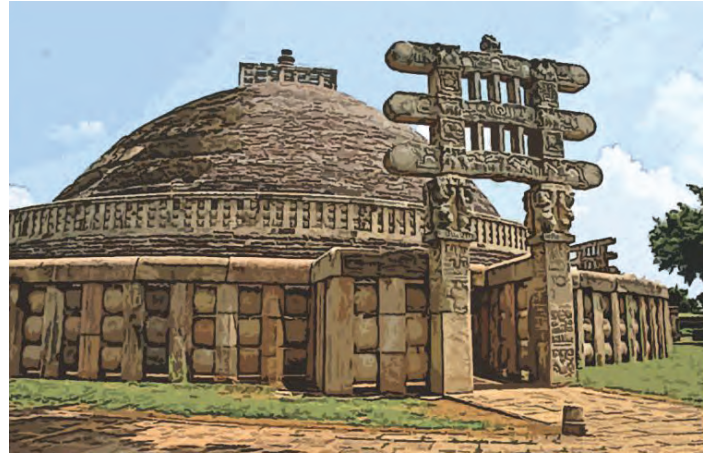


HISTORY AND CIVICS

STANDARD SIX



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.

Sanction number : MSCERT/avivi/sp/2015-16/1673 Date : 06/04/2016

HISTORY AND CIVICS

STANDARD SIX



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



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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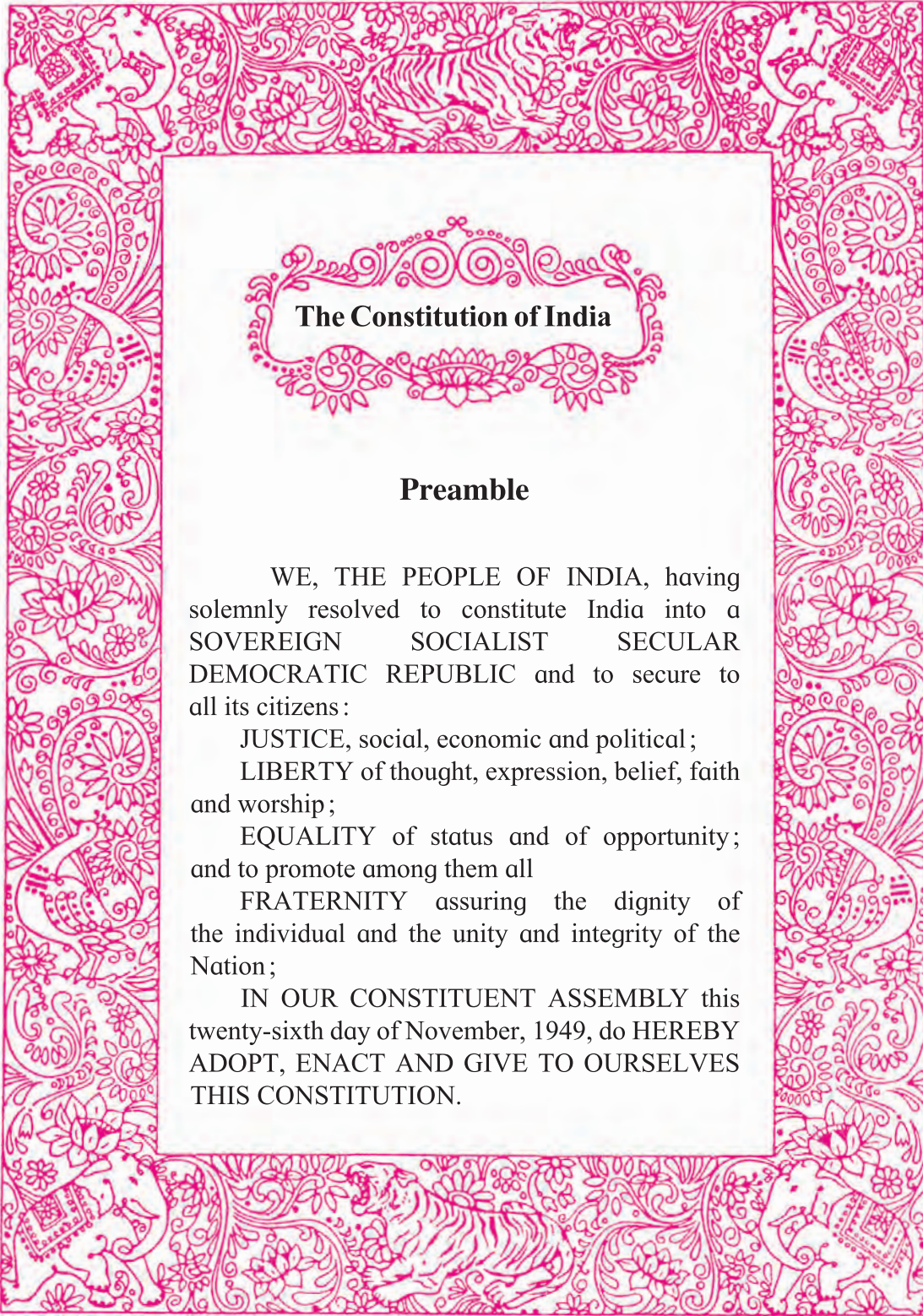
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The Constitution of India

