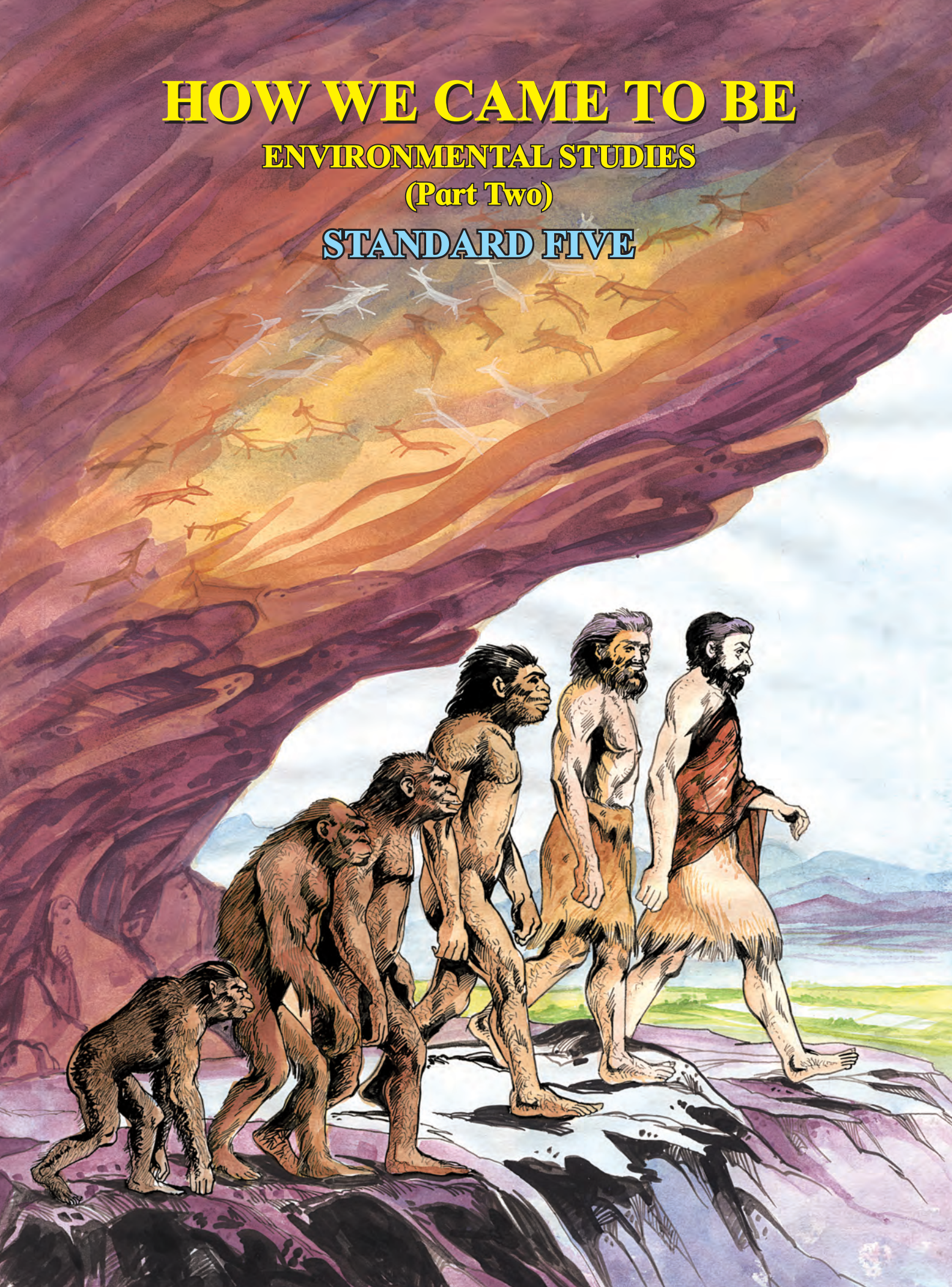


HOW WE CAME TO BE

ENVIRONMENTAL STUDIES

(Part Two)

STANDARD FIVE



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.



