

Social Science

Part 2

Standard VI



Government of Kerala
Department of General Education

Prepared by
State Council of Educational Research and Training (SCERT) Kerala
2025

THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he.

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 respect to my parents, teachers and all elders, 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.

Dear friends,

This is the second part of the Social Science textbook for Class VI. This part includes five units. The first unit, 'Towards South Indian History', deals with the social formations and cultural life of South India. It also discusses the administrative systems that existed in ancient Kerala.

The unit 'An Introduction to Constitution' explains the origin and evolutionary development of the idea of the Constitution. The Preamble of our Constitution is also discussed here. The unit 'Through the Oceans...' will help us know more about the oceans and understand their special features. The chapter 'Let's Save for the Future' discusses banks as financial institutions and their importance in day-to-day life. The final unit, 'Japan: History and the Present', deals with Japan's history in detail and its role in the contemporary world economy.

This textbook, prepared on the basis of the Social Science approaches suggested in the Kerala Curriculum Framework 2023, is expected to serve as a foundation for analysing social phenomena. Moreover, it will also help in identifying the growth and development in different spheres of human life and in constructing knowledge by applying them.

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**Some symbols are used in this book
for the ease of study**



Extended reading
(not subject to assessment)



Activity



Let's discuss



Role play



Extended activities



Let's make



ICT



Let's write



Placard making

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[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 ²[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.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Towards South Indian History



As part of their study tour, 'In search of Historical Remains', the children of Kattadikkunnu Govt.UP School visited places like Kandanasseri, Muniyattukunnu, and Kudakkalluparambu and the Sakthan Thampuran Museum in Thrissur district. Let's get familiarised with a part of Richu's travelogue that contains the information gathered during the study tour.

A Journey in Search of Historical Remains...

Richu S.

Class: 6 B

Govt. U P S. Kattadikkunnu

From the plain area, we started climbing up the hill... It was an amazing journey through small bushes... steep slopes, and rocky cracks... This trip really surprised us. We saw Kudakkallu (umbrella stone), Thoppikkallu (cap stone), and Muniyara (dolmen) made of stone in different places. The ones shaped like umbrellas were Kudakkallu, the cap-

shaped ones were Thoppikkallu, and the cave-like ones were Muniyaras...

These were built by humans who lived centuries ago. Our teacher told us about these historical relics in detail. To learn more about these, we went to the Sakthan Thampuran Museum in Thrissur town. The museum had a collection of the stone monuments similar to the ones that we have seen in different places and its models along with descriptions were also displayed. We were really amazed to see the iron weapons, tools, pots, ornaments, and coins collected from these stone monuments...

Have you gone for study tours like these? Do you write and present about such experiences?

What are the historical remains described in Richu's travelogue?

- Kudakkallu

Shall we explore more about these historical remains?

Megalithic Age

Kudakkallu (umbrella stone), Thoppikkallu (cap stone), and Muniyaras (dolmens) made of granite and laterite are known as Megalithic Monuments. Since these are made of huge stones or stone slabs they are called Megalithic Monuments. The period during which these stone monuments were built is known as the 'Megalithic Age'.

The evidences of the Megalithic Age are found in most parts of South India. Marayoor, Cheramanangad, Kuppakkolli and Mangad in Kerala, Adichanallur in Tamil Nadu, Brahmagiri in Karnataka, and Nagarjunakonda in Andhra Pradesh are important Megalithic sites in South India.

South India



South India comprises the southern Indian states of Karnataka, Tamil Nadu, Kerala, Andhra Pradesh, and Telangana, as well as the Union Territories of Puducherry and Lakshadweep.

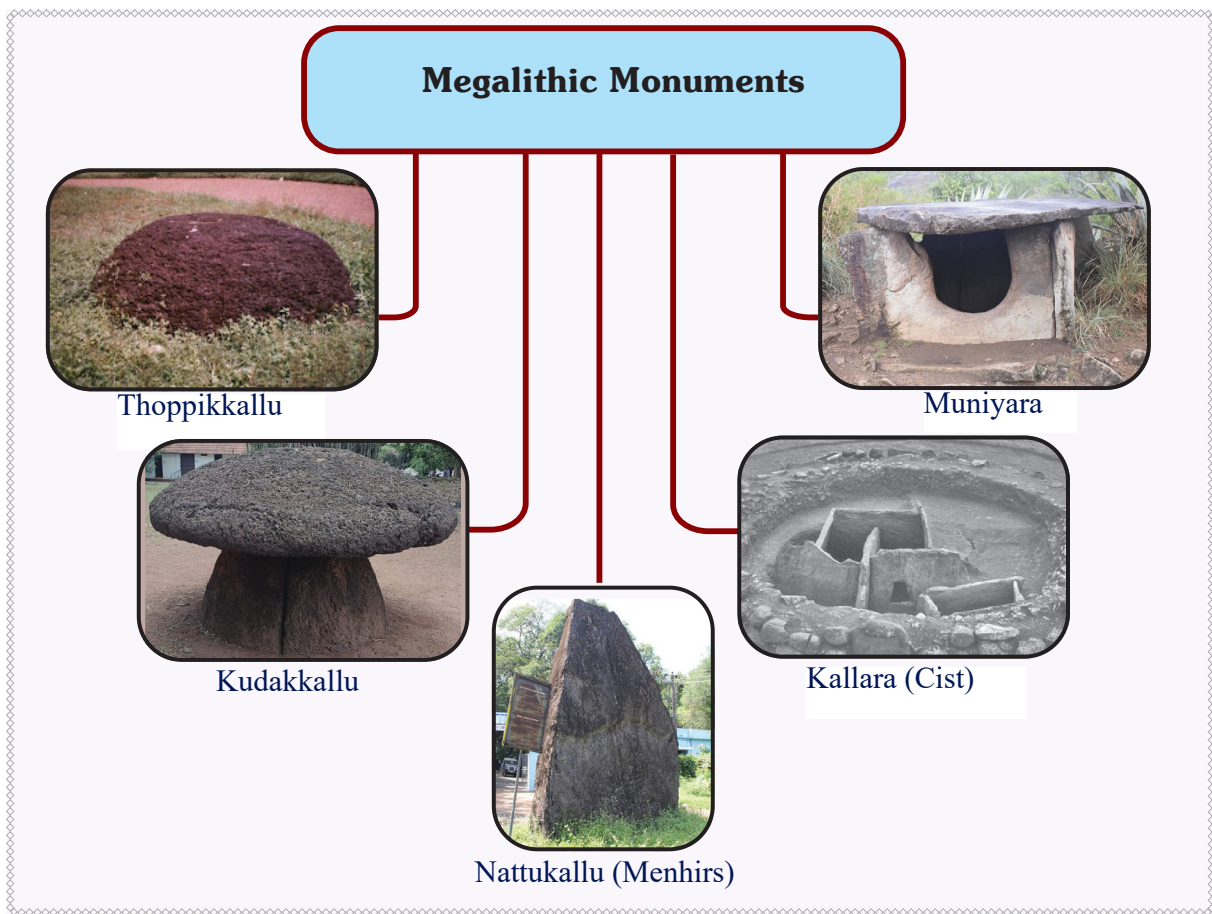


Fig 8.1

Megalithic monuments are associated with ancient burial practices. Such stone monuments were constructed for burying the remains of the dead. Since numerous iron tools were found from Megalithic monuments, this period is also known as the Iron Age. Along with the remains of the dead, ornaments, weapons, tools, vessels, and coins that they used were also found from Megalithic monuments.

Complete the given worksheet related to Megalithic monuments in South India.



Major Megalithic sites	• Kerala – Marayoor • Tamil Nadu – • Andhra Pradesh – • Karnataka –
Major Megalithic monuments in South India	• Kudakkallu • • •
Things buried with remains of the dead.	• • • •

The Iron Age in South India

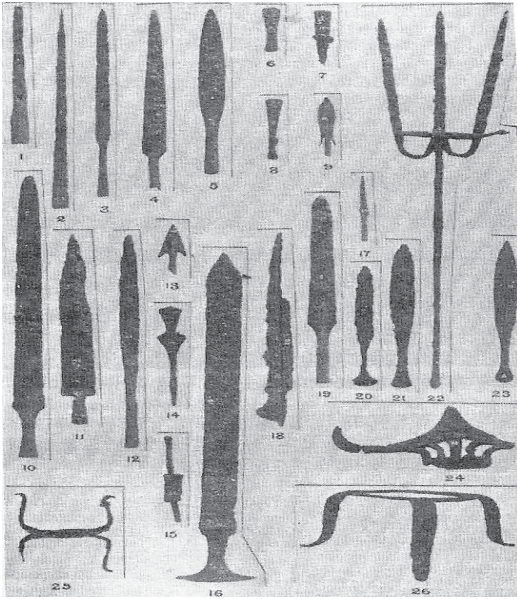


Fig 8.2

Iron tools and weapons discovered from
Adichanallur in Tamil Nadu

Observe the figure of tools and weapons of different shapes and sizes used during the Iron Age.

This includes knife, sword, sickle, spearhead, tripod and lamps made of iron. The use of iron helped in the agricultural progress of the Megalithic Age. Megalithic culture is the creation of people who progressed from food gathering to food production.

State Formation in South India



Map 8.1 Ancient Tamizhakam

Observe Map 8.1. Which present day states do the coloured regions of the map represent?

- Karnataka

The South Indian region which is coloured on the map, was known as 'Tamizhakam' in ancient times. The main historical sources providing information about ancient Tamizhakam are *pazhamthamizhpattukal* (ancient Tamil songs), coins, travelogues, inscriptions and so on. Among these, more information can be found in Sangam literature, a collection of ancient Tamil songs.

Sangam Literature

"യാതും ഊരെ യാവരും കേളിർ

തീതും നന്റും പിറർ തര വാരാ"

- *Purananuru*

(Everywhere is our land, everyone is our kin. Neither evil nor good comes from others.)

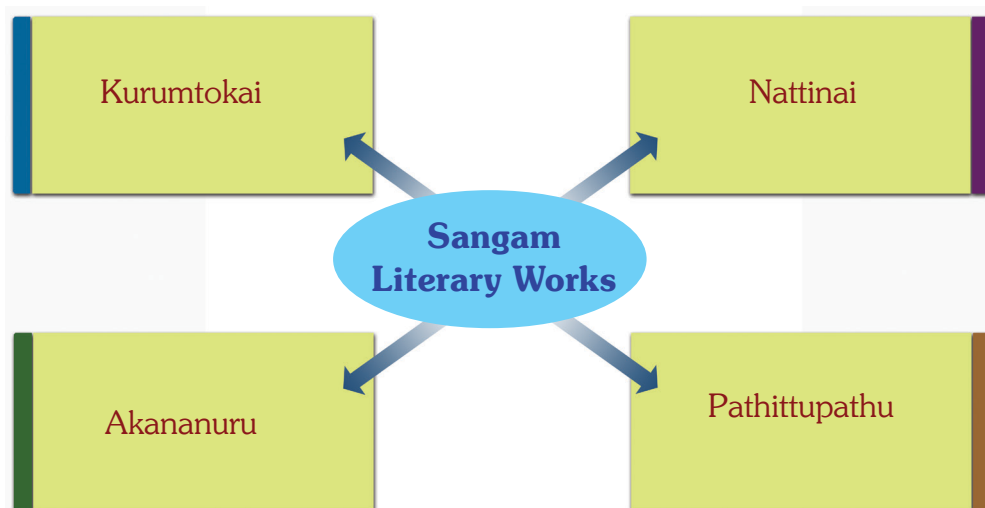
The lines given above are from *Purananuru*, a Sangam literary work. The Sangams were groups of Tamil poets centred around Madurai. These Sangams collected and preserved the songs of the singers of that time. Therefore, these songs are referred to as 'Sangam works', and this period is called the 'Sangam Age'. Like *Purananuru* many other literary works were composed during that age.

Let's get familiar with some important Sangam literary works.

Sangam Works



Sangam works are generally classified into two 'Akam songs' and 'Puram songs'. The 'Akam songs' refer to the family life and social life. The 'Puram songs' refer to the economic, political and military life.



In addition to Sangam literature, other Tamil literary works that provide information about ancient Tamizhakam are 'Tirukural', 'Silappadikaram', and 'Manimekalai'.



Tirukural

'Tirukural' is one of the immortal literary works in Tamil literature. Thiruvalluvar is the author of this book.

Silappadikaram

Ilango Adigal is the author of 'Silappadikaram' which tells the story of Kannaki and Kovalan.

Manimekalai

'Manimekalai' is a work that tells the story of Manimekalai, the daughter of Kovalan and Madhavi. Manimekalai was composed by Chithalai Chathanar.



List the main sources of information about ancient Tamizhakam.

- Sangam works
-
-
-

Socio-Economic Life in the Sangam Age

The ancient Tamil songs, including Sangam works, refer to the life of the people in ancient Tamizhakam. These songs have references to the social life, agriculture, cattle rearing, salt extraction, and the exchange of goods. Let's examine the features of the socio-economic life during the Sangam Age.

Social Life

There existed a social division based on occupation.

There were no social discriminations.

Gender equality existed.

Economic Life

Agriculture was the main livelihood. Cattle rearing, fishing, and hunting were other livelihoods.

There existed trade relations with foreign countries.

Pepper and other spices were the main items bought by foreigners. They brought here copper, silver, gold etc., with them.

Prepare a note comparing the social life of Sangam Age with contemporary social life.



Tinai

Sangam works mention five geographical divisions based on its terrain which existed in ancient Tamizhakam. These are known as 'Aintinai'. The lifestyle and livelihoods of the people in each Tinai varied according to its geographical features.

Tinai	Geographical Features	Means of Livelihood
Kurinchi	Forest, Mountain	Collection of forest produce, hunting
Mullai	Grasslands, bushes	Cattle rearing
Palai	Arid region	Robbery and plunder
Marutham	Agricultural fields	Agriculture
Neythal	Coastal region	Fishing, salt extraction

The resources produced in each Tinai were exchanged with other Tinai. Such exchange of resources led to the formation of trade centres. These trade centres were known as Angadis (markets).

Angadis

'Allalavanam' and 'Nalangadi' were the markets in ancient Tamizhakam. 'Allalavanam' were evening markets, and 'Nalangadi' were daytime markets. Goods for the daily needs of the Tinai were exchanged here.



Based on the names of the Tinai, divide the class into five groups and present a skit including their geographical features and livelihoods.



Political System

Observe Map 8.1. Identify from the map who governed each region in ancient Tamizhakam.

