

KERALA READER

ENGLISH

PART - II

STANDARD VI



**Government of Kerala
Department of General Education**

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 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.

Prepared by :

State Council of Educational Research and Training (SCERT)

Poojappura, Thiruvananthapuram 695012, Kerala

Website : www.scert.kerala.gov.in, e-mail : scertkerala@gmail.com

Phone : 0471 - 2341883, Fax : 0471 - 2341869

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Dear learners,

This is the second volume of English Textbook for Standard VI for helping you learn English language. This volume enables you to develop critical thinking about the world through the medium of English. Through this process you naturally gain a deeper understanding of English language.

A diverse mix of stories, poems and conversations carefully crafted in the textbook provides rich and interactive learning experiences. You will find a range of activities which you can do independently or with the help of others or under the guidance of your teacher. This textbook offers a plenty of individual, pair and group activities to help you learn collaboratively. Practising English with others especially friends and classmates, is a great way to enhance your English language. This process will help you become a confident and proficient English language user. We hope this book will be a valuable companion to you.

The SCERT extends sincere gratitude to the team of teachers and experts for their invaluable contributions to give a final shape to this book. We look forward to receiving creative criticisms and constructive suggestions for the improvement of this textbook.

Wishing you a happy and fruitful engagement with this textbook.

Dr. Jayaprakash R. K.

Director
SCERT Kerala



TEXTBOOK DEVELOPMENT TEAM

Chairman

Dr K. M. Sherrif, Professor (Retd), Department of English, University of Calicut

Subject Experts

Dr M. S. Geetha, Former Dean, Faculty of Education, University of Kerala & Former Principal, Govt. College of Teacher Education, Trivandrum

Robin Xavier, Assistant Professor, Department of English
St. Joseph's College (Autonomous), Devagiri, Calicut

Members

Bhasha K. K., HST (English), PHSS, Perambra, Calicut

Mohammed Abbas K. P., UPST (Retd), Government High School, Sivapuram, Calicut

Muhammed Irshad P., HST (Drawing), GHSS Neeleswaram, Mukkam, Kozhikode

Muhammed Shareef C. V., UPST, MCM UP School, Vadakara, Kozhikode

Reena S. Anand, BRC Trainer, Kuruvilangad, SSK Kottayam

Shaukath Ali K. K., UPST, Ullanam AMUP School, Parappanangadi, Malappuram

Dr Soumya Premkumar, UPST, Anaprampal South UPS, Thalavady, Alappuzha

Sreevalsan P., HST (Drawing), GMRS, Chelakkara, Thrissur

Teena Abraham, UPST, St. Anne's Girls High School, Changanacherry, Kottayam

Academic Co-ordinators

Dr Jayalekshmi S., Assistant Professor, SCERT Kerala

Asha Sajeen H. R., Research Officer, SCERT Kerala



State Council of Educational Research and Training (SCERT)
Poojappura, Thiruvananthapuram 695012, Kerala

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Icons used



The Doorway



Performance



Writing



Poem/Song



Reading



Glossary

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)

FOR HALF THE SKY

Unit

4



Women's freedom is the sign of social freedom.
Rosa Luxemburg



On 16 June 1963, Valentina Tereshkova made history by becoming the first woman in space.

THE FIRST WOMAN IN SPACE



She was born in 1937.

The spaceship:

VOSTOK 6

Completed 48 orbits
of the Earth :

**20,11,680 km in
two days
22 hours and 50 minutes**

A bird cannot fly with one wing only. Human spaceflight cannot develop any further without the active participation of women.

Valentina Tereshkova

- In which year was Valentina Tereshkova born?
- What was her achievement?
- What was the name of her spaceship?
- What did Valentina Tereshkova mean by saying, 'A bird cannot fly with one wing only'?
- Have you heard of other women who have inspiring achievements like her? Name a few.



Here is a story of a curious and bright girl Moyna, who loves to learn and explore. She always asks questions and looks for new ideas. Let us read more about her.

THE WHY – WHY GIRL

Mahasweta Devi

“But why?”

The question came from a small girl, about ten years old. She was chasing a large snake.

I ran after her, grabbed her plait and held her back, shouting.



My Word Gallery

“No, Moyna, don’t!”

“Why shouldn’t I?” she asked.

“It’s not a grass snake or a rat snake, it’s a cobra,” I replied.

“Why shouldn’t I catch a cobra?”

?

Why did the narrator stop Moyna from catching a snake?

“Why should you?”

“I will, I will.”

I dragged Moyna back to the Samiti office, where I worked. Her mother Khiri was there, weaving a basket. The Samiti was a place where people could come to learn reading and writing and simply to sing and dance together.

?

What was the Samiti meant for?

“Come,” I said to Moyna. “Come and rest for a little while.”

“Why?”

“Aren’t you tired?” I asked.

Moyna shook her head vigorously.

“Who will bring the goats home, collect firewood, fetch water and lay traps for the birds?”

?

What does Moyna do for her family?

Came the questions, one after another. Moyna tended the goats of the *babus*, the village landlords.

“Moyna, don’t forget to thank the *Babu* for the rice he sent us,” said Khiri.

“Why should I?” Moyna said. “Don’t I sweep the cowshed and do a thousand jobs for him? Does he ever thank me? Why should I?”

Saying this, Moyna ran off.

Moyna had a number of other questions. She put these questions to people around her.

Why do I have to walk so far to the river to fetch water?

Why do we live in a leaf hut?

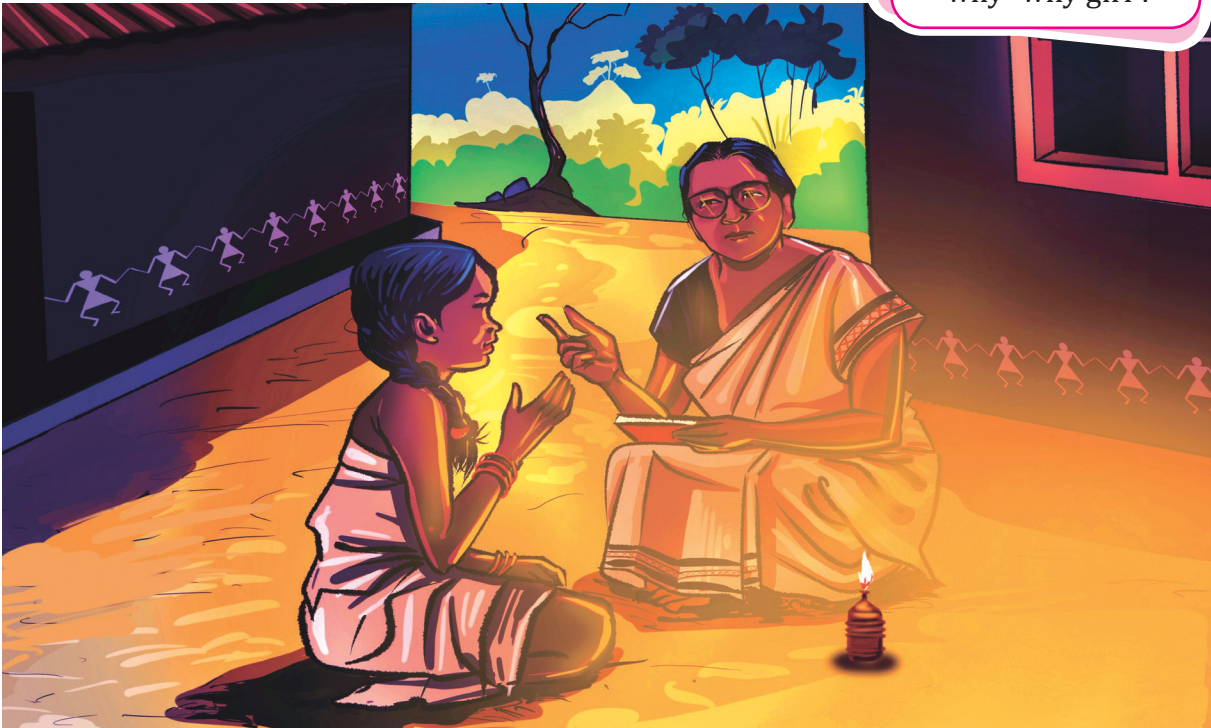
My Word Gallery

Why can't we eat rice twice a day?

No wonder the postmaster called her the 'why-why girl'!

?

Why did the postmaster call Moyna, the 'why- why girl'?



One day Moyna came to live with me in my hut. Our Samiti teacher, Malati said to me, "she'll exhaust you with her 'why's!'"

But I had a wonderful time with Moyna.

One night she asked me. "Why do you read books before you go to sleep?" "Because books have the answers to your 'why's!'" I replied. And for once, Moyna was silent for a moment.

Then she said, "I will learn to read and find the answers to my questions."

When Moyna grazed the goats, she told the other children all that she had learned from me. "Many stars are bigger than the sun. But they are far away, so they

My Word Gallery

?

Why did Moyna decide to learn to read?

look small. The sun is nearer, so it looks bigger. The fish do not speak like us. They have a fish language, which is silent. The earth is round, did you know that?"

?

Why do stars look smaller than the sun?



I returned to the village a year later. One evening I visited Moyna at her home. She was sitting in the kitchen with her little sister and elder brother and speaking to them like a teacher.

You cut one tree and plant another two.

You wash your hands before you eat, do you know why?

You'll get a stomach ache if you don't.

You know nothing, do you know why?

Because you don't attend classes at the Samiti.

Moyna was giving answers to all her 'why's'!

?

How do we know that Moyna was speaking like a teacher?

When a primary school was set up in the village, Moyna was the first girl to be admitted.

Moyna is 18 now. She teaches at the Samiti. If you pass by, you are sure to hear her impatient, demanding voice, “Don’t be lazy. Ask me questions. Ask me why mosquitoes should be destroyed, why the pole star is always in the northern sky.”

?

How did Moyna motivate children?



And the other children too are learning to ask ‘why’.

Moyna doesn’t know I’m writing her story. If she did, she’d ask, “Writing about me? Why?”

(Adapted)

About the author



Mahasweta Devi (1926-2016) was a renowned Indian writer and activist who fought for the rights of the tribal people. She was born in Dhaka, Bangladesh. Her notable literary works include *Mother of 1084*, *Rudali* and *The Right of the Forest*. She was honoured with the Jnanpith, the Padma Shri and the Padma Vibhushan.



