

SHIVACHHATRAPATI

STANDARD FOUR

(ENVIRONMENTAL STUDIES - PART TWO)



Ravi Varma

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

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

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

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



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Preface

The 'Primary Education Curriculum - 2012' was prepared in the State of Maharashtra following the 'Right of Children to Free and Compulsory Education Act, 2009' and the 'National Curriculum Framework 2005'. The syllabus is being implemented serially from the academic year 2013-2014.

The syllabus includes the subjects General Science, Civics and Geography under 'Environmental Studies-Part 1' from Standard III to Standard V. It specifies that the subject History will be independent under 'Environmental Studies-Part 2'.

The Textbook Bureau has prepared this textbook for Std IV according to the syllabus approved by the State Government.

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

This textbook attempts to present the inspiring history of Chhatrapati Shivaji Maharaj in an easy and effective manner. The life and work of Shivaji Maharaj is a source of inspiration for the entire State of Maharashtra and the country. Many inspiring episodes related to his personality have been included here. This book was rewritten after properly screening the complaints and suggestions received from various social organizations, institutes and individuals. Also, some suitable changes were made where necessary.

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

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



(C.R.Borkar)

Director

Pune

Date : February 19, 2014

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



The Constitution of India

Preamble

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

JUSTICE, social, economic and political;

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

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

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

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

NATIONAL ANTHEM

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

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

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

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

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

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

PLEDGE

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

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

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

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

English Environmental Studies - Part 2 - Standard IV

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs / groups / individually and encouraged to :</p> <ul style="list-style-type: none"> ask questions and discuss with family members/ elders as to why some family members stay together and others are away, interact with relatives, friends etc. and understand who stay at far off places, about the houses/ transport and life in their place of residence. frame the questions on the basis of experience and reflect it without any fear or hesitation. discuss with the parents/guardians/ grandparents/elders in the neighbourhood and compare the life style of past and present and daily used items e.g. (clothes, vessels, nature of work, skills, games); inclusion of children with special skills, needs. role play based on events in Chhatrapati Shivaji Maharaj's life. find how to overcome problems with the help of courage, hard work and presence of mind through group discussion. develop an awareness regarding the conservation of environment, water literacy, equality and justice with the help of examples in the life of Chhatrapati Shivaji Maharaj. participate in different cultural/national/ environmental festivals/occasions organised in/at home/school/community, for example, morning or special assembly/ exhibition/ Diwali, Onam, Earth Day, Eid etc. Do creative writing in events of celebrations, dance, drama, theatre, etc. (for example, <i>diya/rangoli</i>/kite making/ models of buildings/bridges etc. and sharing experiences through stories, poems, slogans, reports the events narration/creative writing (poem/story) or any other creative tasks. explore/read books, newspaper clippings, audio, stories / poems / pictures / videos/tactile /raised material/web resources/ library and any other resources besides textbooks. understanding the difference between the traditional and modern costumes. collecting information reagarding languages dialects, festivals and celebrations in the State. 	<p>The learner-</p> <p>04.95B.01 identifies relationship with and among family members in extended family.</p> <p>04.95B.02 voices opinion on issues observed/ experienced in family/ school/ neighbourhood for example, on stereotypes, discriminatory practices, child rights.</p> <p>04.95B.03 participates actively and undertakes initiatives of care, share empathy, leadership by working together in groups for example, in different indoor/ outdoor/ local/ contemporary activities and games, carries out projects/ role play for taking care of a plant/s, feed birds/ animals, things/ elderly/ handicap.</p> <p>04.95B.04 tells the thrilling incidences of Chhatrapati Shivaji Maharaj's life/ personality.</p> <p>04.95B.05 assimilates the teachings from Chhatrapati Shivaji Maharaj's biography that one can overcome the problems with wits, courage and conscience.</p> <p>04.95B.06 tells the variety of clothings based on geographical and cultural parameters.</p>

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“Shivaji did not belong to Maharashtra alone; he belonged to the whole Indian nation.

Shivaji was not an ambitious ruler anxious to establish a kingdom for himself but a patriot inspired by a vision and political ideas derived from the teachings of the ancient philosophers. He studied the merits and faults of the systems of administration in kingdoms existing at the time and determined his own policies and administration in the light of that knowledge.

A devout Hindu, he was tolerant of other religions and established a number of endowments for maintaining sacred places belonging to them. As a general he was undoubtedly one of the greatest in Indian history ; he saw the need for and raised a navy to guard his coastline and to fight against the British and the Dutch. Pratapgad Fort built in 1656 stands today as a monument to his military genius.

Shri Shivaji is a symbol of many virtues, more especially of love of country.”

– JAWAHARLAL NEHRU



A Painting of Shivaji Maharaj by Mir Mohammad, a Painter of Shivaji's Time
(From the original in Paris Museum)