- Cheras

•

•

The Chera, Chola and Pandya who ruled ancient Tamizhakam were collectively known as 'Muvendar' or 'Muvarasar'. Although many ruling powers existed in Tamizhakam, the Muvendar had an authoritative position. These kings were referred to as *Ko*, *Kon*, and *Kadumko*.



Observe Map 8.1 and list the Muvendar and their capitals.

Muvendar	Capital
•	•
•	•
•	•

After the Sangam Age, the regions which were under the control of the Cheras later came under the Perumal rule.

Perumals of Mahodayapuram

In the 9th century CE, Perumal rule was established with its centre at Mahodayapuram (Makotai), near present-day Kodungallur. The 'Perumals' came to be known as 'Later Cheras'. The kings here adopted titles such as 'Perumal', 'Cheraman' and 'Kulasekhara'.



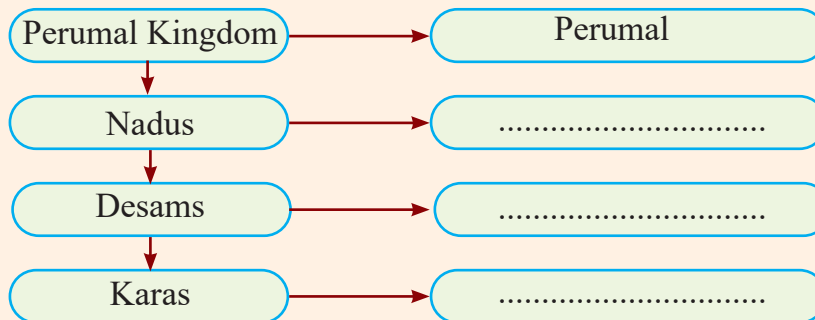
Mahodayapuram

Mahodayapuram was the capital of the Perumals who ruled from the 9th century CE to the beginning of 12th century CE. Mahodayapuram was famous throughout South India as a prominent centre of knowledge and culture. Ramarajasekharan, Sthanu Ravi, Indukotha, and Bhaskara Ravi were the prominent rulers of Mahodayapuram.

Perumal Administration

During the Perumal rule, the kingdom was divided into various *Nadus*. The *Nadus* were further divided into *Desams*, and *Desams* into *Karas*. The *Nadus* were administered by *Naduvazhis* and the *Desams* were administered by *Desavazhis*. *Desavazhis* ruled under the control of *Desakkootams* which were popular in their nature. The Panchayats ruled *Karas*. The Perumal was at the top of the administrative hierarchy.

Complete the concept map related to Perumal administration.



Economic Development

There was a strong economic foundation during the reign of Perumals. Along with agriculture, trade also flourished during that period. The spice trade with foreign countries and the customs duties (taxes) collected through ports, resulted in the economic changes in the Perumal kingdom. The commercial activities of trading groups like *Anchuvannam*, *Manigramam*, *Valanjiar*, and *Nanadesikal*, which were prevalent throughout South India at that time, helped the economic development in this region.

Cultural Life

During the Perumal rule, there were significant changes in the cultural sphere as well.

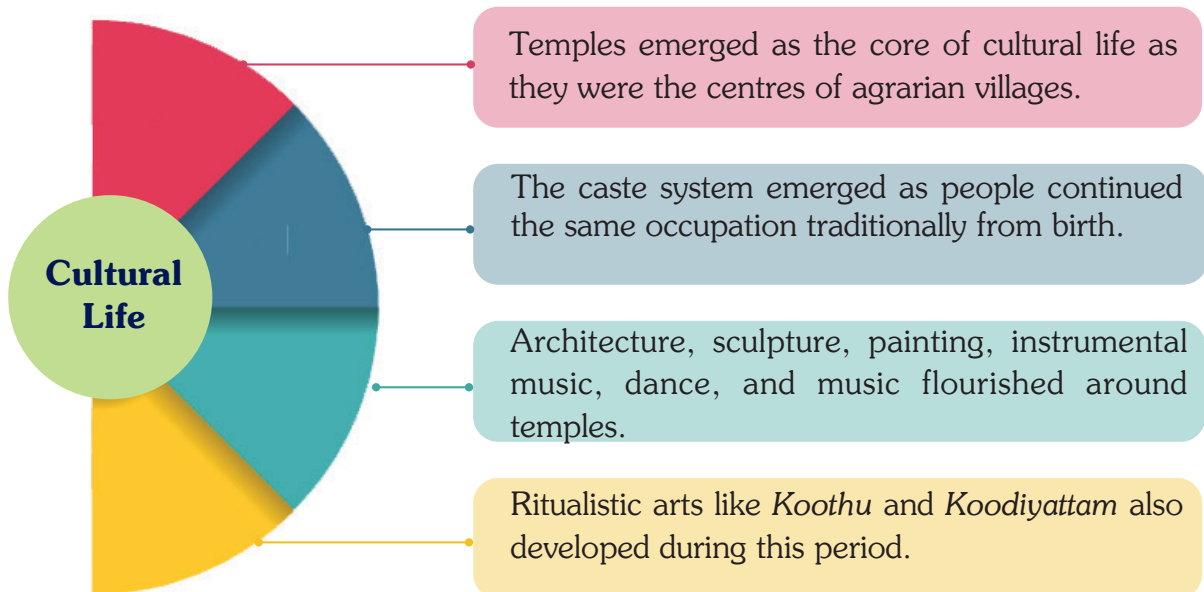




Fig 8.3 Koothu



Fig 8.4 Koodiyattam



Collect pictures and information depicting cultural changes during the Perumal rule and prepare an album/digital album with captions.

By the beginning of the 12th Century, the rule of the Perumals disintegrated. Thus, the political unity of the regions under their rule was lost. Consequently, many *Nadus* that were part of the Perumal kingdom became independent.

Naduvazhi Swaroopams

The *Nadus* that were part of the Perumal kingdom later came to be known as *Naduvazhi Swaroopams* and these were under the control of the *Naduvazhis*. *Swaroopams* were self-governing regions that existed based on the 'Marumakkathayam' system (matrilineal inheritance). Joint families based on the 'Marumakkathayam' system controlled the 'Swaroopams'.

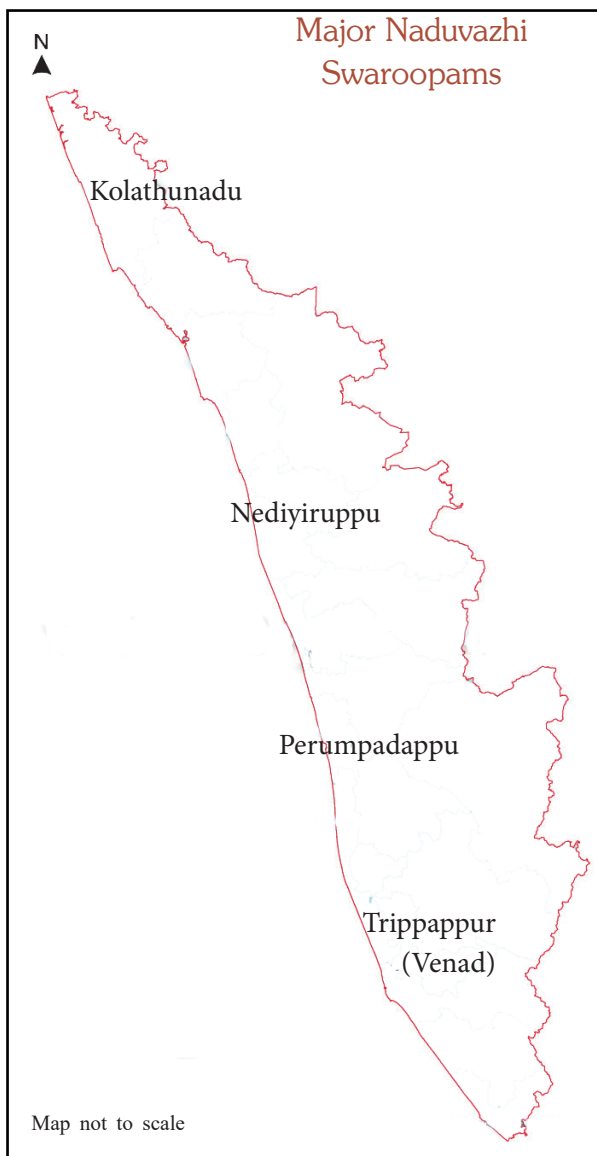
The important *Naduvazhi Swaroopams* included Kolathunadu (Kannur), Nediyruppu (Kozhikode), Perumpadappu (Kochi), and Trippappur (Venad). With the expansion of *Naduvazhi* rule, the

Janmi system (landlordism) became widespread. The *Janmi* system was the system that controlled the socio-economic and political spheres in medieval Kerala. The rise of *Naduvazhi Swaroopams* was the result of expansion of the *Janmi* System.



Makkathayam and Marumakkathayam

Makkathayam and *Marumakkathayam* were the inheritance systems prevalent in ancient Kerala. *Makkathayam* is the system of inheritance from father to children whereas *Marumakkathayam* was a system by which right of inheritance was passed to the sons of the sister in the family.



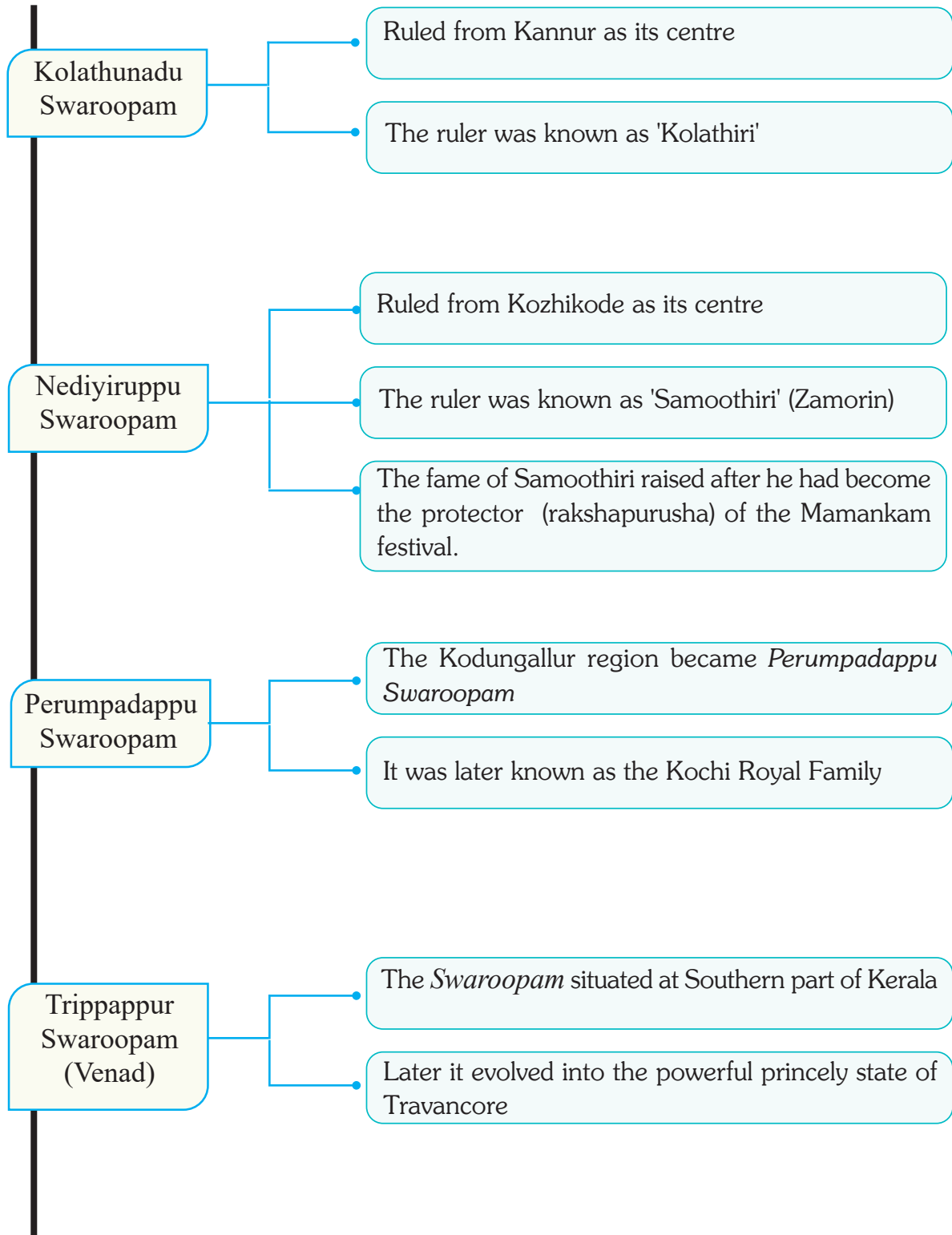
Map 8.2 Major Naduvazhi Swaroopams



Observe Map 8.2 and list the major *Naduvazhi Swaroopams* that existed in Kerala.

-
-
-
-

Let's get familiarised more about the major *Naduvazhi Swaroopams*.



Venad developed into the powerful princely state of Travancore during the reign of Anizham Thirunal Marthanda Varma. It was Sakthan Thampuran who transformed the Perumpadappu Swaroopam into the Kochi kingdom.

Observe some of the reforms introduced by Marthanda Varma and Sakthan Thampuran given below.

Mamankam



Mamankam was a festival celebrated once every twelve years on the banks of the Bharathappuzha at Thirunavaya. The Zamorin later seized the protectorship (rakshapurusha) of Mamankam from the Valluvakkonathiri, the ruler of Valluvanad.

Anizham Thirunal Marthanda Varma

Suppressed the *Madambis* and *Ettuveetil Pillamar*, the powerful landlords

Measured and surveyed the land in the kingdom

Performed *Thrippadidanam*

Sakthan Thampuran

Suppressed the *Naduvazhis*

Established trade centres

Initiated the *Thrissur Pooram*

Thrippadidanam



On January 3, 1750, Anizham Thirunal Marthanda Varma performed *Thrippadidanam*. He surrendered his sword, the symbol of his authority, to Sree Padmanabha, the family deity of Travancore, and became a *Padmanabhadasa* (servant of Lord Padmanabha). This is known as *Thrippadidanam*. This was part of the changes Marthanda Varma brought about in the administration of Travancore to counter the excessive threat from landlords.

Kerala, once part of the ancient Tamizhakam emerged as a distinct political region under the rule of the Perumals. But, the collapse of Perumal rule led to the disintegration of this political unity. The emergence of independent and autonomous *Naduvazhi Swaroopams* significantly altered the socio-economic and political structures of medieval Kerala. Later, the princely states that evolved from these *Naduvazhi Swaroopams* were unified to form the modern state of Kerala.