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**. This syllabus approved by the State Government is being implemented serially from the academic year 2013-2014. In the syllabus as well as in the textbooks for Standard III to Standard V, History and Civics were included in 'Environmental Studies Part One and Environmental Studies Part Two'. However, Standard VI onwards, History and Civics are included as separate subjects in the syllabus. Previously, there were two separate textbooks for these subjects. But now they have been included in this single textbook of a bigger size. We are happy to place it in your hands.

Our approach while designing this textbook was that the entire teaching-learning process should be child-centred, the emphasis should be on self-learning and the process of education should become enjoyable and interesting. During the teaching-learning process, there should be clarity about the specific objectives to be achieved at the various stages of primary education. That is why, the expected competencies regarding History and Civics have been specified at the beginning of the respective sections. In keeping with these competencies, the content included in the textbook has been presented in an innovative way.

The History section includes 'History of Ancient India'. This part aims at giving the children comprehensive information about our cultures and traditions so as to enhance children's awareness of social integration. From the time of the Harappan Civilization, India's trade relations with faraway countries were at the root of the prosperity of ancient India. We have emphasized that such trade relations are not possible without international understanding and universal brotherhood.

In the Civics part, local people's participation in the schemes of development as also women's participation and the ensuing changes have been specially mentioned in the information on 'Local Government Bodies'. Students have been told in simple terms that our country is run according to our Constitution, the law and rules and regulations. The boxes in all the chapters provide information to make children's learning more effective. Some instructions have been given separately for teachers. Tasks and activities have been added for an activity-oriented approach to teaching.

This book was scrutinized by teachers, educationists, and subject experts from all parts of the State to make it as flawless and standard as possible. Their comments and suggestions have been duly considered while finalising the book. The History Subject Committee, Civics Subject Committee, the Study Group, the authors and the artists have taken great pains to prepare this book. The Textbook Bureau is thankful to all of them.

We hope that students, teachers and parents will welcome this book.

Pune

Date : 9 May 2016,

Akshay Tritiya,

Indian Solar Year :

Vaishakh 19, 1938



(Dr Sunil Magar)

Director

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

For Teachers...