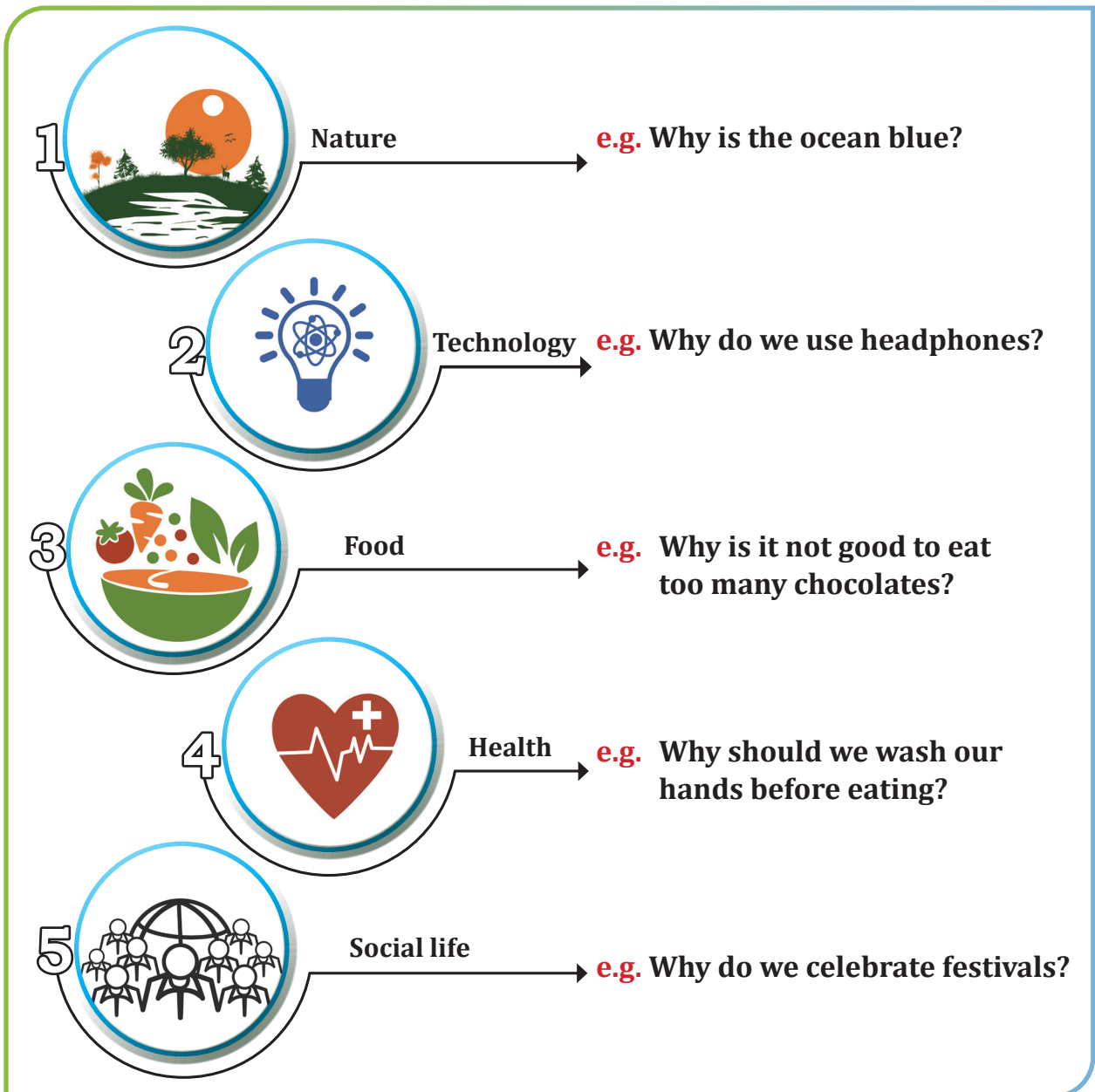
1. Look at the following questions raised by Moyna.

Why shouldn't I catch a cobra?

Why do we live in a leaf hut?

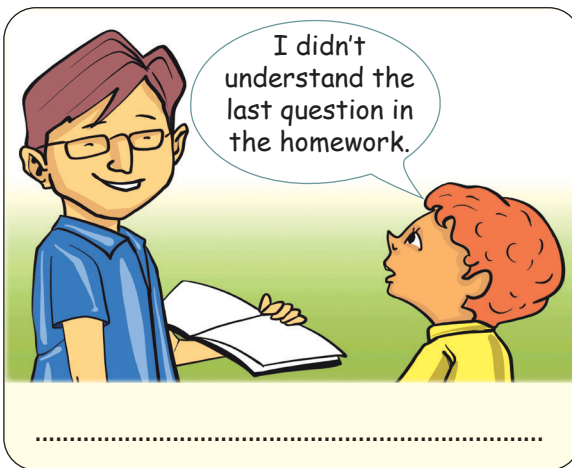
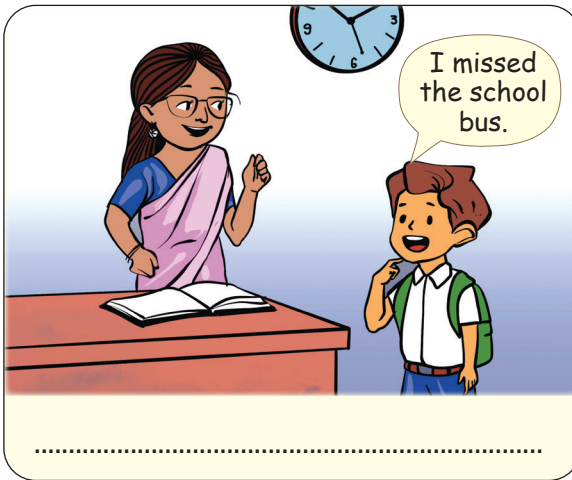
Why can't we eat rice twice a day?

Like Moyna, you might also have a number of 'why' questions in your mind. Sit in groups and frame as many 'why' questions as you can based on the theme given below. Present your questions in the class. The themes could include:





2. Can you think of a few meaningful 'why' questions to match the responses given below? Write them in the space provided.





3. Read the sentence from the story.

Many stars are bigger than the sun.

We use different words to compare things. Here, we are comparing the *stars* and the *sun* using the word *bigger*.

Let us read a few more sentences.

A rabbit is *fast*.

A deer is *faster* than a rabbit.

A cheetah is the *fastest* of all.

Look at the information given below.



ALEX

Age : 16
Height : 165 cm
Strength : ★ ★
Creativity : ★ ★
Confidence : ★ ★ ★



ERIC

Age : 12
Height : 150 cm
Strength : ★
Creativity : ★ ★ ★
Confidence : ★ ★



LORIS

Age : 22
Height : 175 cm
Strength : ★ ★ ★
Creativity : ★
Confidence : ★

Here,

- Eric is *young*.
- Alex is *younger* than Loris.
- Eric is the *youngest* of all.

Let us go through the three degrees of comparison.

- Positive – young
(single thing, no comparison)
- Comparative – younger
(comparing two things)
- Superlative – youngest
(comparing more than two things)

- a. Now revisit the information about Alex, Eric and Loris. Write about their height and strength, making a comparison.

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In some cases 'more' and 'most' are used for making comparisons.

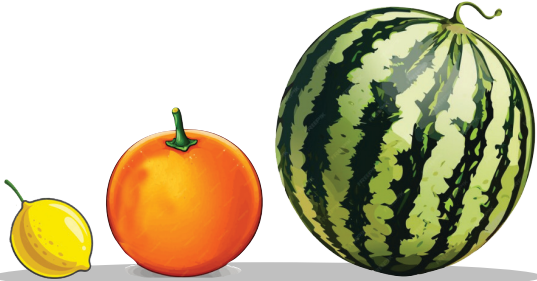
e.g. Alex is more creative than Loris.

Eric is the most creative of all.

- b. Make five sentences by comparing the features and qualities of Alex, Eric and Loris.

e.g. Loris is taller than Eric.

c. Look at the table and fill in the spaces provided below.

	1. A lemon is <i>small</i>. 2. An orange is <i>smaller</i> than a watermelon. 3. The lemon is the <i>smallest</i> among them.
	1. 2. 3. The coconut tree is the <i>tallest</i>.
	1. 2. A wolf is more <i>dangerous</i> than a fox. 3.
	1. A scooter is <i>expensive</i>. 2. 3.



4. Moyna became a teacher at the Samiti after studying in the village school. The Samiti is planning to celebrate 'Tribal Pride Day'. They have decided to felicitate Moyna on her achievement.

Here is a notice by the Samiti. Read it.

TRIBAL PRIDE DAY CELEBRATIONS

SAMITI, West Bengal

Dear friends,

We are excited to invite you to celebrate **Tribal Pride Day** with us.

Date	Venue	Time
15 November 2010	Samiti Auditorium	10:00 am

We are happy to welcome **Dr. Lekka IAS** as our Chief Guest. We will felicitate Moyna, the first tribal girl to attend the village school and become a teacher.

Come, join us on the occasion.

Warm regards,
Convenor, Samiti

01.11.2010

Your school is planning a special programme to felicitate your friend on her amazing achievement at the National Athletic Meet. Imagine you are in charge of organising the event. Draft a notice to invite people to the programme.

.....

.....

.....

.....

.....



5. Read the following sentences from the story.

Why do you read books before you go to sleep?

Because books have the answers to your 'why's'!

Moyna went to the library to get answers for all her 'why's'.

Moyna used to prepare notes of the books she read.

Here is an example. Read it.



Title : Alice in Wonderland

Author : Lewis Carroll

Type of Book : Children's Literature

This novel tells the story of a curious young girl named Alice. She falls down a rabbit hole and enters a fantasy world called Wonderland. She meets a variety of characters including the Queen of Hearts, the Cheshire Cat, the Mad Hatter, the Caterpillar etc. These characters behave in very strange ways that surprise Alice. At the end of the story, she finds that it was only a dream.

Now, search for an interesting book in your library, read it and prepare a short note to be presented at the School English Club.

.....

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6. Moyna, the curious girl from our story, keeps a diary to record her adventures and thoughts. A part of it gets wet in the rain and can't be read. Help Moyna restore the last part.