Extended Activities

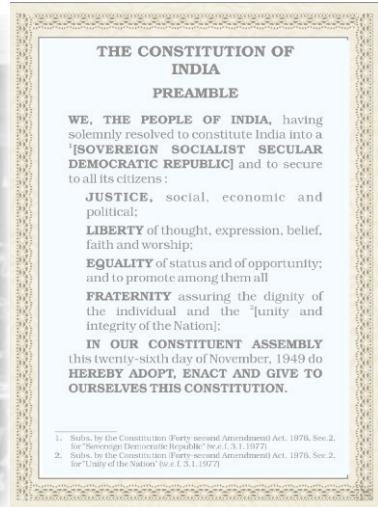
- Collect pictures and information about Megalithic monuments in Kerala and prepare an album/digital album and display in class.
- Organise a seminar on the socio-economic and political life of the Sangam Age.

Sub-topics:

- Social Life
 - Economic Life
 - Tinai
 - Political System
- Under the auspices of the Social Science Club, construct models of Megalithic monuments and display them in school.
 - Collect the pictures and information about various arts that developed during the reign of Perumal and prepare a video presentation.

Hints:

Architecture, sculpture, painting, instrumental music, dance, music and so on.



In which pictures did you draw the emoji? Why?

To enable people to live freely, peacefully and progressively in a society, it is essential to follow laws and rules.

You may have already learned in your earlier classes that we follow certain rules in schools and public places.

Ours is a country with a vast geographical area, large population, where people from different sections live together. The advancement of such a diverse country is made possible by following certain laws, rules, and systems. Similarly, most of the countries also have a unified document based on fundamental principles that supports their existence and governance. This is called the Constitution.

A Constitution is an authentic document that contains fundamental laws, principles and rules needed for the organisation and functioning of government in a country.

Look at the interview conducted by the children of Palavila UP School with a senior lawyer about the constitution under the auspices of the Social Science Club.

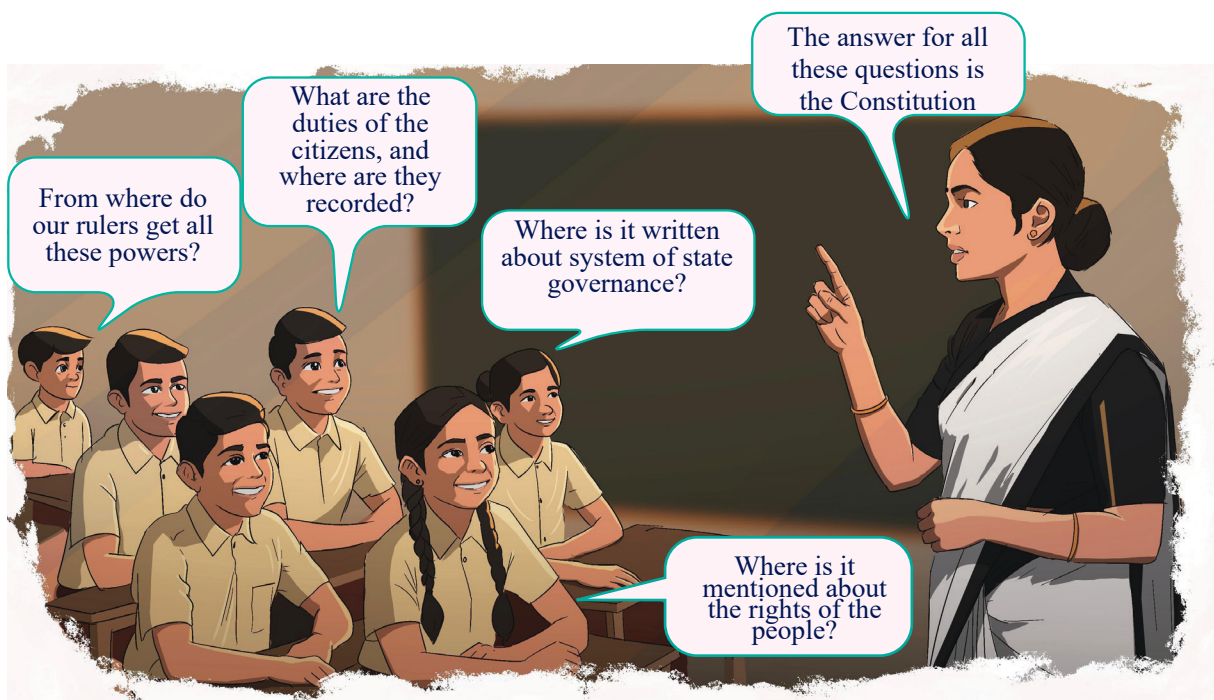


Fig 9.2

What ideas related to the Constitution are included in the interview?

- The system of governance of the state
-
-

Predecessors of the Constitution

Let us examine the history that led to the formation of the idea of the constitution.

Code of Hammurabi

The Code of Hammurabi is one of the oldest legal codes in the world. Hammurabi was the ruler of ancient Babylon (1792–1750 BCE). This legal code dictates that no one has the authority to violate the fundamental laws of a kingdom.



Fig 9.3

Magna Carta



Fig 9.4

The people of England were fed up with the autocracy of the monarchs. In 1215 CE King John was seized and forced to sign the Magna Carta, a Charter against this autocracy. The Charter made it clear that the king and the government were not above the law. The Magna Carta is considered a milestone in the history of human rights.

Glorious Revolution

In the 17th century, several conflicts occurred in England between the Parliament and the monarchs who acted against the interest of the Parliament. Among these, the most important one was the Glorious Revolution of 1688 CE. The autocracy of the king ended, and the authority of the Parliament increased through this revolution. The power of monarchs came under the control of the Parliament. This led to the formation of constitution that grants power to the Parliament in England.

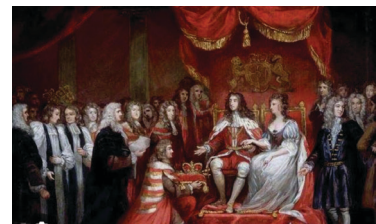


Fig 9.5

American Declaration of Independence



Fig 9.6

Thirteen North American colonies under British rule fought against the wrong policies of Britain. Following this, a declaration was made by the colonies in 1776 CE. It is known as the American Declaration of Independence. This declaration was able to make the people aware of their power to remove the government. It also led to the framing of the American Constitution, the world's first written constitution.

French Revolution

It is in 1789, that the people of France revolted raising the slogan 'Liberty, Equality, Fraternity'. This revolution gave acceptance to the principle that supreme power rests with the people, not with the king. With this, a constitution was formed in France, making the powers of the king subordinate to the constitution.



Fig 9.7

From the above historical events, it is clear that a unified code of law is essential for the welfare and progress of the people. The struggles of people against oppression and exploitation led to the formation of constitutions.

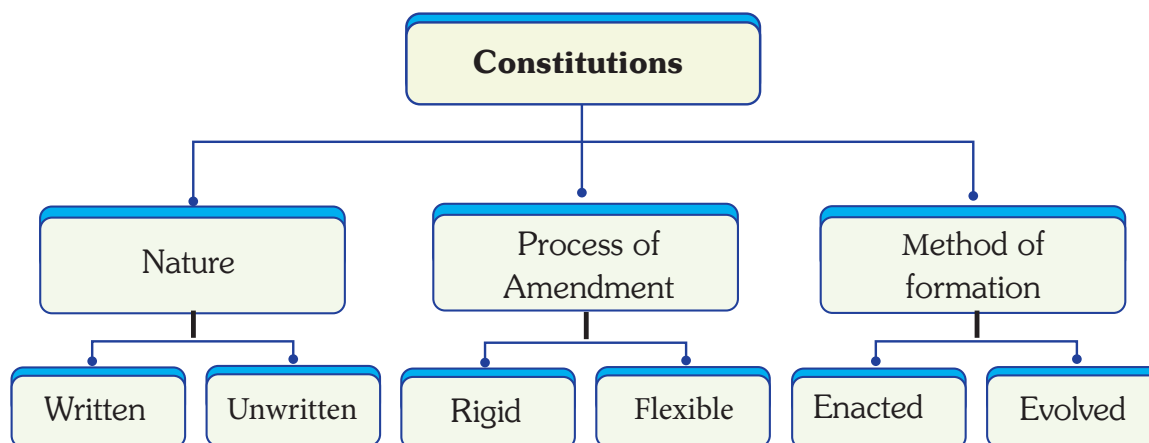


Complete the worksheet

The powers of the King were subjected to the constitution	French Revolution
The world's first written constitution	
One of the oldest legal codes in history	
The king's autocracy ended and the power of the parliament increased	
Milestone in the history of human rights	

Types of Constitutions

Constitutions are classified into various types based on their nature, the process of amendment, and the method of formation.



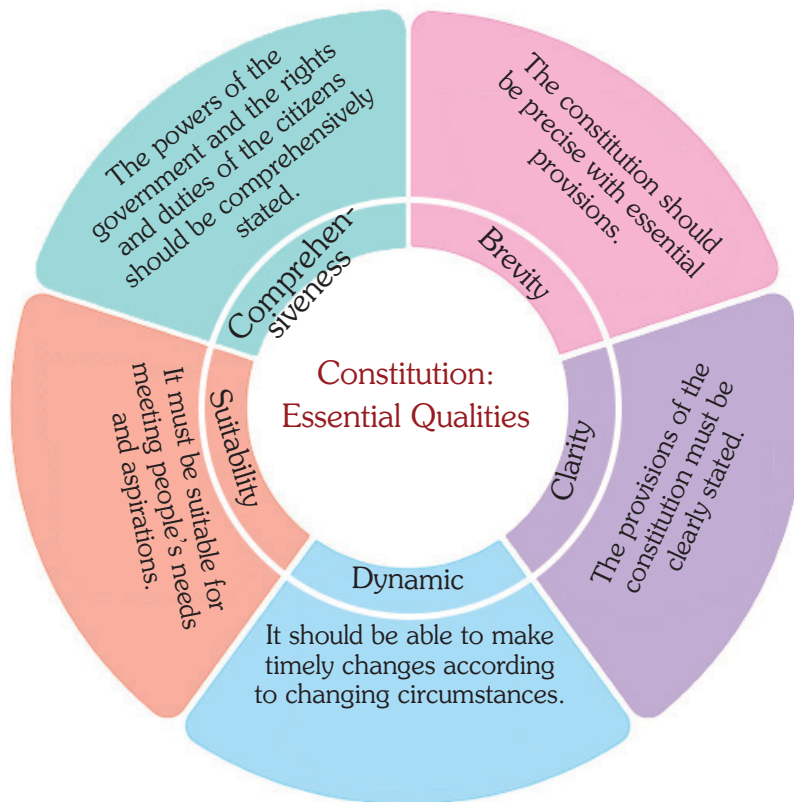
Written	Unwritten
A written constitution is one in which the fundamental principles and laws of a country are written, codified and systematically organised in the form of a book. Eg. India, United States of America (USA)	An unwritten constitution is one in which the fundamental principles and laws of a country are not written, codified or systematically organised in the form of a book. Eg. United Kingdom (UK), New Zealand
Rigid	Flexible
A rigid constitution is one in which making changes (amendments) requires strict procedures. Eg. United States of America, Australia	A flexible constitution is one in which changes (amendments) can be made easily. Eg. United Kingdom, New Zealand
Enacted	Evolved
An enacted constitution is one that is drafted and implemented after the formation of Constituent Assembly or Council, and is formally brought into effect. Eg. United States of America, India	An evolved constitution is one that has developed over time. It includes agreements, judicial decisions, laws and conventions in the form of traditions and customs. Eg. United Kingdom, Canada

Classify the countries mentioned as examples according to their characteristics of constitutions into the table below.



Written	Unwritten	Rigid	Flexible	Enacted	Evolved

We have become familiar with different types of constitutions. Now, let us examine what qualities a constitution should have.



Prepare a short note on the topic 'Essential Qualities of the Constitution'.



Constitutionalism

We have familiarised with the general characteristics of the constitution, right? Now, let us examine what constitutionalism is.



Teacher : Manu, I saw you riding a bicycle today, violating the traffic rules. Don't repeat it.

Manu : Sorry teacher. Do cyclists have to follow the rules?

Teacher : All should obey the traffic rules. It is applicable not only to ordinary people, but also to those in power.

Haven't you noticed the conversation between the teacher and Manu?

Haven't you realised that those in power are also obliged to obey the laws? Just as laws control individuals, there are some restrictions on the authorities as well. If unlimited powers are given to administrators, it will destroy the freedom of the people and lead to dictatorship. The constitutionalism stands against this. The constitutionalism is a political order that limits the powers of the government through constitution.

The constitutionalism also includes controlling those in power, ensuring the rule of law and defining the rights of people.

Aristotle and the Constitutionalism

Aristotle was the first to discuss the constitution and constitutionalism.



The primary definition he gave to the constitution is 'the arrangement of officers in the state'. He classified laws into two categories, ordinary laws and constitutional laws.

From the following statements, find the ones that agree with the constitutionalism and colour the circle.



Sets limits on the powers of the rulers.	☐
Defines the rights of citizens.	☐
Promotes dictatorship	☐
Gives unlimited powers to rulers	☐
Ensures the rule of law	☐

The constitution of every country is framed as a result of several lengthy processes. The history of the constitution of our country is not different from this. Let us examine how the Constitution of India was framed.

The Constitution of India

President's oath or affirmation by the President

"I, A. B., do swear in the name of God/solemnly affirm that I will faithfully execute the office of President (or discharge the functions of the President) of India and will to the best of my ability preserve, protect and defend the Constitution and the law and that I will devote myself to the service and well-being of the people of India".

Reference: The Constitution of India

Have you gone through the President's oath? It explains the importance of our constitution. India has the largest written constitution in the world. Let us examine its origin.

The origin of the Indian Constitution is related to the history of India under the British rule.

English
East India
Company

The English East India Company was established in 1600 CE to establish trade relations with India. The British who came here for trade, gradually became the authorities, and the administration of India was taken over by the company.

The First
War of Indian
Independence
1857

This is the first mass movement by Indians against the British. This led to the end of the rule of the English East India Company. After that, the Queen of Britain took over the administration of India directly.

Indian
Councils Acts

Laws that helped to strengthen the participation of Indians in the governance of British India.

Freedom
Movements

The Indian National Congress played a major role among the various organisations that fought against the British for India's independence. It was the Indian National Congress that officially put forward the demand for an independent Constituent Assembly to draft a Constitution for India.