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HOW WE CAME TO BE

ENVIRONMENTAL STUDIES

(Part Two)

STANDARD FIVE



**Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune.**



PX5Y5H

The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

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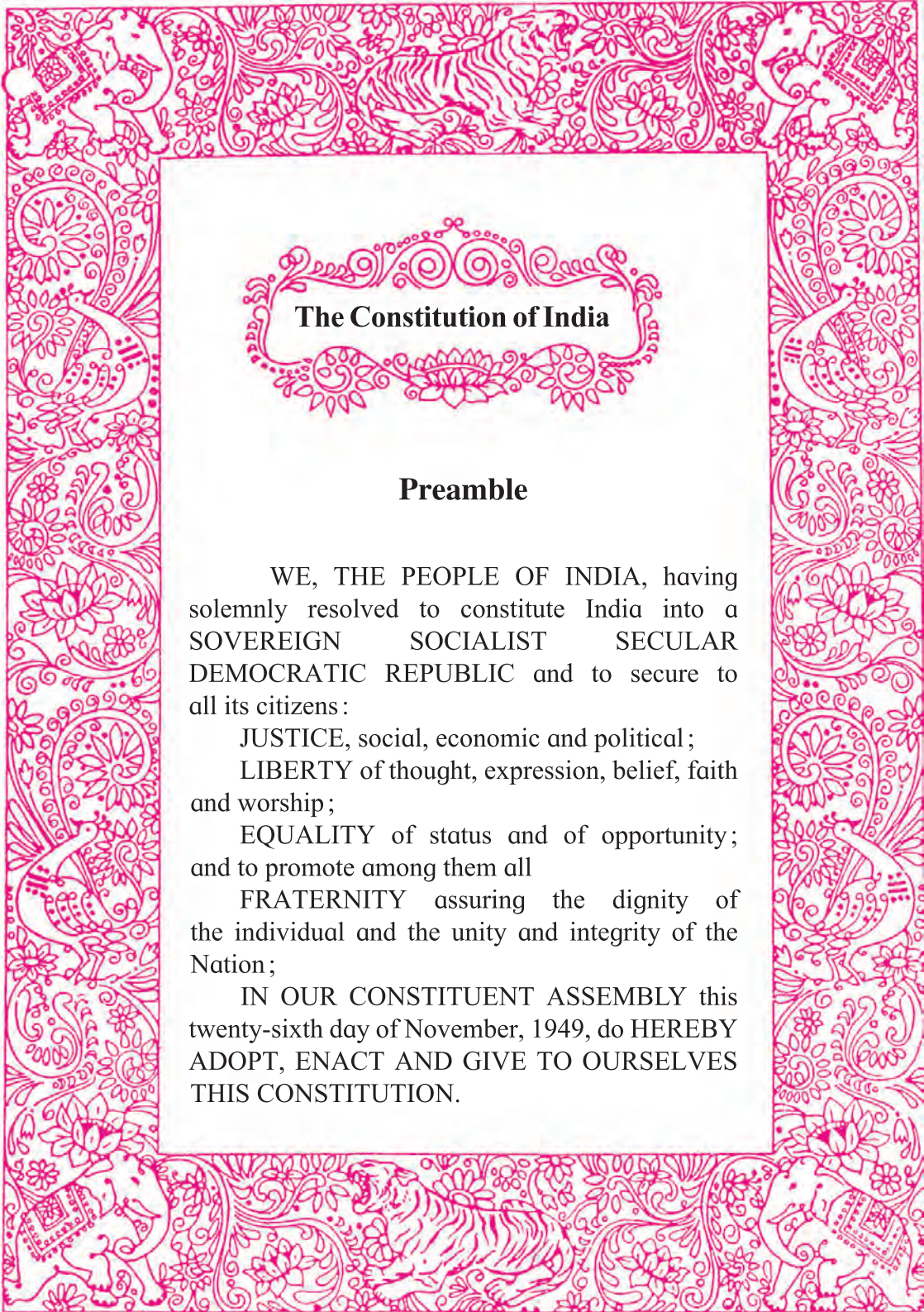
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