MOYNA'S DIARY



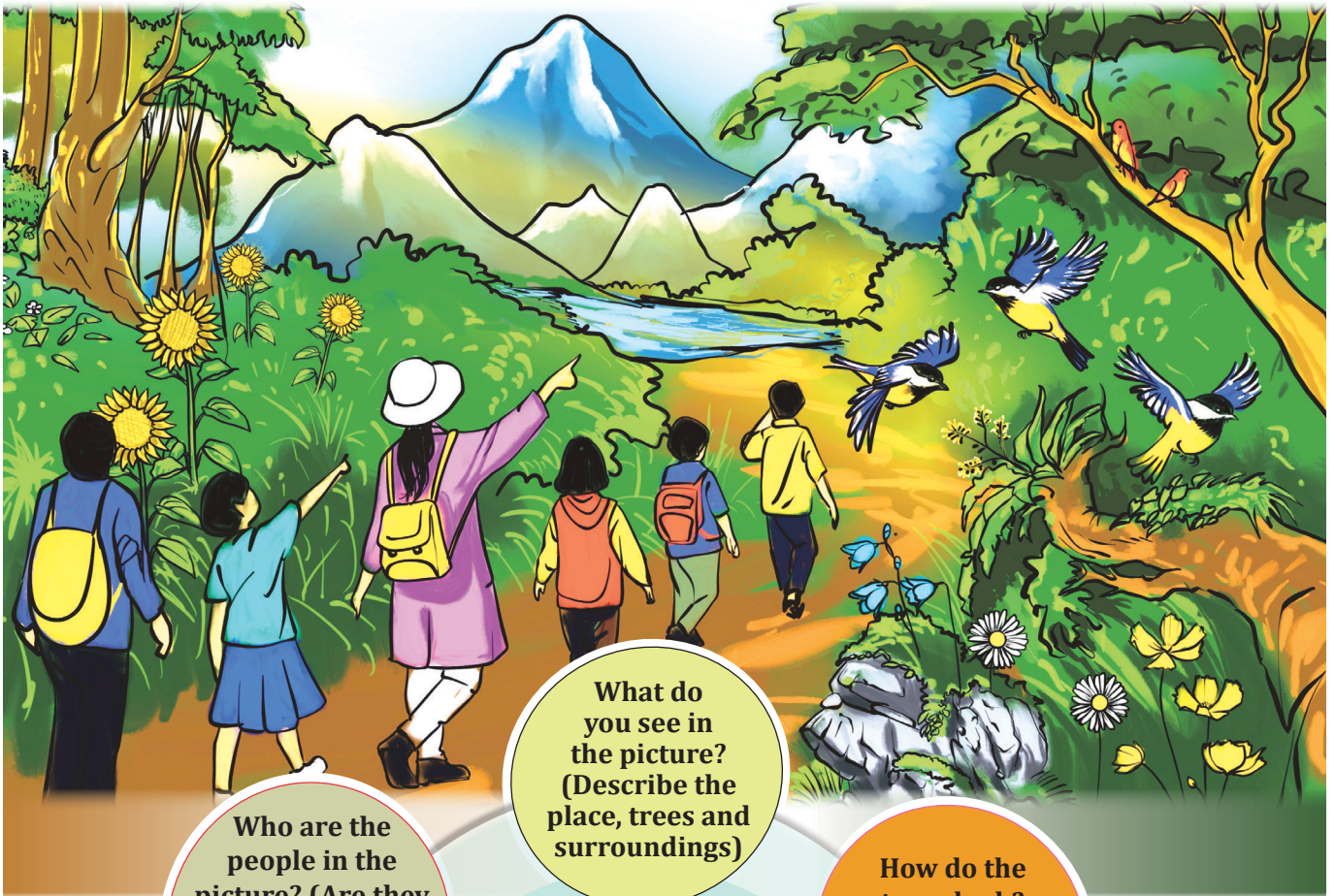
22/11/.....

Dear Diary,

Today was a fun day! It appeared that it might rain, but I still wanted to go outside. When I went to the riverside, I saw a boy crying.



7. One day, Moyna's teacher took the class for a nature walk and the children were very happy. Look at the picture carefully and describe what you see and what you feel about it.



What do you see in the picture?
(Describe the place, trees and surroundings)

Who are the people in the picture? (Are they children? Is there a teacher in the group? What are they doing?)

How do the trees look?
(Are they tall, green and full of leaves?)

These questions may help you.

Do you see any animals or birds? (What are they doing? What sounds are they making?)

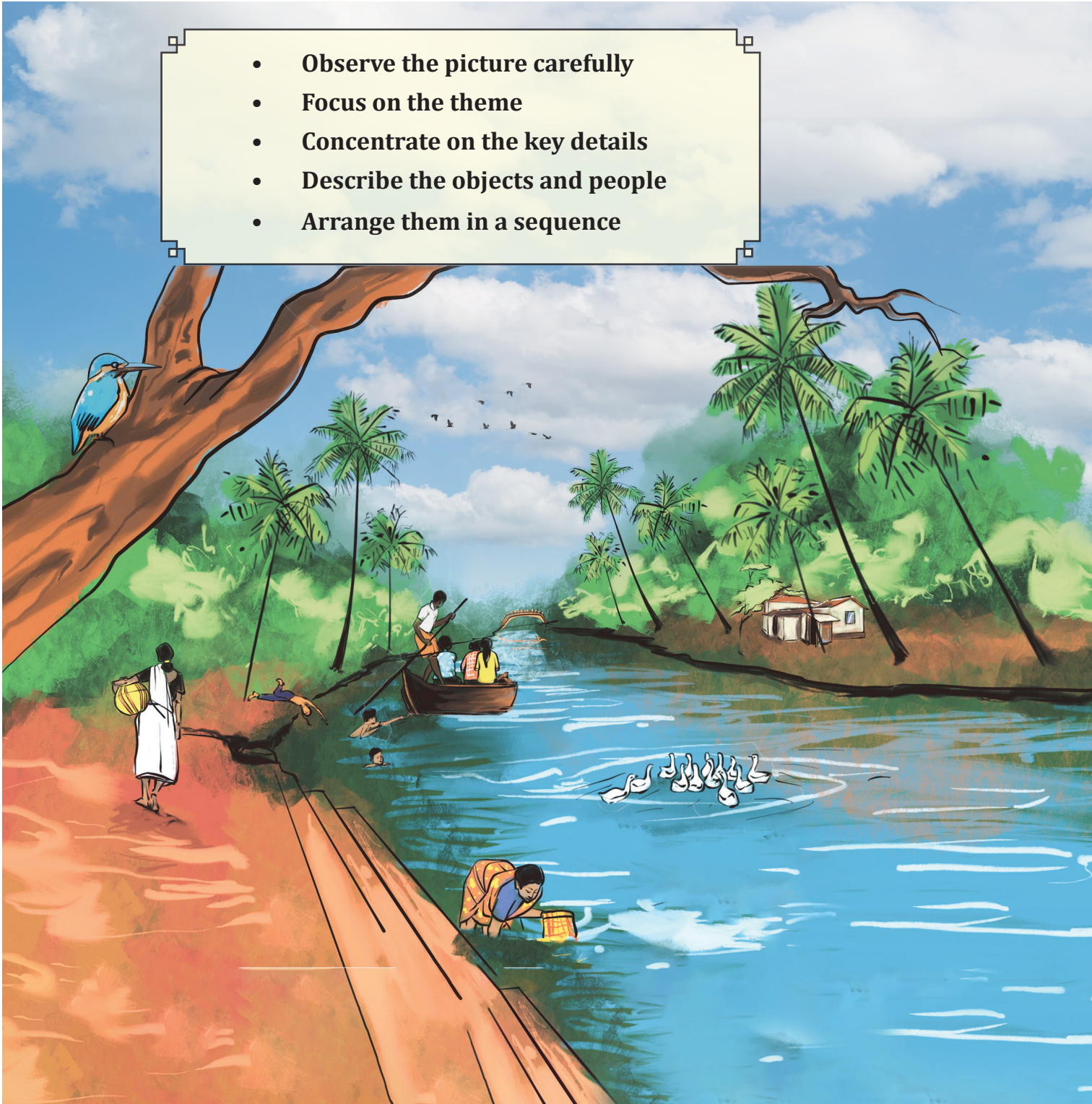
Are there any flowers?
(What colours are they? How do they make the place feel?)

How do the children feel?
(Are they happy, excited and curious?)



8. Write a short description of the given picture. You may consider the following points while writing the description.

- Observe the picture carefully
- Focus on the theme
- Concentrate on the key details
- Describe the objects and people
- Arrange them in a sequence





You might have seen women fighting for their rights. Here is a poem about a woman who dreams of transforming her life through resilience and struggle.



The Heart of a Woman

Georgia Douglas Johnson

The heart of a woman goes forth with the dawn,
As a lone bird, soft winging, so restlessly on,
Afar o'er life's turrets and vales does it roam
In the wake of those echoes the heart calls home.

The heart of a woman falls back with the night,
And enters some alien cage in its plight,
And tries to forget it has dreamed of the stars
While it breaks, breaks, breaks on the sheltering bars.



About the author



Georgia Douglas Johnson (1880- 1966) was an African-American poet. *The Heart of a Woman and Other Poems*, *Bronze : A Book of Versus*, *An Autumn Love Cycle* and *Share My World* are her famous collections of poems.

Answer the following questions

1. How does 'the heart of a woman' fly at the beginning of the poem?
2. What is 'the heart of a woman' compared to ?
3. Where does the heart roam? When does it fall back?
4. Where does the heart enter in its plight?
5. What does the heart try to forget when it is in a cage?
6. In the last line, the poet uses the word 'break' three times. Why?
7. What do the 'sheltering bars' in the poem mean?



1. Look at the lines taken from the poem.

*The heart of a woman goes forth with the dawn,
As a lone bird, soft winging, so restlessly on,
Afar o'er life's turrets and vales does it roam
In the wake of those echoes the heart calls home.*

The last words of each line are *dawn*, *on*, *roam* and *home*.

Here *dawn* rhymes with *on* and *roam* rhymes with *home*.

- dawn - on
- roam - home

Now, revisit the second stanza and find out the rhyming pairs.

-
-



2. Read the following lines from the poem.

*The heart of a woman goes forth with the dawn,
As a lone bird, soft winging, so restlessly on,*

Here, the *heart of a woman* is compared to *a lone bird*.
Such a comparison is called simile.

A simile is a figure of speech that compares two different things using 'like' or 'as'.

a. Now, read the following lines and find the pairs of words which are compared to each other.