Government of
India Acts

The British government passed several laws to gradually increase the participation of Indians in the administrative affairs and to ensure better governance here.

Cabinet
Mission

To grant complete self-rule to India, the British Government sent the Cabinet Mission to India. As a result, in 1946, the Constituent Assembly came into existence in order to draft a Constitution for India.

Dr. Rajendra Prasad was the Chairman of the Constituent Assembly. The Drafting Committee, chaired by Dr. B.R. Ambedkar, prepared the draft of the Constitution. The Constituent Assembly adopted the Constitution on 26 November 1949. So we observe November 26 as Constitution Day. The Constitution officially came into force on 26 January 1950. Since then, India has been known as a Sovereign Democratic Republic.

Cabinet Mission



Cabinet Mission was a three member committee appointed by the British to discuss with Indian leaders regarding the transfer of power to India. They discussed with the leaders of major political parties in India. The Cabinet Mission agreed to form a Constituent Assembly to draft a constitution for India. The proposed mission envisaged the future political system of India.

Prepare a wall magazine titled 'Milestones in the Formation of the Indian Constitution'.



Preamble of the Constitution of India

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **¹[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

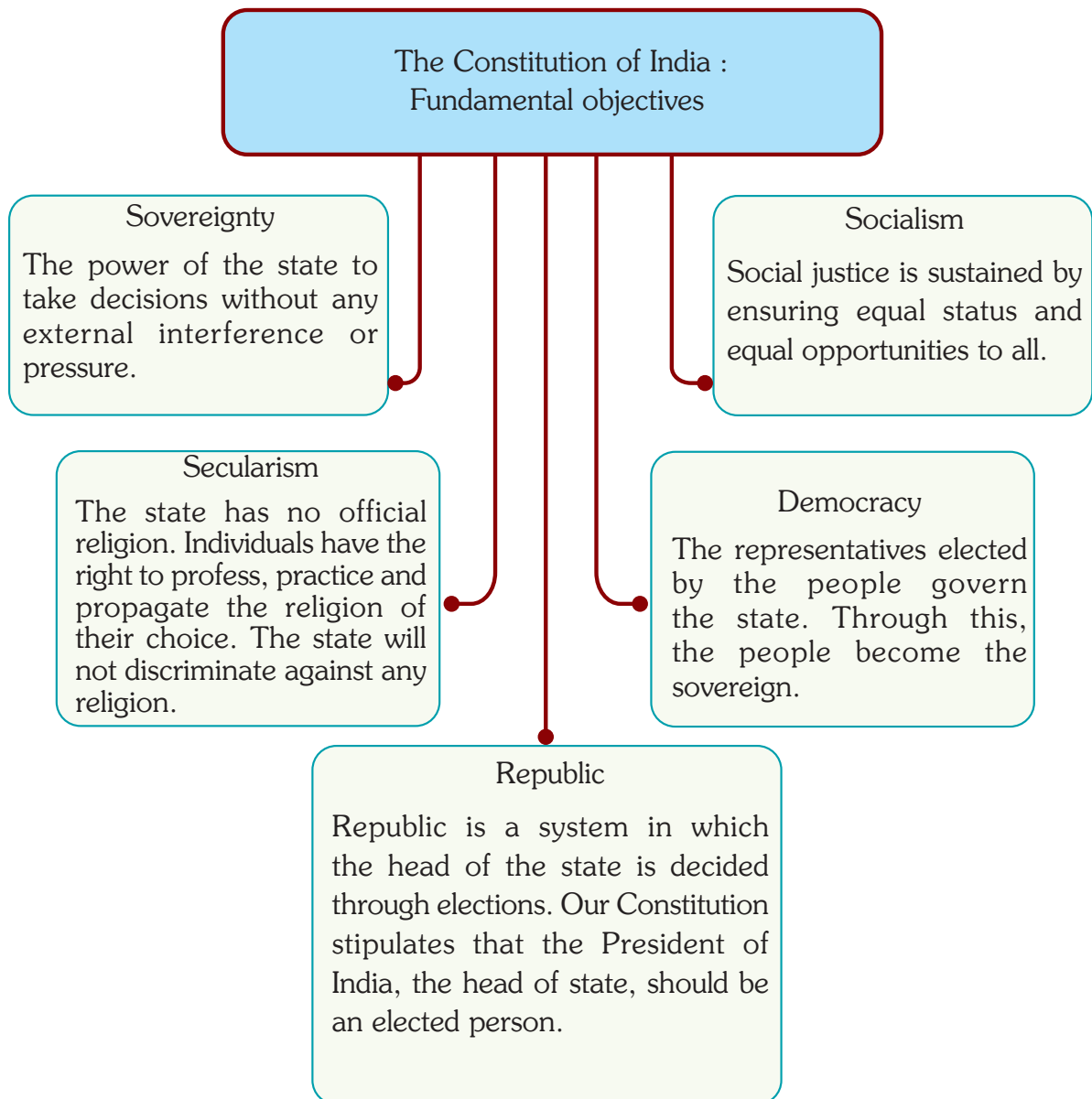
FRATERNITY assuring the dignity of the individual and the **²[unity and integrity of the Nation]**;

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

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Examine the Preamble of the Constitution. The main ideas, values and views of the Constitution are reflected in the Preamble. Our Constitution is a guideline for the fulfilment of the ideas that the people of India cherished and dreamed of during the freedom struggle. The Constitution envisages that the power of the nation originates from the people. The nature of the state, the objectives of the Constitution and the date of adoption of the Constitution are also mentioned in the Preamble.

Let us get familiar with the fundamental objectives mentioned in the Preamble of the Indian Constitution.



The preamble also discusses the rights guaranteed to citizens by the state such as justice, freedom and equality. Moreover, the Preamble aims at the dignity of the individual and the fraternity that ensures the unity and integrity of the nation.

Which of the following features reflect the objectives set out in the Preamble of the Constitution?



Features	Objectives
The state has no official religion	
The people are sovereign	
The head of the state is an elected person	
The power of the state to make decisions without external interference	
Reduces inequalities and ensures social justice.	

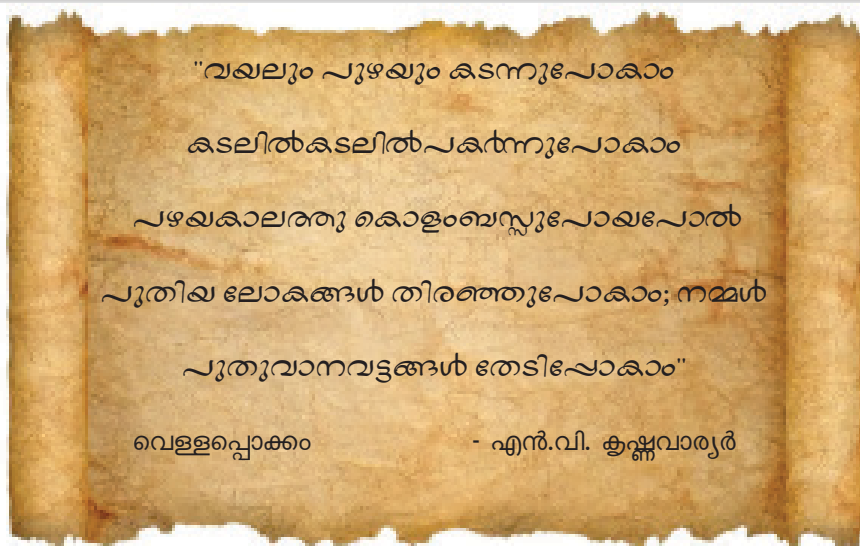
If we examine the history of the development of human society, constitution is considered to be a product of modern age. A powerful constitution is essential for the existence, smooth running and progress of modern states. The function of the constitution is to provide a basic legal framework that helps in nation building. The dreams and hopes of the nation are realised only when the constitution is followed properly. The preamble of the constitution is as important as the constitution itself. The preamble states the objectives of the constitution. The determination of the people of India is filled in the preamble, the soul of our constitution. Even after many years of its formation, our constitution has been able to survive with the same strength till date. This can be considered an important feature of the Constitution of India.



Extended Activities

- Prepare a digital presentation on the topic 'Formation of the Indian Constitution: Milestones' and present it.
- Under the auspices of Social Science Club, organise a face to face programme with lawyers in order to learn more about the Constitution. Video conferencing can also be used.
- On Constitution Day, prepare placards highlighting the importance of the Preamble and conduct a rally in the school.

Through the Oceans...



You might have heard about adventurous seafarers like Columbus. Their voyages through the oceans and exploring new worlds have found a place in history. Shall we set out on a journey, to know more about the oceans?

Water is one of the major components that retains life on the earth. Seventy one percent of the earth's surface is covered with water. You know that oceans, backwaters, lakes, rivers, streams, springs, reservoirs and wells are different sources of water. These include surface water sources and underground water sources. While surface water sources are found on the surface of the earth, underground sources are found just beneath the surface, inside the earth.



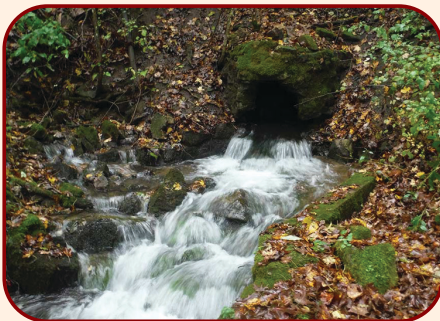
Complete the concept map after observing the given pictures.



Well



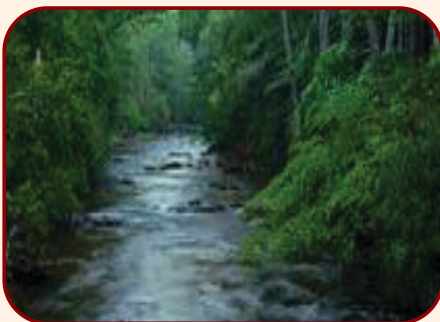
Lake



Spring



Borewell



River



Ocean

Sources of Water

Surface Water Sources

- River
-
-

Underground Water Sources

- Spring
-
-

What are the water sources that we use for our daily needs?

- Spring
-
-
-

In spite of continuous usage by living beings, why doesn't the water run out?

As a result of circulation of water (water cycle) in the hydrosphere water in the water sources do not get depleted despite its use.

Water Cycle

Water cycle is the continuous circulation of water on the earth, under its surface and in the atmosphere. Let's examine this circulation.

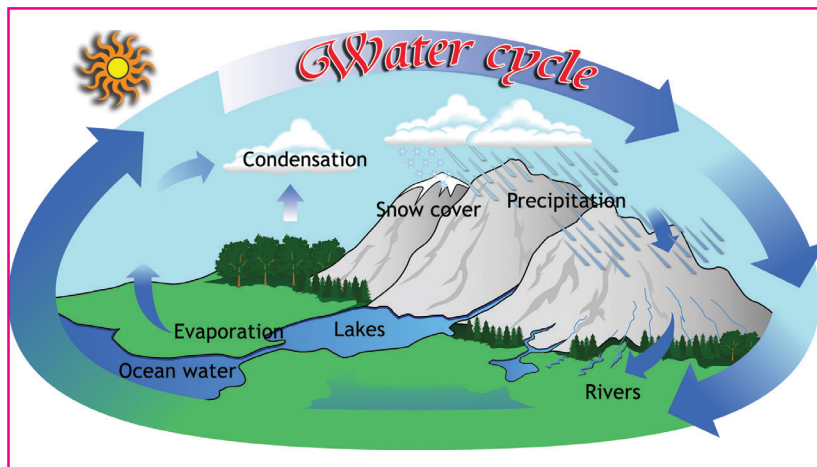


Fig 10.1 Water Cycle

Haven't you observed the picture?

The different sources of water on the earth turn into vapour through evaporation. The vapour thus formed becomes clouds through condensation. In addition to clouds, fog and dew are other forms of condensation. Water droplets from the clouds reach the earth, through precipitation. Rain, snow fall and hailstones are the different forms of precipitation.

Hydrosphere

The hydrosphere is the total mass of water found in the earth's surface, interior and atmosphere in solid, liquid and gaseous state.



Evaporation

The process by which a liquid changes into gaseous form with the help of heat.



Condensation

The process by which water vapour in the air cools to form water.

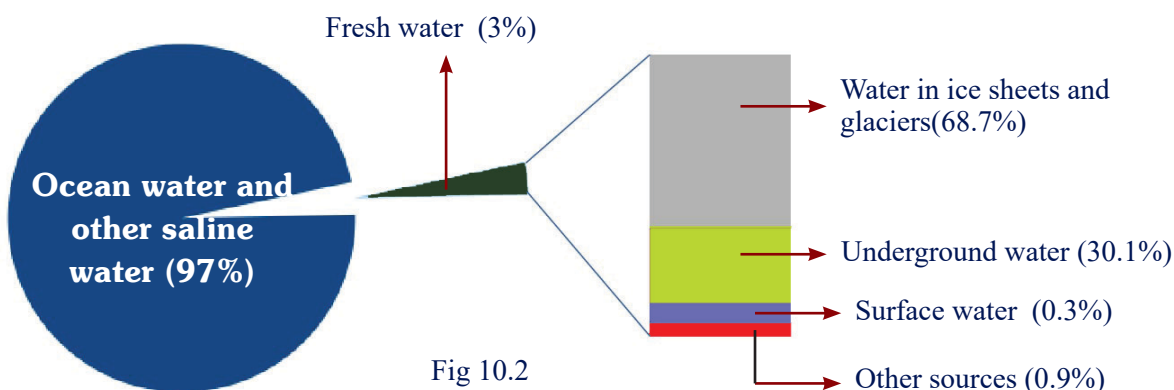
Precipitation

The process by which water particles fall on earth as the clouds cannot hold it further, due to its increased weight and size, as a result of continuous condensation.

The water in the hydrosphere moving cyclically through the processes of evaporation, condensation and precipitation is known as watercycle.

Water is an inevitable factor for the survival of life. But, is water distributed evenly everywhere on earth?

Observe the distribution of water based on the given picture.



Have you noticed that 97% of water on earth is saline water? Only 3% of total water on earth is fresh water. A major quantity of this fresh water lies frozen in ice sheets and glaciers. Hence, very limited amount of fresh water is available for living beings.

Just like fresh water, marine water is also essential for the existence of human beings. Oceans play a vital role in regulating the weather and supporting habitats. It also provides resources essential for human life.

Oceans

Observe the placards prepared by children in connection with World Ocean Day.