The '**Primary Education Curriculum - 2012**' was prepared in the State of Maharashtra following the '**Right of Children to Free and Compulsory Education Act, 2009**' and the '**National Curriculum Framework 2005**'. Implementation of this Government approved curriculum began serially from the academic year 2013-14. This curriculum includes the subjects General Science, Civics and Geography under 'Environmental Studies - Part 1' from Standard III to Standard V. It specifies that the subject History will be independent under 'Environmental Studies - Part 2'. The Textbook Bureau has prepared this textbook for 'Environmental Studies - Part 2' for Std V according to the syllabus approved by the State Government. We are happy to place this textbook in your hands.

Our approach while designing this textbook was that the entire teaching-learning process should be child-centred, the method of self-study should receive more emphasis, at the end of Primary Education the students should have attained the desired competencies and the process of education in general should become enjoyable and interesting.

This book has been designed in such a way that right from the start children would realize that history is a scientific discipline. In the journey of mankind from the primitive to the modern man, nature and the environment must be seen as two very important factors. The book begins with the question, 'What is history?' As it is difficult to understand history without an understanding of the concept of time, an effort has been made to give a scientific explanation of the concept in simple words. Humans designed and made tools according to their needs. The environment around them changed with the changing climate. As a result, their needs and the nature of their work changed, too. With these changes, their tools also went on changing. The stage of civilization achieved by *Homo sapiens sapiens* is the pinnacle of the prehistoric period and marks the beginning of the historic period. This is how mankind's progress has been described in this book. The information in the boxes given at the end of the lessons will help to make learning more effective for the students. However, it is not meant for evaluation. Separate instructions have been given for teachers and parents. We have tried to provide a variety of exercises to make them interesting for the students. Activities have been given to promote active learning.

The book was scrutinized by archaeologist Dr M. K. Dhavalikar and many educationists and subject experts from all parts of the State to make it as flawless and standard as possible. The comments and suggestions received from them have been carefully considered while finalizing the book. The History Subject Committee, Panel, author and the artist have taken great pains to prepare this book. The Bureau is thankful to all of them.

We hope that this textbook will receive a warm welcome from students, parents and teachers.



(C.R. Borkar)
Director

Pune

Date : November 27, 2014

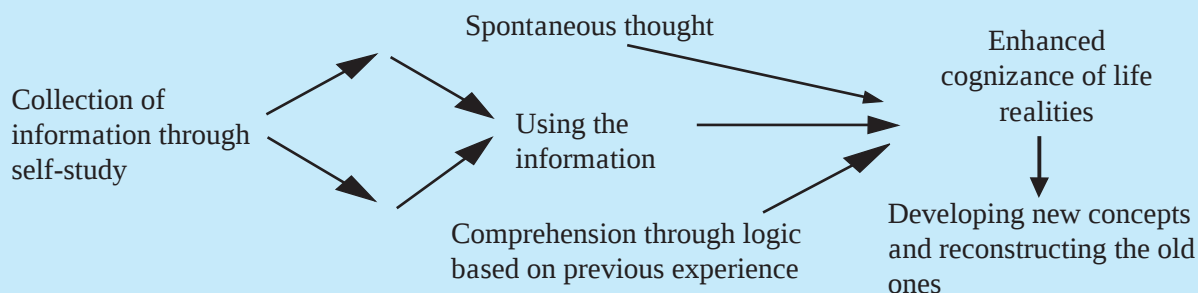
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Maharashtra State Bureau of
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Curriculum Research, Pune.