The moon shines bright as clear as glass
Like a silver lantern, lighting up the pass
The stars twinkle last, as diamonds in the sea
As busy as bees fluttering wild and free

Here,

- *the moon* is compared to *glass*
-

b. Complete the following sentences using appropriate words.

1. I am as brave as.....
2. I run like
3. He crawls like
4. She is as strong as



3. The two stanzas in the poem have two different moods. The first stanza is *hopeful* and *dreamy* and the other stanza is *dejected* and *sorrowful*. Let us pick out the words suitable for each from the brackets and write them in the appropriate columns.

(dawn, dreamed of the stars, goes forth, soft winging, alien cage, calls home, falls back, restlessly on, plight, roam, breaks, sheltering bars)

Hopeful and Dreamy
(Stanza 1)

dawn

.....

.....

.....

.....

.....

.....

Dejected and Sorrowful
(Stanza 2)

.....

.....

.....

.....

.....

sheltering bars

.....



4. Let us revisit the poem and complete *The Poetry Treasure Map*.

The Poetry Treasure Map

Title of the poem:

.....

Name of the poet:

.....

Write some words and phrases you liked.

Write your favourite line.

What picture comes to your mind when you read the first stanza of the poem?

What do you think the poem is trying to tell us?



Imagine a time when cameras were rare and even professional photographers were few. In such an era, a young woman broke barriers to become India's first female photojournalist. Let us read the inspiring story of that woman.

THE STORY OF DALDA 13

It was a time when even professional men news photographers were rare to find! Photojournalism was in its infancy in India.

Homai Vyarawalla who became a legend in Indian photojournalism was born at Navsari in Gujarat in 1913. Her father was a theatre artist and the family moved from place to place for performances. These travels were probably the first inspiration for the photographer in her. Her family later moved to Mumbai, which was then known as Bombay.

Vyarawalla's first assignment as a photographer was to take snaps at a picnic when she was still in college. Her early photographs appeared in *The Illustrated Weekly of India*, which went on to become one of the most popular magazines in the country. Because she was unknown and a woman, her early photographs were published in her husband's name.

?

Why did Vyarawalla's family move from place to place?

?

What was Vyarawalla's first assignment as a photographer?

?

Why were Vyarawalla's early photographs published in her husband's name?



In 1942, she moved to Delhi with her husband to join the British Information Services as its photographer. A woman roaming on a bicycle with a camera hanging on her shoulders was a sight people in Delhi had never seen before. In an interview she says: "At first, they thought I was just fooling around with the camera, showing off or something. They did not take me seriously." Being a woman allowed her to photograph sensitive areas. Nobody would take her for a news photographer.

When Vyarawalla bought a car in Delhi, it got the registration number DLD 13. Soon she began to be called Dalda 13, which became her pseudonym. Many of her photographs were published under the name Dalda 13.

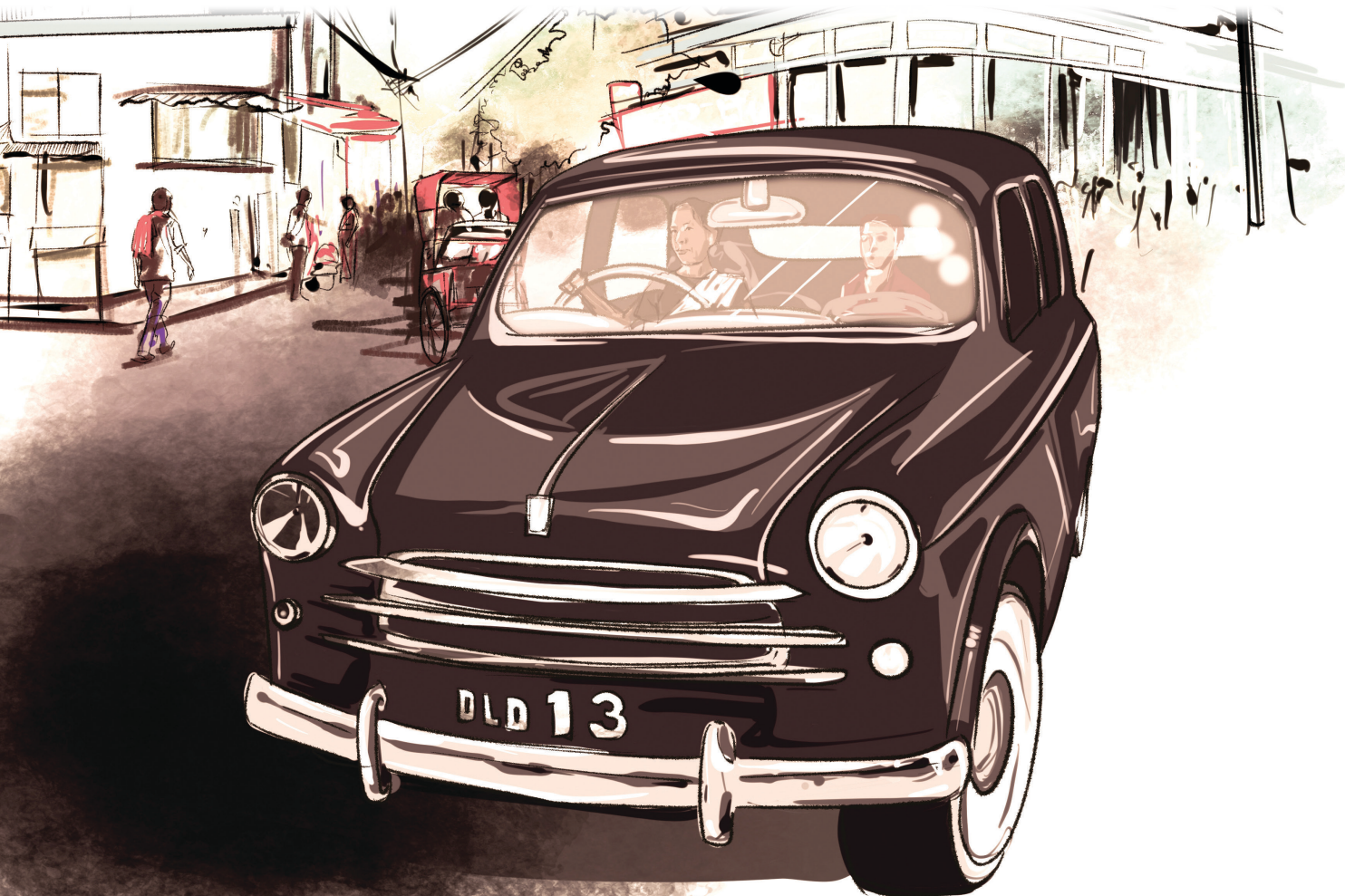
?

Why didn't people in Delhi take her seriously?

My Word Gallery

?

How did Vyarawalla get the pseudonym Dalda 13?



Vyarawalla has hundreds of striking news photographs to her credit. Her lens captured Mahatma Gandhi, Jawaharlal Nehru and several other prominent personalities in politics and culture. She also recalled interacting with and taking photographs of foreign dignitaries like Ho Chi Minh and Marshall Georgy Zhukov. In press conferences she was often the only woman photographer. But she became the most celebrated news photographer in the country.

After her husband's death in 1970, she retired from photojournalism. She had stuck to the ethics of the media throughout her career. She did not like the way many photographers of the younger generation disturbed people's privacy for publicity and fame.

Homai Vyarawalla achieved a number of distinctions as a news photographer. In 1998, she was honoured with the Chameli Devi Jain Award for Outstanding Woman Mediaperson. In 2010, the Information and Broadcasting Ministry honoured her with the Lifetime Achievement Award. In 2011, she was awarded Padma Vibhushan, India's second highest civilian honour.

Homai Vyarawalla passed away in 2012. She continues to be a role model for women mediapersons in India.

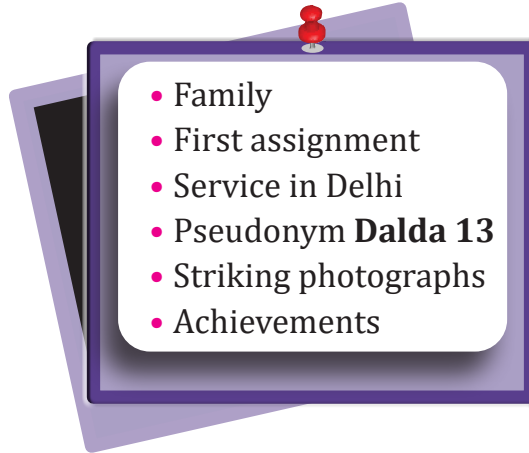
?

What was her complaint against younger generation photographers?

My Word Gallery



1. Maya, a journalist collected a few details about Homai Vyarawalla. Prepare a write up based on the hints given.



Homai Vyarawalla was India's first woman photojournalist.

.....

.....



2. Look at the photo of Kiran and his cat. Read the caption and the description.



A quiet moment with my cat

I put Kichu's favourite food in the bowl and placed it before her. Kichu looked at me and meowed. I smiled as she started eating. She looked happy, and I felt happy too. Taking care of her made me feel good.

Now, let us go on a fun photo adventure at home, like Homai Vyarawalla, who took beautiful pictures of everyday life. Arrange your pictures into an album.

Pick a memorable photo from the album and write a short description.

The following questions will help you.

- Can you describe the scene?
- Why is this moment important to you?
- How did this moment make you feel?