Oceans play a vital role in sustaining life on earth. Let's get familiarised with more features of oceans.

June

8

World Ocean Day



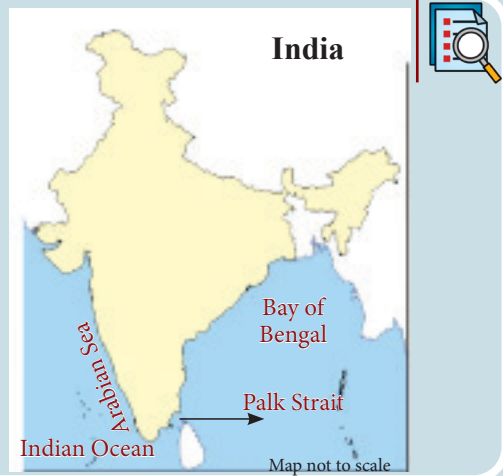
Oceans are vast water bodies that are situated among continents. Seas and bays are parts of oceans. The scientific study of oceans is known as Oceanography. Oceanography helps in understanding the complex movement of water in oceans. Moreover, the study helps in addressing challenges like climate change, ocean pollution and depletion of biodiversity.

World Ocean Day is observed on June 8 every year. The main objective of this day is to realise the importance of oceans in our life. The unscientific intervention of human beings affects the marine habitat adversely. Therefore, this day reminds us of the need to conserve oceans.

Sea : A part of ocean that is partially surrounded by land is called a sea. E.g: The Arabian Sea

Bay: A bay is a part of the ocean that extends into the land. E.g: The Bay of Bengal

Strait: A strait is a narrow strip of water that connects two seas or oceans and is located between land areas. E.g: The Palk Strait



Observe the World Map and list out the oceans.



Map 10.1

- Pacific Ocean

Indian Women cross Point Nemo in INSV Tarini

Delhi : Indian naval officers Lt. Commander Dilna K. and Roopa A. crossed Point Nemo on January 30th, 2025 as part of Sagar Parikrama II, a naval exercise to circumnavigate the world by sea.

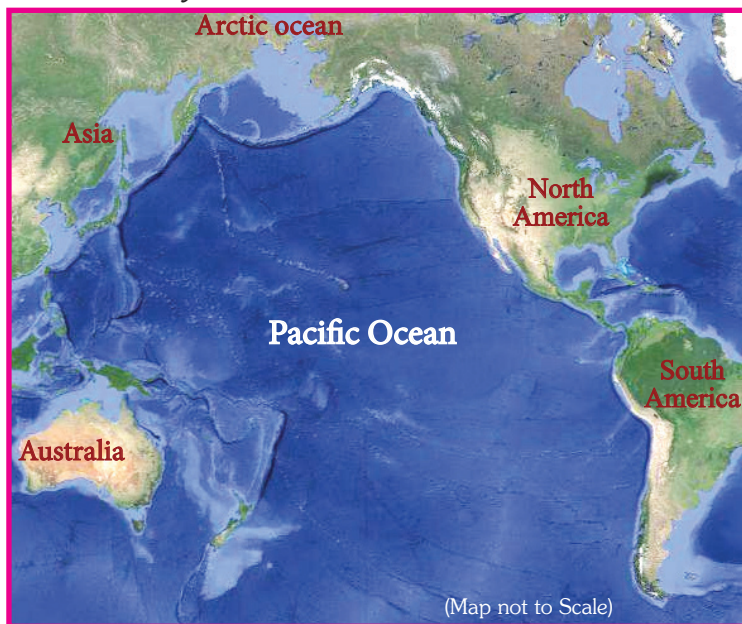
Did you notice the news?

Have you heard of part of the ocean 'Point Nemo'?

Point Nemo is the farthest point on ocean from the land. From this point, one has to travel more than 2000 kms to reach the nearest point on land. Point Nemo is situated in the Pacific Ocean.

Pacific Ocean

The Pacific Ocean is the largest and deepest ocean. About one third of the earth's surface is covered by this ocean.



Map 10.2



Pacific Ocean

The name 'Pacific' was given by Ferdinand Magellan, an explorer. Magellan called it 'Mar Pacifico' which means 'peace'. He named it 'Pacific', because he felt that it was calmer than the Atlantic Ocean.

Observe the map and find the continents that are bordered by the Pacific Ocean.

The largest number of islands are found in this ocean. Philippines, Japan, Hawaii and New Zealand are some of the major islands in the Pacific. The Challenger Deep in the

Mariana Trench located in the Pacific Ocean is the deepest point on the earth. Several trenches and active volcanoes are the features of this ocean.

Complete the list related to the Pacific Ocean.

Major islands	The deepest point	Continents bordering the ocean



The Atlantic Ocean

'Titan' Submersible Implodes

Washington: The Titan submersible implodes after losing communication with the mother vessel, The Polar Prince. A team of five who went to explore the remains of The Titanic that sunk in the Atlantic Ocean in 1912, were on board when the accident occurred.

Let's get familiarised with the features of the Atlantic Ocean that are referred to in the news.

The Atlantic Ocean is the second largest ocean. It appears like the letter 'S' in the English alphabet. The busiest sea route in the world is situated in the Atlantic Ocean.

The oceanic ridge called the Mid-Atlantic Ridge situated in the middle of the ocean is another feature of the Atlantic. The Milwaukee Deep in the Puerto Rico Trench is the deepest point. Newfoundland and Iceland are some of the important islands in the Atlantic Ocean.



Map 10.3

Find the continents that are bordered by the Atlantic Ocean, with the help of an atlas or a globe.



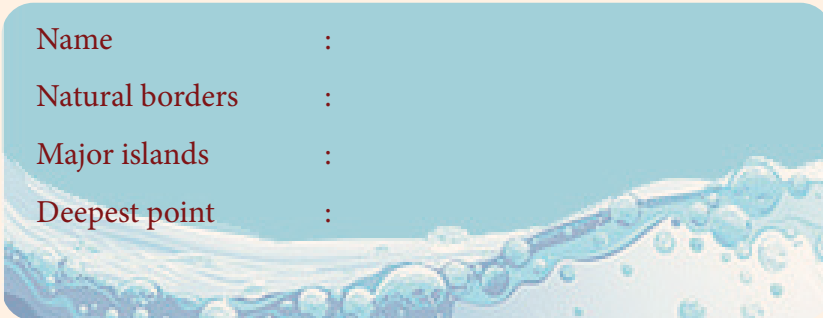
Prepare the identity card of Atlantic Ocean.

Name :

Natural borders :

Major islands :

Deepest point :



Vizhinjam International
Harbour on the Wings
of Development

Vizhinjam Scripts a
New History

Vizhinjam : A New
Gateway for India to
the World

You have read the news headlines, haven't you? Which is the ocean bordering this port?

•

Indian Ocean

The Indian Ocean is the only ocean named after a country. This is the third largest ocean in the world.

Find the continents lying close to the Indian Ocean.



(Map not to Scale)

Map 10.4

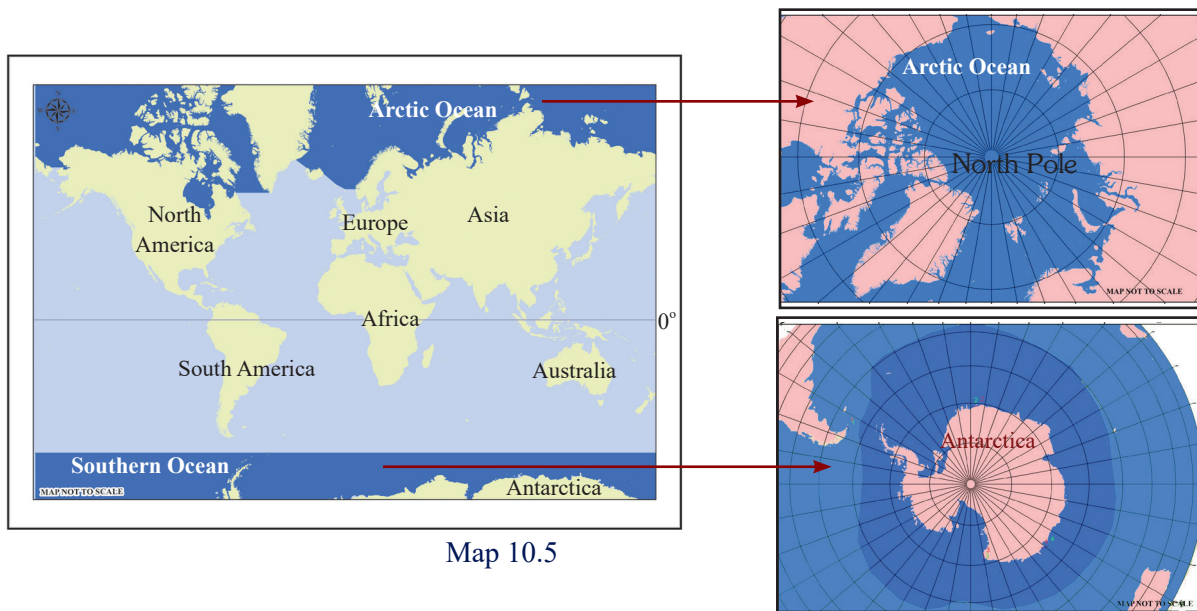
The Bay of Bengal and the Arabian Sea are parts of the Indian Ocean. Java Trench is the deepest part in this ocean. Andaman and Nicobar Islands, Lakshadweep, Maldives and Sri Lanka are major islands in this ocean. The Malacca Strait connects the Indian Ocean and the Pacific Ocean.

Find the countries that share their borders with the Indian Ocean, using an atlas or a globe.



The Southern Ocean

Find the ocean that surrounds Antarctica with the help of a globe or an atlas.



The Southern Ocean surrounds Antarctica to almost 60° South Latitude. This ocean shares its borders with all the oceans except the Arctic Ocean. The Southern ocean is fourth in position with regard to its size. Dolleman and Heard are some of the islands in this ocean. The Factorian deep in the South Sandwich Trench is the deepest point in this ocean.

The Arctic Ocean

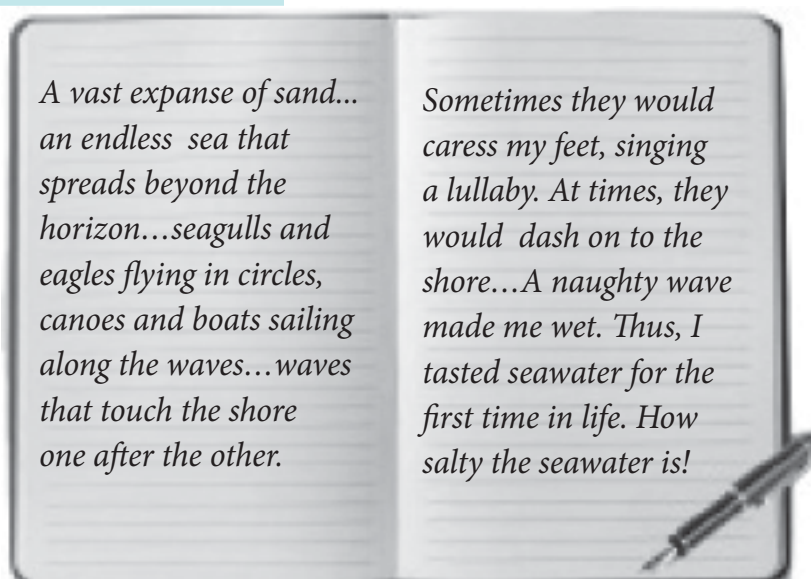
The Arctic Ocean is situated mostly within the Arctic circle. The North Pole is in the Arctic Ocean. This is the smallest and shallowest ocean. This area is mostly frozen throughout the year. The Molloy Deep is the deepest point in this ocean. The Arctic Ocean is the northernmost border of Asia, Europe and North America.



Complete the worksheet related to oceans.

Oceans	Position in size	Deepest point / part	Major islands
Southern Ocean			
Arctic Ocean			
Pacific Ocean			
Atlantic Ocean			
Indian Ocean			

Ocean and Movements



Have you read the note by Diya from Idukki, who saw the sea for the first time when she went to a beach as part of a study tour? Have you seen waves?

What are waves?

Waves are movements created by the wind on the surface of the ocean. The energy flow generated by the wind creates ups and downs on the surface of the sea. Waves are usually formed when the wind blows over the surface of the water. These continuous ups and downs of the ocean water are called waves. The size of the waves increases with respect to the increase in the speed of the wind.

In addition to the waves, ocean water movements include high tides, low tides and ocean currents. Let us examine them in detail.

High tides and low tides are phenomena of rising and falling of sea level at fixed intervals. The rise in the sea level is called a high tide and the fall is called a low tide.

Imagine rivers flowing through the ocean. Like rivers, water in the ocean is flowing through it for several kilometres. Ocean current is a phenomenon by which water flows through the ocean in a fixed direction through a fixed path. Such currents are there in all the oceans.

High tide and Low tide



The gravitational force of the sun and the moon and the centrifugal force result in the rise and fall of the sea level that are called high tide and low tide. High tides are caused by the gravitational force on the side of the earth that faces the moon and due to centrifugal force on the opposite side at the same time. Low tides are experienced on other parts of the earth at this time.

Ocean Currents

Ocean currents are phenomena by which water flows through a fixed channel continuously. Factors such as the wind, variations in the temperature and salinity of the ocean, and the rotation of the earth are some of the reasons that influence ocean currents.

Let us complete the concept map.



Ocean Movements

.....
Movement created
by the wind on
the surface of the
ocean

High tide and
Low tide
.....
.....

.....
.....
.....