- The purpose of teaching our students the history of ancient India is that they should develop an understanding of our culture and traditions in all their various aspects, and that in turn should strengthen their awareness of our social and national integrity. When teaching ancient Indian history, teachers should plan their methodology with this purpose clearly in sight.
- Students have questions about the cultural customs and traditions that we encounter first hand every day. Not only can teachers be expected to know from their own experience what these questions might be but they are expected to encourage the students to actually ask those questions without any fear.
- Teachers should guide students to identify the sources for obtaining as much information as possible about ancient artefacts, coins, specimens of ancient architecture, etc so that their awareness of our cultural heritage will be based on the firm foundation of a study of ancient Indian history.
- Keeping in mind that trade relations between India and other distant countries established since the period of the Harappan Civilization were at the root of the prosperity of ancient India, teachers should give their students a simple explanation of the nature of international trade. They should point out that such commercial exchange is not possible in the absence of universal brotherhood and international understanding.
- The tradition of presenting the Ramayana and Mahabharata epics in the form of dance-dramas is still alive in countries of Southeast Asia such as Indonesia and Cambodia. These stories form a part of their ancient sculptures, too. Projects/ Activities should be assigned to the students to obtain more information about this tradition and make a presentation based on it, in the class.
- Before taking up the subject of Civics in the class, the overall set-up which consists of the Union Government, Governments of the constituent States and Local government should be explained in brief.
- The State governments make their own separate laws to govern local affairs. Although the students are not expected to learn about these laws in any detail, it is important for them to learn that all affairs of our country are run according to the Constitution, the law and rules and regulations. They should especially be shown through various examples the benefits of living under the rule of law.
- There is only a cursory mention of the 73rd and 74th amendments to the Constitution. However, taking note of the fact that these amendments have given greater powers to the local government bodies, the changes brought about by these amendments should be pointed out to the students.
- Special mention must be made of the participation of women in the local government bodies and the changes that have come about as a result of their participation.
- During British times, the term 'local self-government bodies' was in use. Now, after Independence, as we have self-government at all levels, the term 'local government bodies' is used.

History of Ancient India

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S.O.I. Note : The following foot notes are applicable : (1) © Government of India, Copyright : 2016. (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.

English History : Standard Six - Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
The learner be provided opportunities in pairs/groups/ individually and encouraged to: • know about the historical development and Geographical peculiarities. • use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India. • undertake map activity: for locating important places, sites of hunter-gatherers-food producers, Harappan civilization, <i>janapadas</i>, <i>mahajanapadas</i>, empires, places related to events in the life of the Buddha and Mahavira- centres of art and architecture-areas outside India with which India had contacts. • explore epics like Ramayana, Mahabharata, Silappadikaram, Manimekalai or some important works by Kalidas etc. • discuss basic ideas and central values of Buddhism, Jainism and other systems of thought- relevance of their teachings today - development of art and architecture in ancient India, India's contribution in culture and science. • role play: on various historical themes like change of Ashoka after Kalinga War-based on one of the events, incidents from literary works or written sources of the time etc. • undertake projects: on the evolution of state-working of <i>ganas</i> or <i>sanghas</i>-contributions of kingdoms, dynasties in the field of culture-India's contact with areas outside India highlighting the impact of these contacts and classroom discussion on projects. • visit to museum to see the material remains of early human settlements- Harappan, and discuss the continuity and change between these cultures.	The learner- 06.73H.01 recognises the correlation between History and Geography. 06.73H.02 identifies different types of sources of History and describes their use in writing of History of this period. 06.73H.03 locates important historical sites, places on an outline map of India. 06.73H.04 lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc. 06.73H.05 explains broad developments during ancient period for example, hunting-gathering stage, the beginning of agriculture, the first cities on the Indus etc. and relates the developments occurring in one place with another. 06.73H.06 describes issues, events / personalities mentioned in literary works of the time. 06.73H.07 describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc. 06.73H.08 outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc. 06.73H.09 synthesises information related to various historical developments. 06.73H.10 analyses basic ideas and values of various religions and systems of thought during ancient period. 06.73H.11 explains that humanity and secularism are supreme thoughts. 06.73H.12 understands that cultural and intellectual give and take enriches human knowledge.