A SNAPSHOT OF MY DAY



afar	: to a distance
alien	: unfamiliar or strange
assignment	: a task or piece of work given to someone
babus	: rich landlords or important men of the village
chasing	: running after someone or something
cobra	: a large, venomous snake that can spread its hood
dignitaries	: famous people
distinctions	: special awards
dragged	: pulled something or someone with force or effort
ethics	: moral principles that guide behaviour
exhausted	: very tired
fame	: the state of being known and recognised by many people
fetch	: to go and bring something back
forth	: onwards in time, place, or order
grabbed	: took hold of something or someone quickly and firmly
grazed	: put animals to eat grass in a field
impatient	: not willing to wait
infancy	: the early stage of development
inspiration	: a feeling of motivation or encouragement to do something creative or meaningful
legend	: a famous person known for their achievements
mediaperson	: someone who works in media
photojournalism	: the practice of using photographs to tell news stories

plait	: three or more strands of hair woven together to form a pattern
plight	: a difficult or unfortunate situation
pole star	: a bright star in the northern sky, used for navigation
press conference	: a meeting where newsmen ask questions to a public figure
privacy	: a person's right to keep personal matters a secret
prominent	: important
pseudonym	: an alternate name used by someone
publicity	: attention or awareness given to someone or something by the media or the public
restlessly	: unable to relax
retired	: stopped working permanently after a long career
roam	: to move about aimlessly
sheltering	: providing protection or refuge
striking	: attracting attention
sweep	: to clean or remove dirt or dust from a surface using a broom or brush
tended	: took care of
theatre artist	: a person who performs in plays or performing arts
turrets	: small towers on top of a building or a castle
vales	: valleys
vigorously	: with great energy and force
weaving	: making cloth or baskets by crossing threads or strips together
winging	: moving swiftly, often with a humming sound

An aerial photograph of a tropical coastline. On the left, a large, calm bay with turquoise water meets a sandy beach. To the right of the beach, a series of steep, rugged mountains rise from the land. The mountains are covered in dense green vegetation, with some peaks appearing to have patches of snow or light-colored rock. A winding river or stream flows through the valleys between the mountains. The overall scene is lush and scenic, suggesting a remote tropical location.

Unit

5

HEARTH AND HOME

Home is not a place, it is a feeling.

Cecelia Ahern



- What season is shown in the picture?
- What do you feel about this season?
- Which climate in Kerala do you find the most appealing?



Here is a story about a young boy on his first day at school. It was a day made even more memorable by the rain. Let us see what exciting experiences await him.

UNNIKUTTAN GOES TO SCHOOL

Nandanar

When Unnikkuttan came trotting to the verandah, looking smart in his uniform, Amma was chasing him with a half-finished plate of *uppumavu*.

“Unni, come on, finish this.”

But Unnikkuttan was not interested. So Amma gave him a small glass of water to drink. That would wash down the small quantity of *uppumavu* he had kindly consented to eat.



?

What did Amma do when Unnikkuttan did not want to eat more *uppumavu*?

My Word Gallery

Kuttettan was waiting impatiently for him. He had already lifted his schoolbag off the nail on the wall



and hung it on his shoulders. Unnikkuttan was not tall enough to do it. So, Muthassi took his schoolbag off the nail and handed it to him.

Unnikkuttan placed the bag on a bench, opened it and inspected the contents. Yes, his school kit was complete with the *Malayalam Reader*

for the First Standard and the slate. This was actually Unnikkuttan's second slate in less than two weeks. The first had slipped from his hands and broken to pieces. Unnikkuttan had cried his heart out for a new one. When he got it, he was extra careful with it.

It was Kuttettan who wrote Unnikkuttan's name on the frame of the slate. Unnikkuttan did not think much of Kuttettan's handwriting. When Kuttettan wrote an 'oo' it looked like somebody with a long, craning neck! It was Kuttettan who put a cover to the *Malayalam Reader*. The sheet of brown paper in which the salesman at the textile shop in the market had wrapped Amma's mundu and veshti came handy.

Unnikkuttan opened the *Malayalam Reader*. The peacock's feather and the piece of silver paper he had collected lay safely between the pages. Unnikkuttan looked at his name written on the slate and scowled a little. Not good.

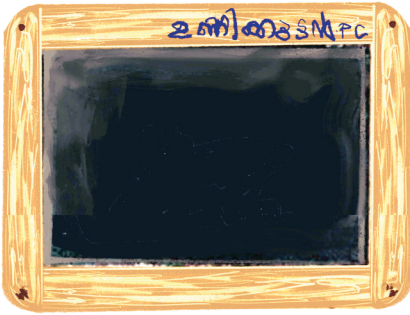
?

What items did Unnikkuttan check for in his schoolbag?

My Word Gallery

?

What did Unnikkuttan keep safely between the pages of his *Malayalam Reader*?

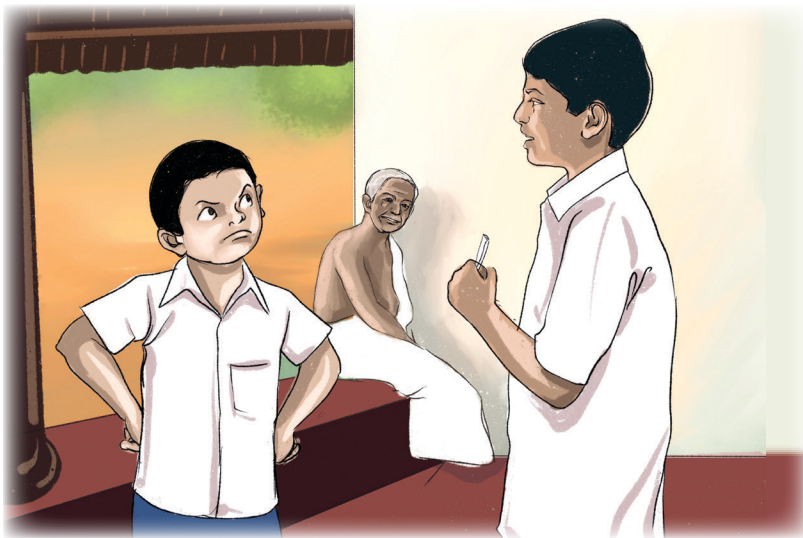


The name should have been written in English. Kuttettan had written only the initials of his name P C in English.

Kuttettan took a small piece of slate pencil from the pocket of his trousers and extended it to Unnikuttan. Unnikuttan scowled again. Just a piece on the first day to school! “I want a full one,” Unnikuttan shouted.

“Well, if you don’t want it.....” Kuttettan flung the piece of pencil to the floor and stamped on it.

Unnikuttan looked at him furiously. Kuttettan was not the same after he passed into the Fourth Standard. He was too proud and rude. He was showing off because he had been made the Class Monitor.



“I want a full slate pencil,” Unnikuttan whimpered. Achan who came out into the verandah fished out a pencil from the ledge over the door and gave it to Unnikuttan. But, there was something else that

?

How did Unnikuttan feel about his name written on the slate?

?

What did Kuttettan give Unnikuttan? Was he satisfied?

My Word Gallery

Unnikkuttan wanted. He pointed to the ledge under the roof and said, “My sandals.”

“It is better to go barefoot,” Muthassan who was watching him said. “If you walk with it in this rain, you’ll splash mud all over your clothes.” Unnikkuttan realised Muthassan was right. It was better to walk barefoot when the rain had made puddles on the path.

It was time for Achan to go to his office. Today he would take Unnikkuttan to the school and get him admitted before going to office.

?

What did Muthassan advise Unnikkuttan about walking in the rain? Why?



It was drizzling. Achan opened his umbrella. Unnikkuttan opened his baby umbrella too.

“Come, let’s go,” said Achan.

They walked with slow steps to the school. They were watchful of speeding lorries. Their wheels would roll over puddles and splash water on them. Fortunately, none came.

?

What was the weather like when Achan and Unnikkuttan left for school?

Unnikkuttan was struck by the cries of crows. “Why were they making such a noise?” he wondered. The rain must have brought down their nests on the trees, he guessed.

“Come on, faster, it’s time for the bell,” Achan hustled him.

As they entered the school compound, Unnikkuttan’s excitement gave way to nervousness. Everything was new to him, including the hundreds of children who were making all the noise in the world!

As they climbed the steps to the verandah, Unnikkuttan saw the vast array of umbrellas. Some with hook handles hung on the rafters under the roof. Open umbrellas, both of cloth and palm leaves, filled up the verandah. There were small puddles of water on the floor. Clearer than the puddles on the road, Unnikkuttan thought.

Unnikkuttan gazed at the iron disc and a rod tied to it hanging from a rafter.

Achan noticed Unnikkuttan’s look and said, “That is the school bell.”

Oh, so this was the bell Achan was talking about.

A man with greying hair came out of one of the rooms. He shook hands with Achan. He then led Unnikkuttan and Achan to a room in the middle of the verandah.

“He is the Headmaster,” Achan whispered to Unnikkuttan as they entered the room.

?

Why do you think Unnikkuttan felt nervous when he entered the school compound?

The Headmaster and Achan sat on chairs across a table. Unnikkuttan stood leaning against the arm of the chair Achan sat on.

The Headmaster beamed at Unnikkuttan.

“Hello youngman, your name, please.”

“P C Unnikkuttan.”

The Headmaster laughed. “Wonderful! So you know your initials too.”

The Headmaster opened a register and wrote Unnikkuttan’s name in it.

Unnikkuttan looked out through the window curiously at children playing in the schoolyard as the Headmaster and Achan chatted.

Ting! Ting!

The ringing of the school bell startled Unnikkuttan.

Achan got up hurriedly. “Thank you, sir. Good day!” he said to the Headmaster.

“Good day.”

Achan took him to a classroom which was already full of novices like Unnikkuttan.

Achan pointed to the teacher. “She is Radha Teacher. She will be your class teacher.”

Radha Teacher saw them and came out.

“Come on,” she took Unnikkuttan’s hand and led him into the classroom.

?

What did the Headmaster do when Unnikkuttan told him his name?

My Word Gallery

?

Who took him to the classroom?



“Look here, children,” Radha Teacher spoke to Unnikuttan’s classmates, “You have a new friend. He is Unnikuttan.”

For a moment, Unnikuttan became the centre of attraction in the classroom.

“You can sit over there,” Radha teacher pointed to a bench. Unnikuttan walked slowly to the bench in middle row and sat down.

It was the first day of his life as a student.

*Excerpt from Unnikuttante Lokam
(Translated and Adapted)*

?

How did the teacher make Unnikuttan feel comfortable as he entered the classroom?

About the author



Nandanar (P. C. Gopalan, 1926-1974) was one of the most prominent fictionists in Malayalam in the 20th century. He published six novels and five collections of short stories. His novel *Aathmavinte Novukal* (*The Sorrows of the Soul*) won the Kerala Sahitya Akademi Award in 1963. Among his works are two novels for children, *Unnikkuttante Lokam* (*Unnikuttan's World*) and *Unnikuttan Valarunnu* (*Unnikuttan Grows up*).



1. Read the sentences from the story.

Amma was chasing him with a half-finished plate of uppumavu.

"Unni, come on, finish this."

But Unnikuttan was not interested. So Amma gave him a small glass of water to drink. That would wash down the small quantity of uppumavu he had kindly consented to eat.

a. Write a few sentences about your breakfast.