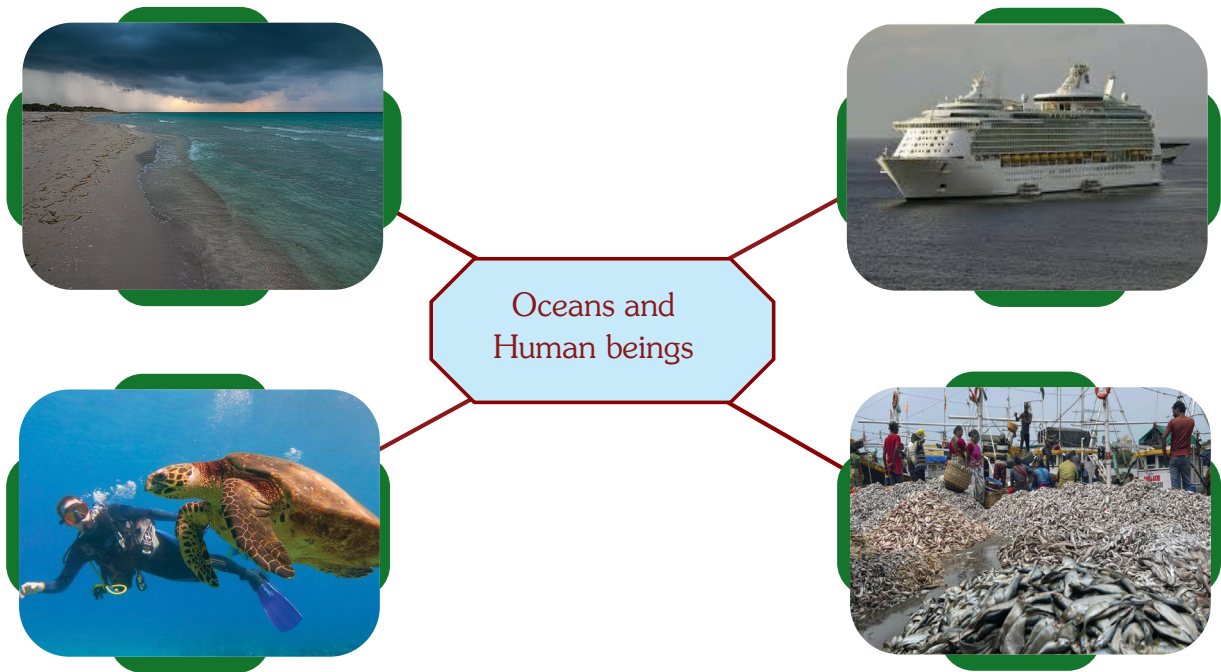
You have read Diya's experience of tasting seawater, haven't you?

Do you know why seawater is salty?

Mineral salts are dissolved in water from all sources. But, the amount of salts in seawater is comparatively high. That is why seawater remains salty. Salinity is the total amount of all the mineral salts dissolved in water.

Oceans and Human Beings

Oceans are the sources of precious resources. How do oceans influence our lives? List after examining the picture.



- Regulates the climate
-
-
-

Human beings have depended on oceans for their livelihood since ancient times. Along with seafood, oceans provide other resources as well. Maritime transportation helps in maintaining international trade. The oceans play a significant role in regulating global warming and producing oxygen. Coasts are also popular tourist destinations.

Ocean Pollution



Fig 10.3

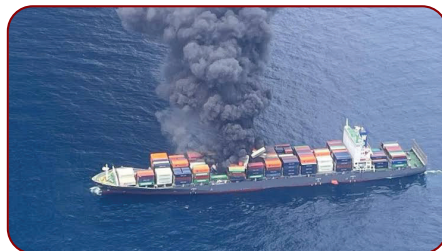


Fig 10.4



Fig 10.5



Fig 10.6

Haven't you examined the pictures?

Are these sights familiar to you?

Oceans face several challenges. Pollution is the greatest issue. Dumping of chemicals and other dangerous substances are a threat to the marine ecosystem. Not only oceans, but also fresh water sources like rivers, lakes etc., are affected by pollution.

Ways to Conserve Oceans

Let's examine ways to conserve oceans

- Prevent plastic, chemicals etc., from reaching the oceans.
- Keep the coast free from pollution.
- Create awareness on conservation of ocean.
- Control unsustainable fishing.
- Preserve the marine ecosystem
-

Prepare theme songs related to water conservation.



We have learnt about oceans and their characteristics. It is essential to conserve the marine ecosystem, which is home to a great variety of animals and plants ranging from micro-organisms to the blue whale. Misuse of water and its pollution is a threat to the existence of life on the earth. Therefore, let's join hands for water conservation. Let the earth continue as watery planet.



Extended Activities

- Collect more information on oceans and their features and prepare a digital presentation.
- Prepare a digital album on news and pictures related to water pollution.
- Organise an elocution competition on the topic 'Ocean and Human beings' under the auspices of the Social Science Club, on World Ocean Day.



Let's Save for the Future



Fig. 11.1

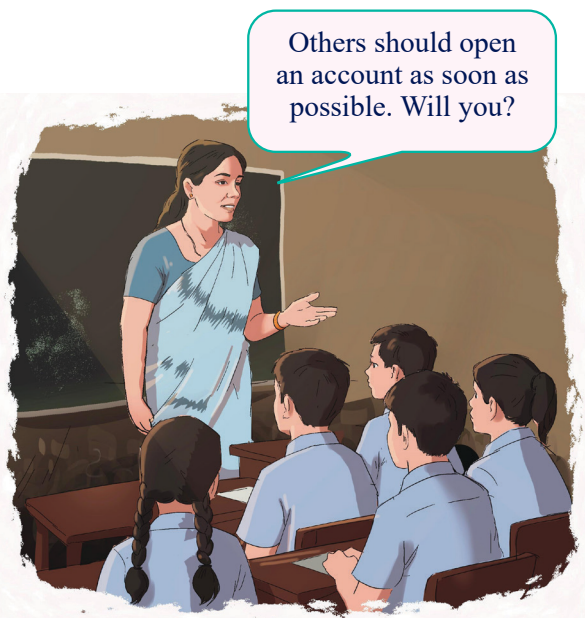


Fig. 11.2

Have you listened to the conversation between the teacher and the children? What are they talking about?

•

Do you all have a bank account? Let's examine about banks and bank accounts.

What is a bank?

Banks are financial institutions that accept money from the public as deposits and provide loans to those in need following certain criteria.

Let's see how banks in their present form came into being.

Formation of Banks

The individuals lending the surplus money to the needy led to the emergence of local money lenders. As the number of people who needed loans increased, the money lenders had to find more money. For this, they started accepting deposits. This led to the formation of financial institutions. The ability to repay the loan and reliability were the criteria for lending money by these institutions. When the acceptance of deposits and lending loans increased excessively, individuals were unable to perform this function themselves. This paved way for the rise of financial institutions, including banks.

What is money?



Anything that is accepted in exchange for goods and services can generally be called money. Money helps to determine the value of goods and services, and facilitates their exchange.



Bank



The word 'Bank' in English is derived from the words 'Banca' in Italian and 'Banque' in French. Both words mean 'bench'. In the past, merchants used to lend money in the streets in Italy, accepting gold and silver in return. They used to conduct transactions sitting on benches where coins were placed.

Let's see what are the changes that took place in economic activities when the local financial institutions developed into banks.

More people started getting loans

The level of exploitation decreased

Habit of saving increased among the people

A new banking system began in India with the arrival of the English East India Company. 'The Bank of Hindustan', established in 1770 was the first bank in India. The first bank in Kerala was the Nedungadi Bank, established in 1899 with its headquarters at Kozhikode. This private bank was founded by Appu Nedungadi.

The Reserve Bank of India, established in 1935 is the Central bank of India. Its headquarters is in Mumbai.

Let's look at the major functions of the Reserve Bank of India.

The Reserve Bank of India

Issue all currency notes except the one rupee note

Controls loans

Known as the 'banker's bank'

Functions as banker to the government

Prepare a reading card including the details of the Reserve Bank.



Name :

Established :

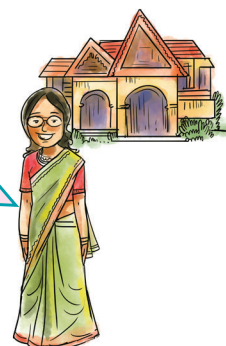
Functions :

Functioning of Banks



I have 5 lakh rupees in hand by selling the property. It may be needed for my daughter's higher studies next year. I like to get an income from this money till then.

The house I am planning to buy costs 12 lakh rupees. I have only 5 lakh rupees. I will take the remaining, 7 lakh rupees as loan. It can be repaid as installments within 15 years.



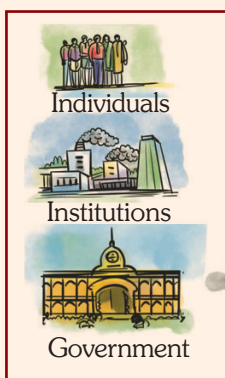
Observe both the situations. What are the needs of both the individuals?

Banks make such needs of individuals possible. Banks act as intermediaries between the depositors and the borrowers. They work on the basis of general rules and norms.



Observe the picture and complete the list.

Depositors



Accept deposits

Return deposits with interest

Borrowers



Give loans

Repay loans with interest



Depositors	Borrowers
•	•
•	•
•	•

Banks accept deposits from individuals, institutions, and government. The bank returns the deposits with interest after a specified period. The bank lends money to the needy from such deposits. The borrowers repay this amount to the bank with interest. The banker is a person or establishment that carries out the banking business.

Banks are the intermediaries between depositors and borrowers. Justify this statement.



Look at the advertisements.

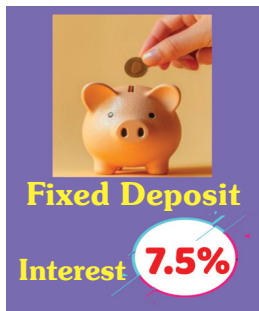


Fig 11.3



Fig 11.4

What are these advertisements commonly refer to?

The additional amount that a person has to pay when he repays a loan and the additional amount he gets on his deposits can be said as interest.

There is interest on deposits and loans. The bank charges a certain amount as interest from the people who take loans. From this, the bank finds the amount for its operations and pays interest to those who deposit money in the bank.

Examine the pictures given above and find out whether the interest rate is higher for deposits or loans. Discuss why.



Let's Open an Account



"I went to the bank with my mother to open an account. My mother had my passport size photo, a copy of my Aadhar card and other documents with her. The form to open an account was filled and I signed it. My mother handed over the filled in application and the documents to the counter".

You have read about Riya's experience at the bank to open an account. Share your experience of opening a bank account.

What are the documents that were submitted to the bank along with the filled in application to open an account? List them.

-
-

What is a bank account?

A bank account is an arrangement for making financial transactions between a bank and a customer. These are recorded in a pass book.

Passbook



A passbook is a system for recording financial transactions between a bank and a customer. It contains the name of account holder, address, nature of the account, account number, and important information related to the bank.

Anyone above the age of ten can open a bank account. Children below ten years can open a joint account with their guardian. Now bank accounts can also be opened online.



What are the benefits of a bank account for students? Find out and complete the list.

- To get various grants
-
-
-

Different Types of Accounts and Deposits

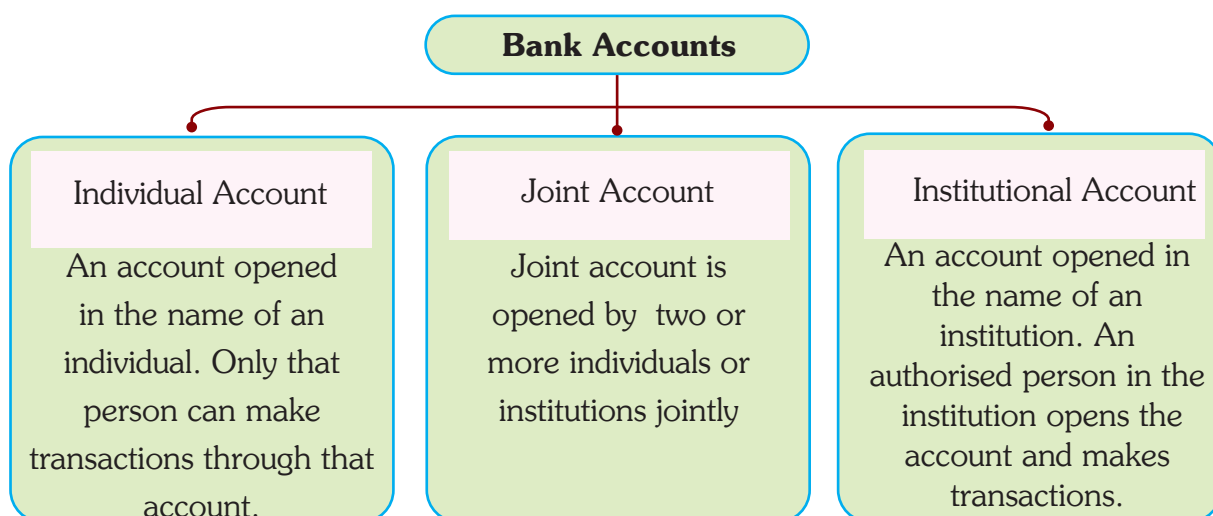


Akash: Teacher, in Riya's passbook, there is Riya's photo only. But there are two photos in my passbook; mine and mother's. Why is it so?

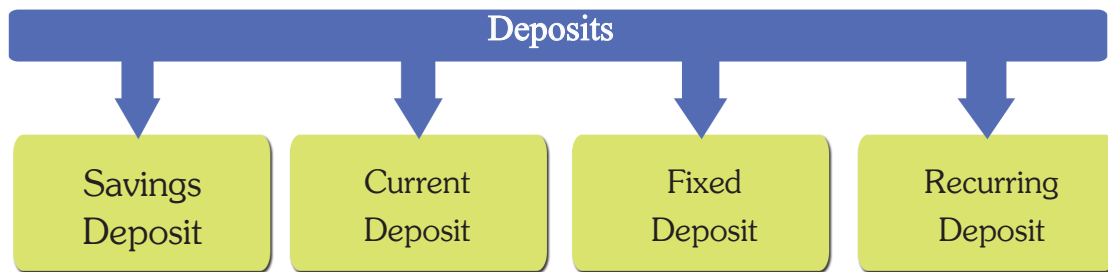
Teacher: Akash, they are two different types of accounts.

Fig 11.5

Based on ownership, bank accounts can be mainly classified into three types.



You have become familiar with different types of accounts. Deposits can also be classified according to their characteristics. Let's see what they are.



Savings Deposit

This deposit is to instil the habit of saving in individuals. Individual and joint account holders can start savings deposit. The bank pays low interest on these deposits. Money can be deposited as many times as they want. However, there are some restrictions to withdraw money.

Current Deposit

This investment is aimed at traders and industrialists. Any number of transactions can be made in a day. There are no restrictions on depositing and withdrawing money. No interest is paid for this account.

Fixed Deposit

This is an account where the deposit is made only once and it is withdrawn with interest after a certain period. The bank pays higher interest on such deposits.

Recurring Deposit

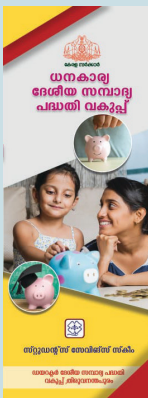
This is another form of fixed deposit. A fixed amount is deposited in this account at regular intervals (daily, weekly, monthly) for a specific period of time. The amount can be withdrawn only after the maturity period. It earns higher interest than savings deposit.