- For Teachers and Parents –

The guiding principle of the constructivist method of education is ‘developing an understanding of life through education’. It is considered important that the learning process is not limited only to gaining information of the given subject with the help of the teacher and the textbook, but that it also enables the student to link that information to his/her own world of experience. Self-study is an essential factor in achieving this. The classroom environment and the design and structure of the textbook also need to be conducive to self-study.

The process of knowledge construction may be presented thus:



This textbook has been designed keeping all of the above in mind.

- An effort has been made to present the subject in such a way that one topic smoothly leads to another and the student is encouraged to probe further.
- In addition, each chapter is linked to the previous one so that children develop an understanding of the history of civilization as the unbroken chain of events that it is. This has been done taking due care to retain the scientific foundation of the subject.
- Separate boxes are used to present information and pictures to facilitate the use of constructivist methods of learning. Students may use them as a source of additional reading matter while teachers and parents will find them useful as reference material. Teachers are not expected to use this matter for setting questions.
- The main subject matter of the textbook and the additional information are arranged so as to underline the processes that shape observable cultural events as also to make the reader aware of the logic behind those processes. Creative thinking on the part of teachers as well as parents will help to make this process as novel as possible. Thereby, the role of teachers and parents would be transformed from uninvolved transmitters of information into that of co-participants and facilitators in the process of learning.
- Dialogue with peers and ample opportunity for self-expression are of great importance in the constructivist method. The activities based on the units in individual chapters would help to make this possible. Each child comes with an independent intellect. However, if they are organized into small groups, with each group being assigned an independent activity and guided to conduct group discussions, children will learn to communicate. Their ability to express themselves will also develop in the natural course of these group activities. In addition, they will, without requiring any extra effort, also develop an awareness that every topic has several aspects.
- Through the lessons in this textbook, students will learn that environment and culture are interdependent. The activities will help to further develop these sensibilities.
- The exercises given at the end of each chapter are by way of examples. To make the process of evaluation continuous and comprehensive, teachers may develop a question bank in line with these examples.

English Environmental Studies - Part 2 - Standard V

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/individually and encouraged to : • share experiences and discuss about the information collected or places visited with peers, teachers and elders. • visit departments/ institutes in the surroundings for example, Bank, Water Board, and Hospital and Disaster management centre and interact with related people and interpret different documents related to them. • discuss with elders and use pictures, visit museums and collect information related to the lives for food, shelter, availability of water, means of livelihood, practices, customs, techniques, of different regions and different time periods. • visit the night shelters, people living in camps, old age homes, homes for orphanage/orphans' asylum in surroundings and interact with old and/handicap and who change their means of earning to find out where do people belong to and why they left their places, where their ancestors had been living for ages, migration of people and debate on various such issues in the surroundings. • understand the concept of evolution. • understand the progress/development of early man/homo erectus to modern man. • share experiences of people who work selflessly for common good/welfare and motivates them.	The learner- 05.95B.01 explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. Explains the role and functions of different institutions in daily life. (Bank, Panchayat, Cooperatives, Police Station, etc.) 05.95B.02 traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. interacting with elders. 05.95B.03 gives opinions on observed/ experienced issues and relates practices / happenings to larger issues of society. (for example, discrimination for access/ownership of resources, migration / displacement/ exclusion/ child rights) 05.95B.04 tells the stages of evolution of human. 05.95B.05 knows how the incidents of development of homo erectus to modern man.

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S.O.I. note to the map : The following foot notes are applicable : (1) © Government of India, Copyright : 2014. (2) The responsibility for the correctness of internal details rests with the publisher. (3) The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line. (4) The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh. (5) The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the "North-Eastern Areas (Reorganisation) Act. 1971," but have yet to be verified. (6) The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India. (7) The state boundaries between Uttarakhand & Uttar Pradesh, Bihar & Jharkhand and Chattisgarh & Madhya Pradesh have not been verified by the Governments concerned. (8) The spellings of names in this map, have been taken from various sources.