You can make use of the following hints.

- At what time do you take breakfast?
- What is your favourite dish for breakfast?
- Who prepares breakfast for you?

- b. Do you like *uppumavu*? What ingredients are used to make this dish? Prepare a recipe. You can use the following words.

roast, heat, add, splutter, chop, pour, stir, boil

List of ingredients

- One cup of rava
-
-
-
-

Roast the rava until it becomes golden brown.

Heat the oil in a pan

.....

.....

.....

.....When ready, serve it on to plates.



Share the process in groups. Present your recipe in the class.



2. Read the following sentences.

Unnikuttan placed the bag **on** a bench, opened it and inspected the contents. Yes, his school kit was complete **with** the Malayalam Reader **for** the First Standard and the slate. This was actually Unnikuttan's second slate in less than two weeks. The first had slipped **from** his hands and broken **to** pieces.

Look at the words in bold. They show relationships between words in a sentence.

- a. Read the paragraph given below and underline such words. One has been done for you.

It was 7.30 in the morning. The sun was shining brightly in the sky, and birds were flying over the trees. Raja placed his books neatly on the table and kept his school bag beside the chair. Then, he walked into the kitchen to have breakfast. His mother gave him a glass of milk and a plate with delicious idlis. After eating, he put on his uniform and walked to the bus stop. He waited for the school bus under a big tree.

- b. Unnikuttan is fond of playing football. After school, he always plays football with his friends.

Now, look at the sentences that go with the pictures. Fill in the blanks with the missing words in each sentence that show relationship.

The players are running the ball.

The football is the ground.

The football is flying the goalpost.

The players are standing a circle.

Unnikuttan runs the goalpost.

Sanju is passing the ball his friend.

c. Write a paragraph about any one of the following.

Park



Library



Kitchen Garden



Home



Playground



You can make use of the relationship words given here.

.....

.....

.....

.....

.....

in
on
over
around
after
under
behind
across
from



3. Read the sentences from the story.

- The sheet of **brown** paper in which the salesman at the textile shop in the market had wrapped Amma's mundu and veshti came handy.

Here, the word **brown** describes the paper.

Similarly, in the following sentence:

- Kuttettan took a **small** piece of slate pencil from the pocket.

The word **small** describes the slate pencil.

Here, **brown** and **small** are describing words. Such words describe the qualities of objects or people.

- a. Read the paragraph from the story. Pick out the describing words and write them in the box.

As they climbed the steps to the verandah, Unnikkuttan saw the vast array of umbrellas. Some with hook handles hung on the rafters under the roof. Open umbrellas, both of cloth and palm leaves, filled up the verandah.

.....

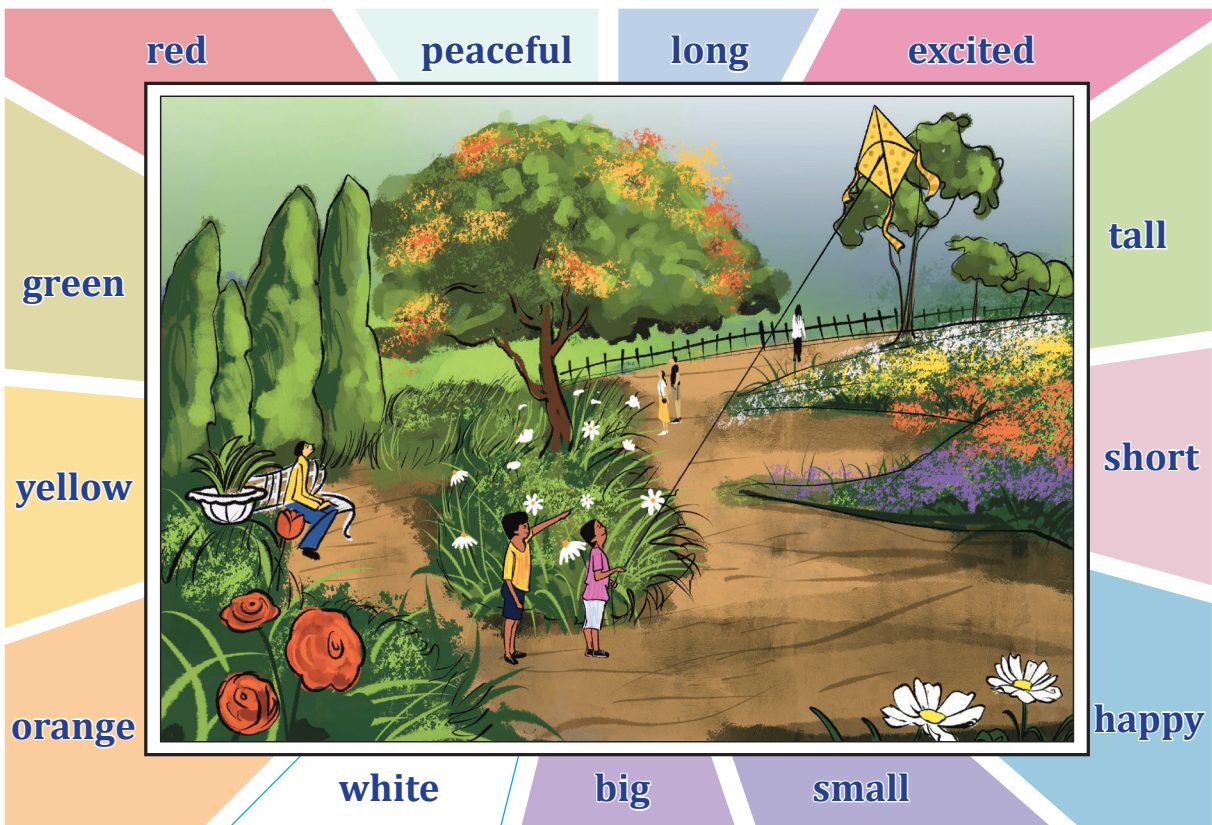
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- b. Look at the picture of the garden below. Write a description using the following words.



There is a big tree in the middle of the garden.

.....

.....

.....



4 a. Read the following sentences.

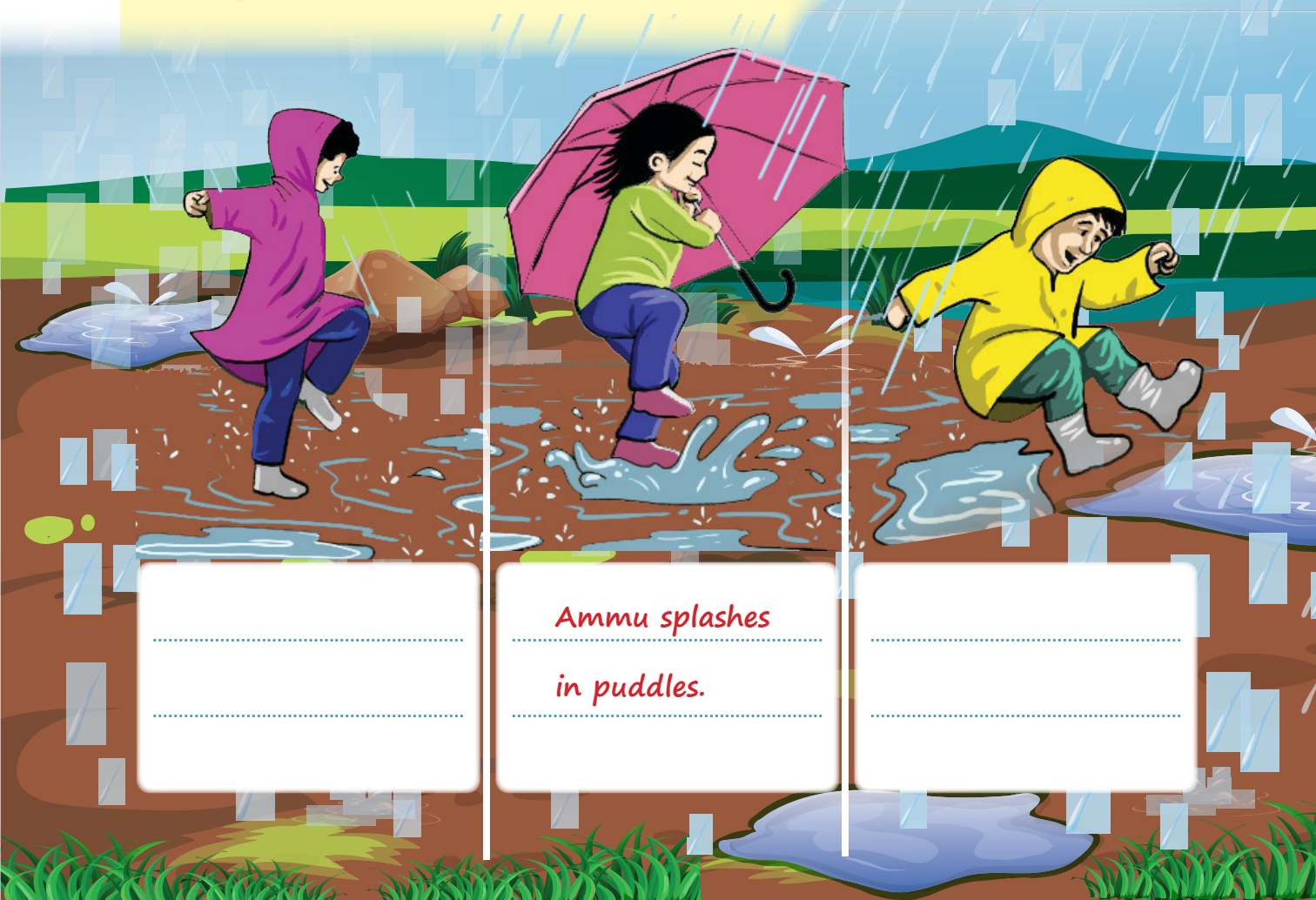
There were **small puddles of water** on the floor. Clearer than the **puddles on the road**, Unnikuttan thought.

Here, **puddles** refer to rain water pools formed on the ground after rain. Children usually jump over the puddles on the road during the rainy season.

Do you like playing in rainwater?

Given in brackets are some fun things children do on rainy days. Choose the right one from the brackets suitable to the pictures and write a sentence for each. A few examples are given.

(stomp in muddy water, play with paper boats in rain water pool, splash in puddles, jump over puddles, make puddle art with sticks, dance in the rain)



Ammu splashes
in puddles.