Let's complete the worksheet.

Deposits	Tenure	Interest	Withdrawal
Savings Deposit	Not applicable		There are restrictions
Current Deposit	Not applicable		
.....	Applicable		After maturity period
Recurring Deposit		High rate of interest	

How do you save the money that you get as prize and pocket money? If you save these, can't they be used for future needs? Are there any facilities at school to instil the habit of saving? Enquire.



In the early 1970s, the Central Government launched the Sanchayika Scheme for school students. Now it is known as 'Students Saving Scheme'. It was designed to promote the habit of saving among the students and create an awareness about banking activities. It operates under the National Savings Scheme. Students who join the scheme will receive a passbook with an account number from their school.



Different Types of Banks



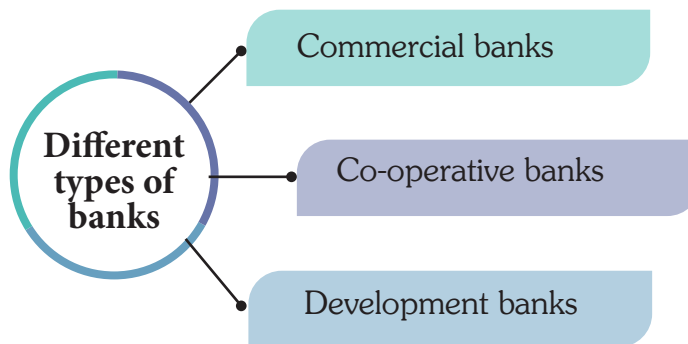
Fig 11.6

Look at the collage.

Are you familiar with the names of these banks ? Add the names of other banks you know.



Let's get familiar with different types of banks.



Commercial Banks

Commercial banks are the oldest banks with a large number of branches in the banking sector. They provide services such as accepting deposits, granting loans, locker facility, debit card, credit card, and online banking to their customers. Commercial banks can be classified into two categories as public sector banks and private sector banks. In India, the largest commercial bank in public sector is the State Bank of India (SBI).

Public Sector Banks and Private Sector Banks



Public sector banks are banks that are fully owned and operated by the government. Example: Union Bank, Canara Bank.

Private banks are owned and operated by private individuals. These banks are also subject to the regulations of the Reserve Bank. Example: South Indian Bank, Federal Bank

Co-operative Banks

Co-operative banks were started with the aim of providing loans with low interest rate to farmers, artisans and small-scale industrialists. The main objectives of co-operative banks are to promote self-help and mutual help, inculcate the habit of saving among the people, increase investment and to protect the people from the exploitation of private money lenders. Kerala Bank, formed by the Government of Kerala, is one such bank. Co-operative banks operating in

rural areas are called Rural Co-operative Banks and those operating in the urban areas are called Urban Co-operative Banks.

Kerala Bank



Kerala Bank is a co-operative bank formed by the Government of Kerala. Kerala State Co-operative Bank Limited is known as Kerala Bank. Kerala Bank was formed by merging the State Co-operative Bank and the District Co-operative Banks. Its headquarters is in Thiruvananthapuram.



Development Banks

Development banks are banks that provide long-term loans in the industrial-commercial-agricultural sectors. Eg: Industrial Finance Corporation of India (IFCI), National Bank for Agriculture and Rural Development (NABARD).



Organise a panel discussion on different types of banks and their features.

The Changing Face of Banking

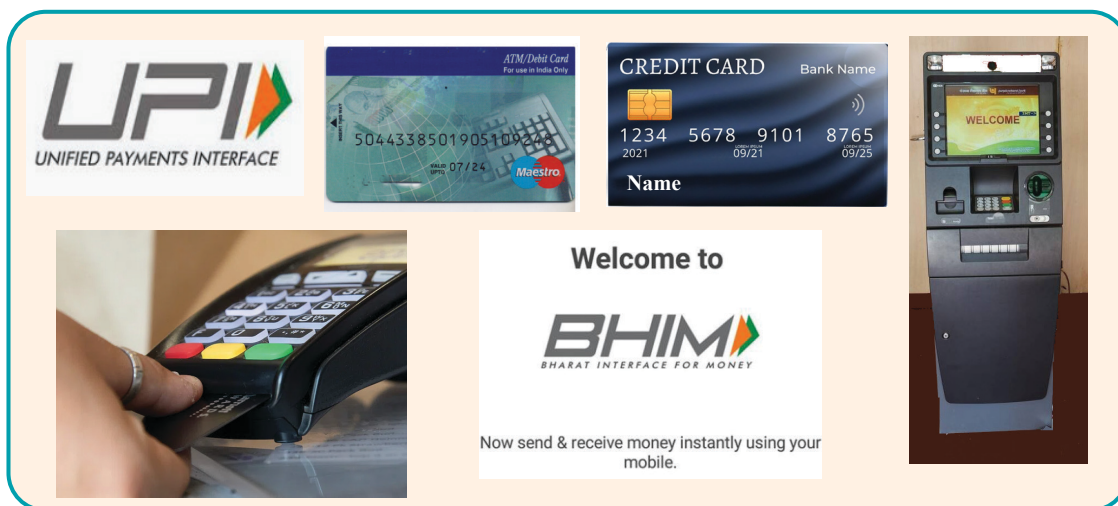


Fig 11.7

Observe the pictures. Have you noticed the use of such advanced facilities?

Banking is a rapidly changing sector in the modern era. With the changing times, banks are implementing many facilities to provide better services to the customers. Today there

is no need to go to banks directly for making transactions. With the advent of mobile apps and internet banking, various banking services are easily available to customers. Banking has changed to a system where money transactions can be done without carrying cash in hand. Let us be familiar with them.

ATM (Automated Teller Machine)

ATM helps us to withdraw money from our account at any time without going to the bank. We can also deposit money at any time using the CDM (Cash Deposit Machine) facility.

UPI (Unified Payments Interface)

UPI is a digital system that allows multiple bank accounts to be used through a single mobile application. This system allows us to make money transactions without going to the bank or ATM. We can transfer money at any time with the help of digital devices. Transactions can be done using QR code (Quick Response code), mobile number, and account number.



Credit Card and Debit Card

Credit card and debit card are cards issued by banks to their customers to make financial transactions. The main convenience that customers enjoy is that they do not have to carry cash. A debit card can only be used if there is money in the account, whereas a credit card can be used to make transactions, even if there is no money in the account. Banks lend money to credit card holders only for a certain period of time. Banks charge interest if the money is not repaid within the time limit.



Find and note down the situations when the financial transactions can be made using digital devices/cards.

-
-
-

Careful Banking



Haven't you noticed the news?

Such fraudulent activities are common in cyber space. Let's be familiar with precautions to be adopted for recognising and defending them.

Do not share ATM PIN and OTP.

Do not open suspicious online links.

Do not respond to phone messages asking for account details.

Do not keep ATM PIN on phone.

Use strong passwords.
Change password frequently.

If you come across any online fraudulent financial activities, there are helpline facilities to report it.



Fig 11.8



Prepare a poster to make the society aware of the online frauds.

We have familiarised with the advanced technology, from the formation of banks to digital banking. The role played by banks for attaining economic development is invaluable. The advancement of technology has made the banking services and money transactions more easier. This has made banking services accessible to all sections of people. It is essential to be more careful and meticulous in banking transactions in the present age.

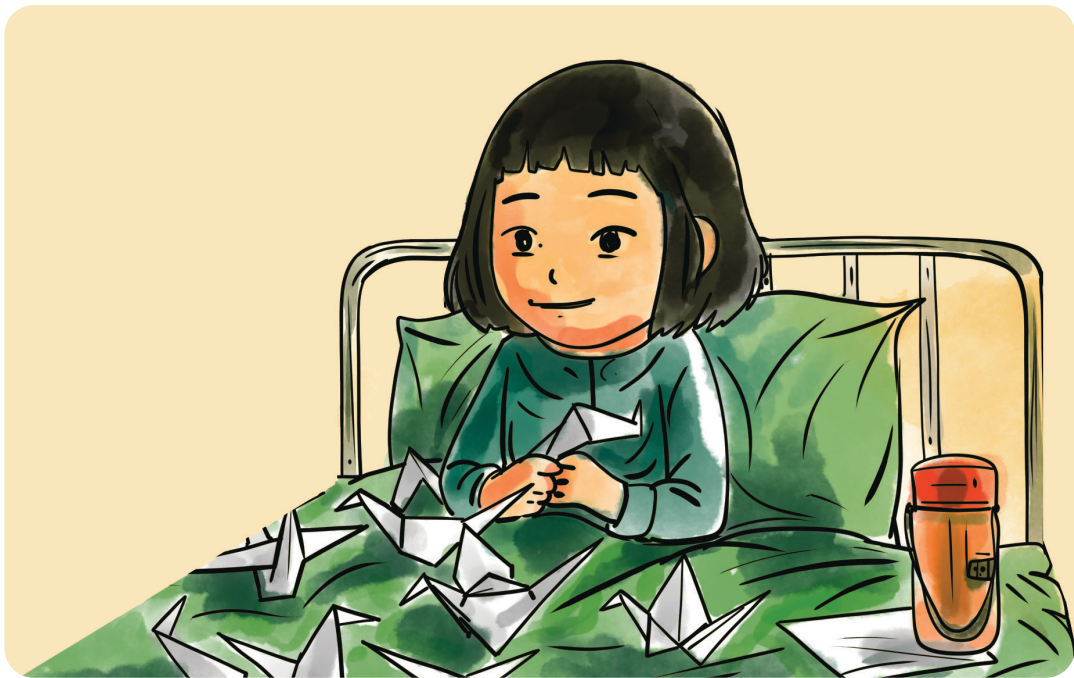


Extended Activities

- Interview the head of your institution and list the various accounts in the school.
- Visit a bank and observe the financial transactions taking place there and prepare a note.
- Collect news related to bank fraud and organise an awareness class under the auspices of the Social Science Club.
- Collect logos related to financial institutions and add them to 'My Social Science Observation Book.'
- Find out which account is suitable for the following purposes and complete the worksheet.

Context	Account
To deposit the money received from chit fund in the bank for education of children in the future	Fixed Deposit
To deposit the monthly pension amount and withdraw money for expenses	
To deposit the daily income received through business and withdraw it as per needs	
To deposit a fixed amount every month to make the dream of owning a house a reality	

Japan: History and the Present



On August 6, 1945, Sadako Sasaki was two years old. Sasaki lived two kilometers away from Hiroshima. She watched with curiosity as airplanes flew across the sky. But that curiosity disappeared within moments. The flames of the bomb dropped from the plane took the lives of millions of people. The flames spared Sasaki who was a little further away.

Time passed. The atomic radiation from the atom bomb continued to kill those around it. Time did not show mercy even to Sadako Sasaki. The radiation attacked Sasaki in the form of leukemia.

Even on her hospital bed, Sasaki did not lose hope. Her friend Chizuko Hamamoto used to visit her in the hospital. One day, Hamamoto taught Sasaki to make paper cranes. The Japanese had a belief that if they made a thousand cranes, their wish would come true. This excited Sasaki. She believed she would make a thousand cranes and recover from her illness.

Getting paper was not easy then. They went around neighbouring rooms for the paper used to wrap medicines. Friends from school brought paper to her. But fate had other plans. Her illness did not allow Sasaki to fulfill her hope of making a thousand cranes. On October 25, 1955, Sasaki left this world, having completed only 644 cranes. Her dear friend Chizuko Hamamoto, with tear-filled eyes, completed the thousand cranes for her. Sasaki was buried with those beloved cranes.

Courtesy: 'Sadako and the Thousand Paper Cranes'

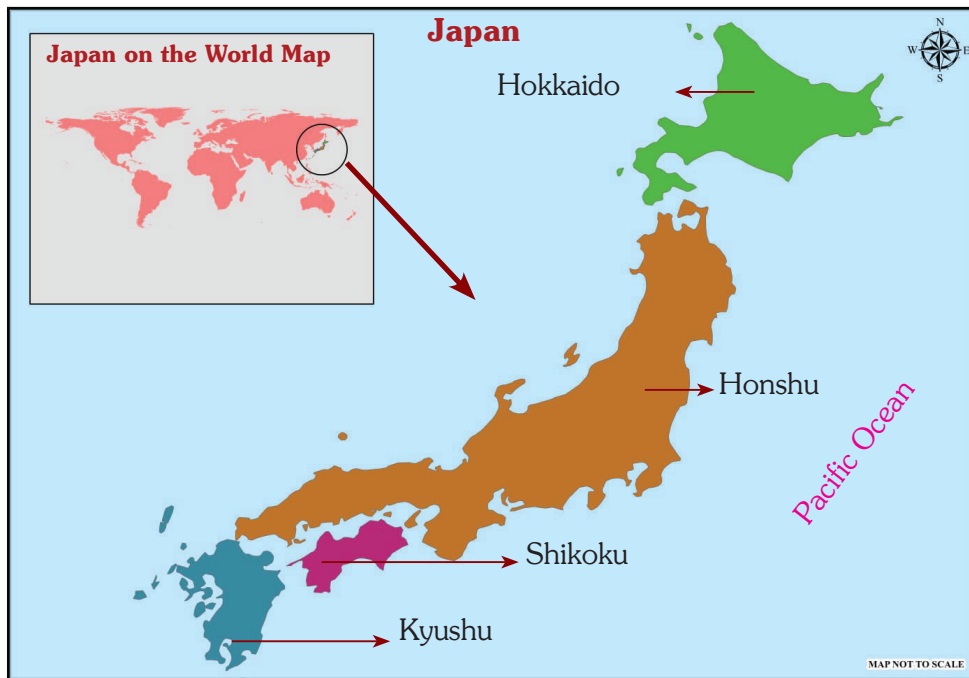
Today, the paper cranes that stand as symbols of hope carry Sadako Sasaki's pain... her hope... along with a smile for peace...

The dropping of atom bombs by the United States of America on Hiroshima on August 6, 1945, and Nagasaki on August 9, was an event that shocked the world. The consequences of this are still being suffered by the Japanese. Japan, which was completely devastated by the bombing, rapidly recovered and stands tall today as one of the developed countries in the world.

Aren't you interested in knowing the history of Japan? Let's explore.

Japan is an archipelago in the Pacific Ocean in East Asia. There are thousands of islands in Japan.

Observe Map 12.1 to find Japan's location. Identify and write down the main islands.



