and passing through point O with set square.
- 3. Point J is given outside \overrightarrow{RS} . Draw perpendicular \overrightarrow{JK} to \overrightarrow{RS} with set square.



- **No, maths is not hard :** Generally, students believed that, maths is hard subject. But it is not true.
 - Maths teaching is making easier with the help of mathematics tools, entertainment activities, games on logic, mathematics magic box, etc.