Lena stomps in
muddy water.

b. Write a short note of your experience on a rainy day.

.....

.....

.....

.....



5 a. Read the sentence from the story.

"Come, let's go," said Achan.

Now, complete the following sentences using *Let's*.

e.g. It's playtime. Let's play outside.

1. We shall draw a picture. _____ the sun.
2. We feel like dancing. _____ like butterflies.
3. It's snack time. _____ our snacks!
4. We love stories. _____ a funny story!

b. Imagine that you are with Unnikkuttan on his first day at school. A few incidents that happened on the day are given below. Unnikuttan needs some help from you. Use *Let's*.

e.g. Unnikkuttan was nervous at school. Let's talk to him.

1. Unnikkuttan was thirsty when he reached home. _____
2. It was raining heavily. _____
3. He is upset about the broken slate. _____
4. He lost his way while going back home. _____
5. Unnikkuttan forgot his lunch. _____



6. Look at the sentences given below.

"It is better to go barefoot," Muthassan who was watching him said.

Here Muthassan is cautioning Unnikkuttan about the precautions for the rainy season. But these days, newspapers, television, radio and other media provide information on such precautions regularly.

- a. Here is a weather report and safety guide prepared by a young student covering the monsoon season from June to September. Take a look at it carefully and answer the questions that follow.

 Month	 Rainfall	 Temperature (°C)	 Weather	 Effects on life
June	heavy	25-27	Monsoon begins with heavy rain	Flooding in some areas, especially low-lying areas like fields
July	very heavy	24-28	Lots of rain for long duration, sometimes with strong winds	Waterlogging and landslides in hilly areas
August	moderate	26-29	Rain continues, but some sunny days appear	Easier to travel, but roads can still be wet
September	less rain	27-30	More sunny and clear days	Farmers start harvesting, rivers are still flooded

- Which month recorded the highest rainfall?

.....

- What is the temperature range in August?

.....

- In which month does Kerala experience rain with strong winds?

.....

- Which month is considered the easiest for travelling?

.....

- What is the effect of rain on daily life in June?

.....

- What kind of rainfall leads to waterlogging?

.....

- b. **A friend of yours who lives abroad is planning to visit Kerala in June or July. Considering Kerala's weather conditions in these months, what suggestions would you give your friend about the journey regarding:**

- rainfall
- temperature
- general conditions for travel
- life in general



7. You are entering an exciting 'All About My School Writing Contest'. Write a creative description about your school using the following details.



- Name of your school
- Location
- Class in which you are studying
- Mode of travel to school
- Your teachers
- Your classmates and schoolmates
- Facilities in your school – classrooms, playground, garden, toilets, drinking water, science lab, library etc.
- Club activities, various celebrations
- Your feelings about your school



8. Look at the sentences given below.

As they climbed the **steps** to the verandah, Unnikkuttan saw the vast array of **umbrellas**.

"If you walk with it in this **rain**, you'll splash **mud** all over your clothes".

Here, the words *steps*, *umbrellas*, *rain* and *mud* are naming words. *Steps* and *umbrellas* can be counted individually. So, they are **countable nouns**. But, *rain* and *mud* cannot be counted individually. Hence they are **uncountable nouns**.

- a. Now, identify the countable and uncountable nouns from the words given below. Write them down in the respective columns.**

[milk, books, salt, apple, boxes, water, air, money, leaves, banana, oil, chair, rice, rain, mud, pencil, bag, butterflies, children, snow]

Countable Nouns	Uncountable Nouns

- b. Identify other such countable and uncountable nouns from the story.**



Have you ever been affected by or been a witness to a natural disaster? What were your experiences and impressions?

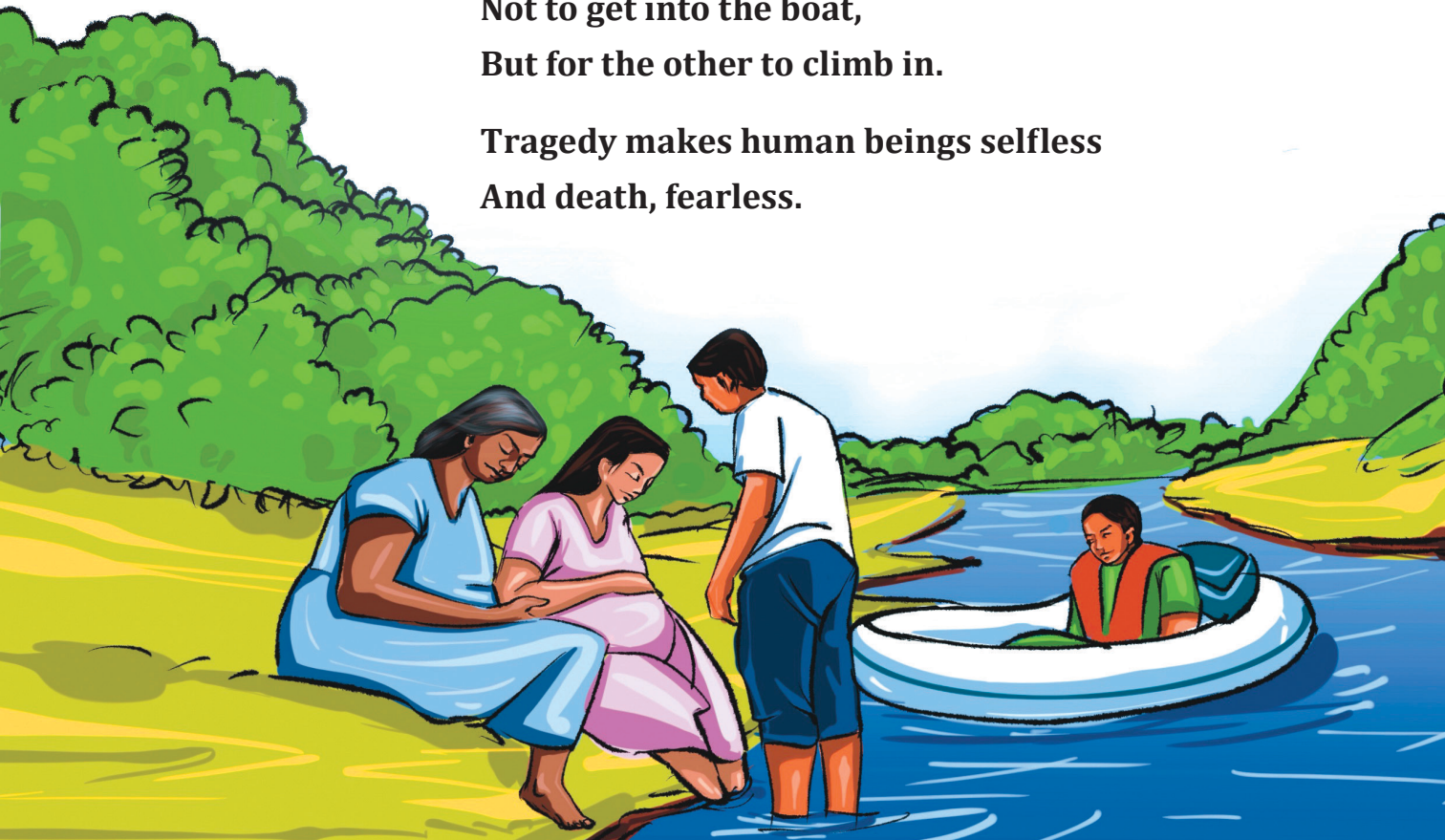
THE BOAT

K. Satchidanandan

A sick mother, pregnant daughter,
A son who looks after all at home.
The rescue-boat has space left only for one.

The three quarrel among themselves,
Not to get into the boat,
But for the other to climb in.

Tragedy makes human beings selfless
And death, fearless.



About the author



K. Satchidanandan (1946 -) is a renowned poet and literary critic who writes in Malayalam and English. He has published more than thirty collections of poetry and a number of essays and translations. He served as Secretary of Sahitya Akademi and is currently the President of Kerala Sahitya Akademi.

Answer the following questions.

1. Who were waiting for the rescue boat?
2. How much space did the boat have?
3. What did they quarrel about?
4. What did the poet find strange about their quarrel?
5. Why did each member of the family refuse to board the boat?
6. How does the poet explain their attitude?



1. Let us turn this poem into a skit of two scenes and perform it in the class. Scene 1 and the beginning of Scene 2 are given below.

a. Read it.

Characters		
	- Mother - Pregnant daughter - Son	

Inside a small house. Flood waters have entered the house. The family is worried and are talking about what to do.

- Mother** (*coughing, tired*) : The water is still rising. We have to leave.
- Daughter** (*holding her belly*) : Yes, Mom. But how can we all go? I can't move fast.
- Son** (*looking outside*) : It's water everywhere. It's not safe to stay here. We should leave soon.
- Mother** : I'm too weak to walk. You two should go. I'll stay. Perhaps the water level will decrease in a day or two.

- Daughter** (*shaking her head*) : No, Mom! We can't leave you here. We shall all go together.
- Son** (*firmly*) : Yes, none of us should stay back. We will leave together.
- Mother** (*softly*) : But what if I slow you down?
- Son** : We will help you, Mom. We are stronger together.
- Daughter** (*nodding*) : Yes, we will stay together and take care of each other.
- Mother** (*holding their hands*) : Alright, we will all leave together.
- Son** (*nodding*) : Let's get ready and go.
- Daughter** (*smiling*) : Yes, we can.

b. Here is the beginning of the Scene 2. Sit in groups and complete it.

	Characters	
	• Mother •	• •

(The Scene opens at the gate of the house. The road is completely flooded. A small rescue boat is nearby, but there's room for only one person. The family stands close together, looking at the boat.)

- Mother** (*weak but firm*) : Listen, my children. I am old and weak, and I've had a long life. You two need to be safe. One of you should take the boat.

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

Enact Scenes 1 and 2 in the class.



2. Look at the lines taken from the poem.

*Tragedy makes human beings selfless
And death, fearless.*

a. 'Less' in *selfless* and *fearless* means 'without'. Write similar words that can be formed from words like:

- hope • care • aim
- help • end • harm

b. Make sentences using the words you have framed.

.....

.....

.....

.....

.....

.....

c. Read the sentences given below and fill in the blanks with suitable words from the brackets.