Map 12.1

- Hokkaido

•

•

•

Majority of the Japanese population lives on these four main islands. Vast coastlines, high hill ranges, and mountains are the features of Japan's geography. Japan is a country constantly facing earthquakes and volcanic eruptions. The rivers are generally steep and fast-flowing. The longest river in Japan is the Shinano River.

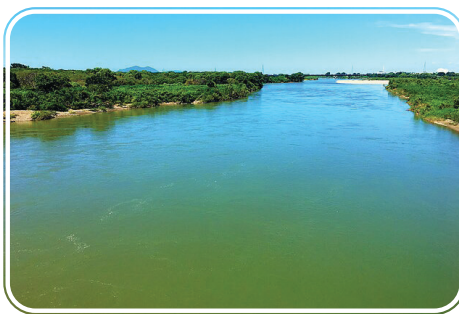


Fig 12.1 Shinano River



Fig 12.2 Volcano in Japan



Observe the world map. Identify and note neighbouring countries of Japan.

- Russia

•

•

•

The History of Japan

China and Korea, the neighbouring countries of Japan, had its influence in the culture of Japan from ancient times. The Chinese writing system, philosophy, and literature reached Japan through Korea. In this manner, Buddhism also spread in Japan.



Fig 12.3 Japanese Buddha

Literature

Kojiki, written in the 8th century CE, is a work that describes the traditional history of Japan. It is written in a style that combines history and legend. By the 10th century CE, Japan began efforts to free itself from Chinese cultural influence. This helped Japan to develop its own unique culture. They developed a new script for the Japanese language by simplifying the Chinese writing style. Numerous literary works, including stories and poems, were written in the Japanese language. "The Tale of Genji", written by a court lady Murasaki Shikibu, is one of the most famous among them.



Fig 12.4
Japanese
Script

Shintoism

Shintoism is the traditional religious belief in Japan. The word "Shinto" means "the way of God". Deities were generally called as 'Kami'. The most important among them was the Sun Goddess 'Amataresu'. Emperors were considered to be descendants of the Sun Goddess. These emperors were the heads of Shintoism.



Fig 12.5
Shinto Shrine

Food

From ancient days rice was the staple food in Japan. This cooked food was called 'Gohan'. Millets were also a part of their diet. As a source of nutrition, fish was a part of their diet. Sushi, a Japanese dish made of raw fish is now popular all over the world. As a result of Chinese influence, noodles also became a part of their diet.



Fig 12.6
Sushi

Clothing

The Kimono is traditional dress of Japan. It was mainly used in royal courts. Kimono is worn by both women and men. It was similar to the long robes prevalent among the Chinese.

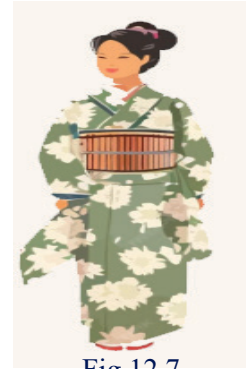


Fig 12.7
Kimono dress



Complete the worksheet.

Japan	
Literature	
.....	Traditional religious belief
Food	
Clothing	

Shogun Rule

Japan was ruled by emperors, for ages. However, by the 12th century, the administration of the country passed from the Emperors to the hands of military leaders known as Shoguns. The Shoguns ruled in the name of the Emperor, who became a nominal ruler. During this administration, Japan was divided into over 250 domains. Their control was placed under the rule of lords called *Daimyo*. The Samurai were a class of warriors who had influence in the administration. They served the Shoguns and the *Daimyo*. The Shogun rule came to an end in Japan with the 'Meiji Restoration' in the 19th century.

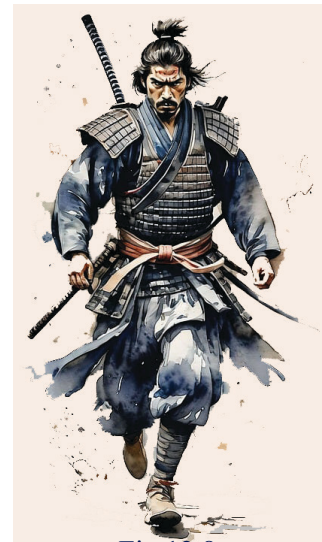


Fig 12.8
Samurai Warrior



Daimyo

Daimyo were feudal lords in Japan. They controlled the provinces of Japan from the 12th century to the 19th century.

Meiji Restoration

Japan was an Asian country that escaped from the foreign domination. Many countries tried to establish trade relations with Japan. Commodore Matthew Perry, an American arrived in Japan in 1853 and secured the right to have trade with them. The arrival of Matthew Perry changed the political history of Japan.

The Shoguns were forcibly removed from power in a movement in 1868, and the Emperor returned to power as the supreme authority. The city of Edo was declared the capital. It was later renamed as Tokyo. This is known as the 'Meiji Restoration'.

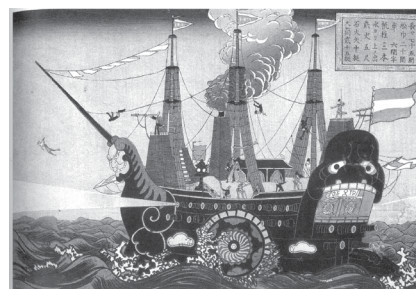


Fig 12.9

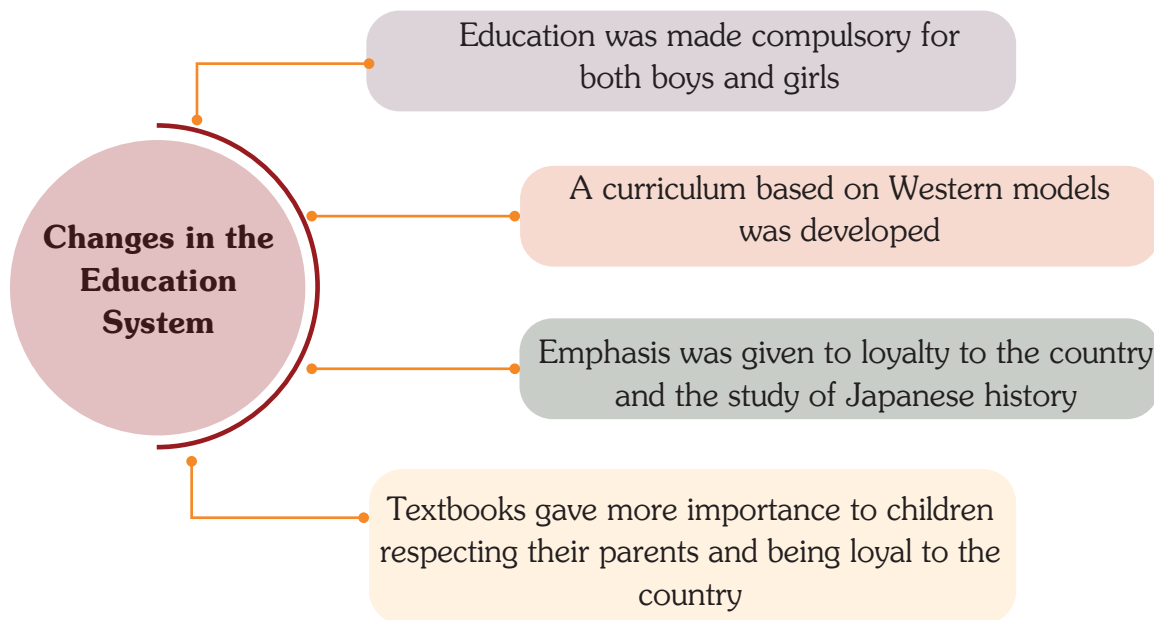
Arrival of Matthew Perry-
Picturisation

Changes in Administration

The Meiji Government initiated a new policy emphasising the idea of '*Fukoku Kyohei*' - 'Rich Country, Strong Army'. To strengthen the country, the Meiji Government implemented a new administrative system. The army and the officials were brought under the direct control of the Emperor. Military service was made compulsory for all young men over the age of twenty for a fixed period.

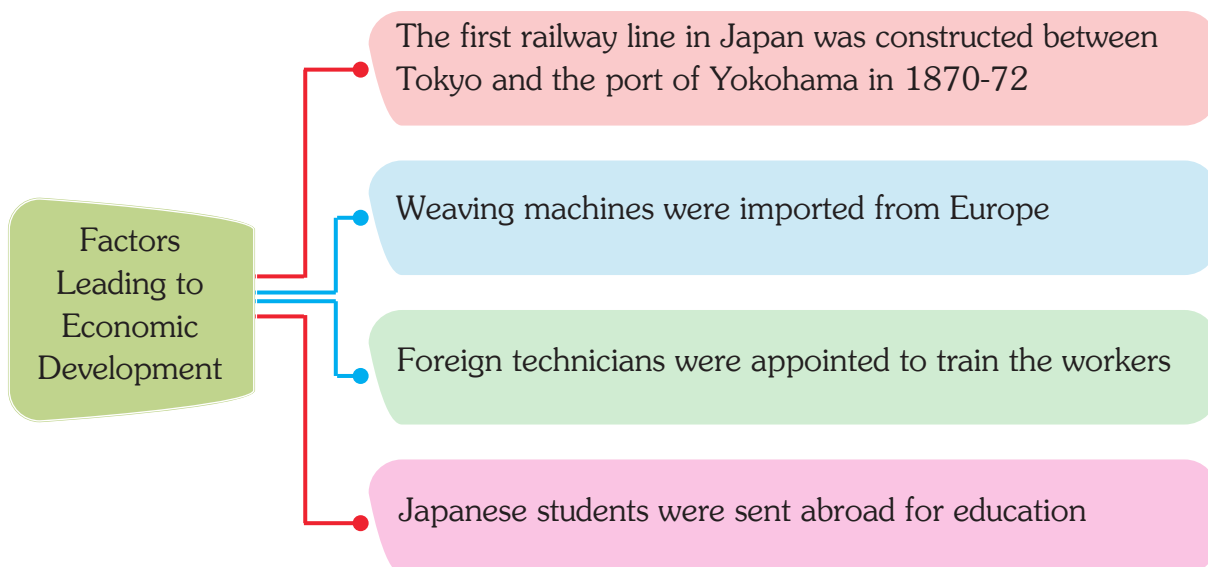
Education System

In the 1870s, Japan began a new education system.



Economic Development

Another important aspect of the Meiji reforms was the modernisation of the economy.



As a part of modernisation, numerous industries were started in Japan. From small scale industries employing less than five people, to large factories with hundreds of workers, were set up in Japan. Thus, Japan succeeded in forming a modern nation state.



Collect information indicating Japan's progress from the Meiji Restoration to its growth into an economic power. Prepare a wall magazine with this information.

Efforts of Japan to Build an Empire

A nationalism centred around the state emerged in Japan with the Meiji Restoration. Japan engaged in wars to expand its empire to China and other Asian regions. It established a colonial empire by conquering neighbouring countries, Taiwan and Korea. Despite being a small country, Japan defeated both China, the source of its culture and ideals and Russia the



World Wars

The First World War (1914-1918) and the Second World War (1939-1945) were the two wars in the 20th century that caused great terror and changes in human history. The atom bomb was first used in the Second World War.

European power. Their subsequent efforts to establish their empire led to more wars. During the Second World War, Japan attacked Pearl Harbour of the United States of America. This led the United States of America to drop atom bombs on Hiroshima and Nagasaki in Japan.

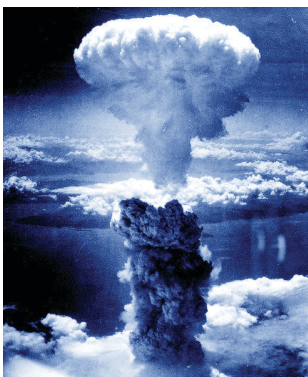


Fig. 12.10
Dropping of atom bomb

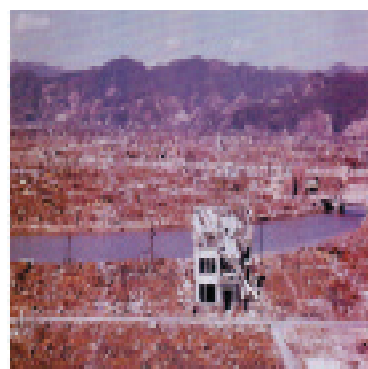


Fig 12.11
Hiroshima after atom bomb attack

The dropping of the atom bombs caused immense destruction and suffering in Japan. After the war, with the US led invasion, Japan's military was disbanded, and a new constitution came into existence.



List the efforts made by Japan to build an empire. Analyse how this adversely affected Japan's growth.

Japan, devastated in the Second World War, rapidly recovered to the path of progress. This reconstruction was described as the 'post-war miracle'. The Olympics conducted in the capital, Tokyo in 1964 was a declaration of Japan's comeback. The industrial and commercial sectors grew rapidly. The bullet train network that could run at a speed of up to 200 miles per hour, started during the same period, was a proof of Japan's technological expertise. By the 1970s, Japan emerged as a major economic power in the world. Japan is a direct example of how to become one of the world's economic powers by utilising political and technological capabilities.

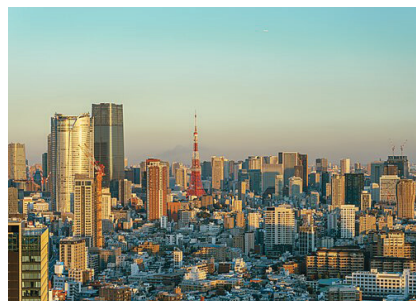


Fig. 12.12
Japan City



Extended Activities

- Decorate the classroom by making Sadako paper cranes and write messages of peace.
- Prepare placards for an anti-war rally.
- Collect pictures and information about Japanese cuisine and prepare an album/digital album.
- Organise a seminar on the topic: 'The Meiji Restoration and the Changes in Japan'.

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CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

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, 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 achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

CHILDREN'S RIGHTS

Dear Children,

*Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.*

Let's see what your rights are:

- | | |
|--|--|
| <ul style="list-style-type: none">• Right to freedom of speech and expression.• Right to life and liberty.• Right to maximum survival and development.• Right to be respected and accepted regardless of caste, creed and colour.• Right to protection and care against physical, mental and sexual abuse.• Right to participation.• Protection from child labour and hazardous work.• Protection against child marriage.• Right to know one's culture and live accordingly. | <ul style="list-style-type: none">• Protection against neglect.• Right to free and compulsory education.• Right to learn, rest and leisure.• Right to parental and societal care, and protection. |
|--|--|

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.



Contact Address:

Kerala State Commission for Protection of Child Rights

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in