(helpless, careless, homeless, restless, sleepless)

- I could not sleep the whole night yesterday. I am becoming
- I had no money to pay at the hotel. I was
- Our results had not yet come. Everybody was
- There are at least five mistakes in your answer. You are
- You don't find many people sleeping on the footpath. There are a few people in the city.



Islands are fascinating places, each with a unique story to tell.
Let us read about Lakshadweep.

COUSINS FROM ACROSS THE SEA

It was the last period in the afternoon. Sona Teacher beamed at her children. The children realised that there was some good news coming.

“Children, we are going for a study tour next month. Where would you like to go?”

The whole class cheered. A study tour!

Aisha raised her hand.

“Yes, Aisha, any ideas?”

“Shall we go to Lakshadweep, Miss?”

“Why do you like to go to Lakshadweep?”

“My uncle works there. He is a school teacher. He says it is a beautiful place.”

“Really? It is a good idea.” Sona Teacher smiled.

“So, shall we go to Lakshadweep?”

?

What did Sona Teacher tell the students, and what did they feel about it?

?

Why did Aisha want to visit Lakshadweep?

"Yes, Miss!" The entire class shouted in a chorus.

"All right, we shall go to Lakshadweep. Do you know what 'Lakshadweep' means?"

"One Lakh islands?" Aisha hazarded a guess.

"Yes, the name seems to mean that. But there are only thirty-six islands. And only ten of them are inhabited. Do you know, the islanders call Kerala 'Kara'! Because they are islanders, they consider themselves living in water!

"Why do people visit the islands?" Naveen wanted to know.

"They are beautiful tourist spots. The sea around them is a pleasing blue in colour. There is always a pleasant breeze blowing. The islands are full of coconut palms. Some islands have facilities for scuba diving. Do you know what scuba diving is?"

The children shook their heads.

"SCUBA stands for 'Self Contained Underwater Breathing Apparatus'. You can wear the apparatus

?

What does the word 'Lakshadweep' mean? How many islands in Lakshadweep are inhabited?

My Word Gallery

?

What is SCUBA diving?



which contains oxygen for breathing under water. You can then dive under water. You can see the sights under water for some time. It is a wonderful experience.”

“How do we go to the islands?” Aparna joined the discussion.

“There are ships which take us to the islands from Kochi. One of the islands, Agathi, has an airport. There are regular flights to Bangalore and back, with a stop at Kochi.”

The students were now gazing eagerly at Sona Teacher.

“I don’t think you have spoken to any islander. People in nine of the islands speak Malayalam. Their Malayalam is called Jeseri. It comes from the word ‘jesr,’ which means island. It is slightly different from our Malayalam in Kerala. But we can understand it. When an islander says *nan fotte*, don’t be puzzled. They mean *njan potte!* In Minicoy Island, they speak a language called Mahal. But Malayalam is the administrative language in all the islands.”

My Word Gallery

?

What is special about the language of the islanders?



"My mother has an islander friend," Shanthi broke her silence. "She came home once. She said the islanders eat a lot of fish."

"Yes, you are right. They eat a lot of fish. Fishing is one of their chief occupations. Their staple food is rice and fish. Some of the fish they catch are canned and exported. Surely, you would have tasted the Tuna fish from the islands. They get a large variety of fish. In the lagoons around the islands, there are plenty of fresh water fish too."

"Do all people in the islands live by fishing?" Revathi had a genuine doubt.

"No, making coir is another important occupation. And you must not forget *dweep chakkara*, the jaggery they get from coconut palms. I think all of you have tasted *dweep chakkara*."

Today, there are many doctors, teachers and government servants among the islanders. Many of them work in Kerala and other states too," added the teacher.

"What do they grow in the islands?"

"Good question, Jisha. They only grow coconut palms. Coconut is an ingredient of almost all dishes. Everything else is imported from Kerala – rice, vegetables and fruits included."

"Is there anything else to see in the islands?"

?

What jobs do people on the islands do?

?

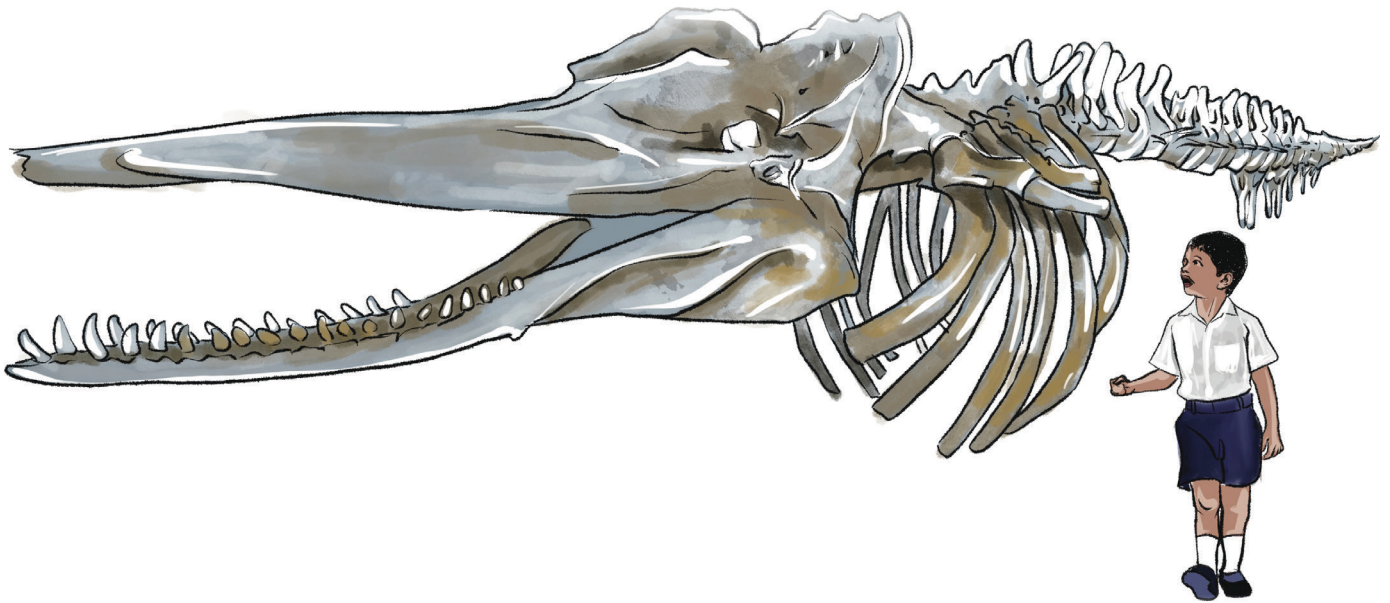
Where do the islanders get fresh water fish from?

My Word Gallery

“Yes, Asim, there’s a marine aquarium and museum at Kavaratti, the capital. There you can learn about the islands’ marine life. Lakshadweep has a rich marine life, including fish, turtles, and dolphins. Lakshadweep is also an exciting destination for marine exploration. Do you know the Lakshadweep islands are actually coral atolls? The lagoons are a sight you will never forget. Perhaps you may be able to meet some of the famous islanders too. There are writers, painters and film-makers from the islands who are well known in the country and abroad.”

?

What are the major sights in Lakshadweep?



Sona Teacher scanned the faces of the children. They all looked very excited.

“So, off we go to Lakshadweep – in three weeks’ time. Please get your parents’ permission. We will contact the Lakshadweep administration to get the tour permit. Let us say ‘Bon Voyage!’”

My Word Gallery



- 1 a. After the trip to Lakshadweep, Thanmaya wrote about the first day in her diary. Imagine that you are Thanmaya's friend. After reading the lesson, can you help her write the entries for the rest of the days?



Day 1

Excitements Begin!

Today was the start of our fun trip to Lakshadweep! Everyone was excited when we got on the ship in Kochi. As the ship moved, Ayisha and I stood at the deck, with other friends feeling the cool breeze on our

faces. The ocean was bright and blue, and there was a good breeze. Prajul suddenly pointed out dolphins jumping near the ship, and we all cheered loudly! I couldn't believe we were finally going to explore the islands together. What a great start to our adventure!

Now, it's your turn to write about the rest of the trip!



Day 2

Exploring the Island

(Hints: lagoons, played in the soft sand, collected seashells, fishermen...)

Today, we arrived at one of the islands.

.....

.....

.....

.....

.....



Day 3

Underwater Adventure!

(Hints : boat ride, SCUBA diving, snorkelling. colourful fish, big sea turtles...)

Today was super exciting! We went on a boat ride to a coral reef and got to go snorkelling

.....

.....

.....

.....



Day 4

Saying Goodbye

(Hints: marine museum, boarded ship)

Today was our last day in Lakshadweep, and we were sad when it was time to say goodbye. We went for one last walk on the beach

.....

.....

.....

.....

b. You are planning an excursion with your teachers and friends.

Prepare a travel plan (itinerary). Use the following hints.

- Destination
- Mode of conveyance
- Duration of visit
- Tourist attractions
- Expenditure
- Food and accommodation

Travel Plan



atolls	: ring-shaped coral reefs, islands, or series of islets encircling a lagoon
barefoot	: without wearing any footwear
beamed	: smiled happily
canned	: preserved in a can or container
consented	: agreed to do something or gave permission for something to happen
contents	: the things or materials inside something
craning	: stretching one's neck to see better
disc	: a flat, thin, round object
drizzling	: light rain falling in small drops
exported	: sent goods or products to another country for sale
fished out	: took something out
flung	: threw something forcefully
gazed	: looked steadily in admiration, surprise, or thought
handy	: convenient and useful to take
hazarded	: expressed an opinion
hung	: suspended or attached from above
hustled	: moved quickly
inhabited	: lived in or occupied a place
lagoons	: stretches of salt water separated from the sea by a low sand bank or coral reefs

leaning	: bending to one side (often due to weight)
ledge	: a narrow, flat surface projecting from a wall
novices	: people who are new to a situation or a place
palms	: tropical trees with long leaves that grow from the top of a single stem
quarrel	: an angry argument or disagreement
rafter	: one of a series of sloped beams that extend from a ridge
scanned	: examined closely
scowled	: looked angrily
showing off	: displaying one's abilities to attract attention
staple food	: main food item that forms the basis of a traditional diet
tragedy	: an event causing great suffering or distress
trotting	: moving at a pace faster than a walk
whimpered	: made a series of low, sounds expressive of fear, pain, or unhappiness
whispered	: spoke very softly

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