



GOVERNMENT OF KARNATAKA

DEPARTMENT OF PUBLIC INSTRUCTION

**KALIKA CHETHARIKE**

**2022-2023**

**HAND BOOK OF FACILITATORS**

**SOCIAL SCIENCE**

**6**

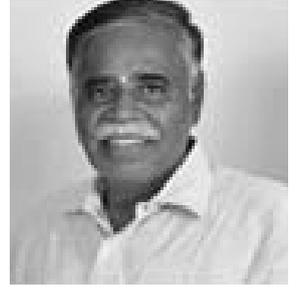
**SIXTH STANDARD**

**SAMAGRA SHIKSHANA KARNATAKA, BENGALURU**

**AND**

**DEPARTMENT OF STATE EDUCATIONAL RESEARCH AND TRAINING,  
BENGALURU**

## ಸಂದೇಶ



ಆತ್ಮೀಯರೇ,

ಮಕ್ಕಳ ಶಿಕ್ಷಣವೇ ಭಾರತದ ಭವಿಷ್ಯ. ಇದಕ್ಕಾಗಿ ಕೇಂದ್ರ ಸರ್ಕಾರವು ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು 2020ನ್ನು ಜಾರಿಗೊಳಿಸಿದೆ. ಈ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020 ರ ಶಿಫಾರಸ್ಸುಗಳನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮುಂಚೂಣಿಯಲ್ಲಿದ್ದು, ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಸಾಕಷ್ಟು ಸುಧಾರಣೆಗಳನ್ನು ತರಲಾಗುತ್ತಿದೆ. ಪಠ್ಯಕ್ರಮ ವಿನ್ಯಾಸ, ಕಲಿಸುವಿಕೆಯಲ್ಲಿ ನಾವೀನ್ಯತೆ, ತರಗತಿ ಪ್ರಕ್ರಿಯೆಯ ಮರುವಿನ್ಯಾಸ ಹಾಗೂ ಶಾಲೆಗಳಲ್ಲಿ ಕಲಿಕಾ ಸಮೃದ್ಧ ವಾತಾವರಣ ನಿರ್ಮಾಣ ಮಾಡಲು ಹಲವು ಕಾರ್ಯತಂತ್ರಗಳನ್ನು ರೂಪಿಸಲಾಗುತ್ತಿದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಈಗಾಗಲೇ ನಿಪುಣ್ ಭಾರತ್ ಮಿಷನ್ ಅಡಿಯಲ್ಲಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾ ಜ್ಞಾನ ಕೌಶಲಗಳನ್ನು ಖಾತ್ರಿಪಡಿಸುವಲ್ಲಿ ನಮ್ಮ ರಾಜ್ಯ ಕಾರ್ಯಪ್ರವೃತ್ತಗೊಂಡಿದೆ.

ಪ್ರಸ್ತುತ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕ ರೋಗದಿಂದಾಗಿ ಮಕ್ಕಳು ಔಪಚಾರಿಕ ಶಿಕ್ಷಣ ಪಡೆಯುವಲ್ಲಿ ಅಡತಡೆಗಳಾಗಿ, ಎರಡು ವರ್ಷಗಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವಾಗಿರುತ್ತದೆ. ಔಪಚಾರಿಕ ಹಾಗೂ ಅನೌಪಚಾರಿಕ ಕಾರ್ಯತಂತ್ರಗಳ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯ ನಿರಂತರತೆಗೆ ಪ್ರಯತ್ನಿಸಿದ್ದಾಗಿಯೂ ಸಹ ನಿರೀಕ್ಷಿತ ಮಟ್ಟದ ಕಲಿಕೆ ಆಗದಿರುವುದನ್ನು ಹಲವು ಅಧ್ಯಯನಗಳು ತಿಳಿಸಿವೆ. ಈ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿಪಡಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ನಾವೆಲ್ಲರೂ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಬೇಕಿದೆ. ಸದರಿ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿಪಡಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ವೈಜ್ಞಾನಿಕ ತಳಹದಿಯ ಮೇಲೆ ಕರ್ನಾಟಕ ಸರ್ಕಾರ 'ಕಲಿಕಾ ಚೇತರಿಕೆ' ಎಂಬ ವಿನೂತನ ಉಪಕ್ರಮವನ್ನು 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸುತ್ತಿದೆ.

ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಹಿಂದಿನ ಎರಡು ತರಗತಿಗಳಲ್ಲಿ ಕಲಿಯಲೇ ಬೇಕಾಗಿದ್ದ ಪ್ರಮುಖ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಗುರುತಿಸಿದೆ. ಇದಕ್ಕೆ ಸಂವಾದಿಯಾಗಿ ಪ್ರಸಕ್ತ ತರಗತಿಯಲ್ಲಿ ಕಲಿಯಲೇ ಬೇಕಾದ ಪ್ರಮುಖ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಜೋಡಿಸಿ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಯನ್ನು ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ. ಕಲಿಕಾ ಹಾಳೆಗಳು ಚಟುವಟಿಕೆಗಳಿಂದ ಕೂಡಿದ್ದು, ಮಗುವಿನ ಮುಗ್ಧ ಮನಸ್ಸಿಗೆ ಸಂತೋಷವನ್ನುಂಟು ಮಾಡುವಂತೆ ರೂಪಿಸಲಾಗಿರುತ್ತದೆ. ಇವುಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸುವುದರಿಂದ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ಸರಿದೂಗಿಸಬಹುದು ಎಂಬ ಆಶಯ ನನ್ನದಾಗಿರುತ್ತದೆ. ಪಠ್ಯಪುಸ್ತಕ, ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಗಳು ಮತ್ತು ಕಲಿಕಾ ಹಾಳೆಗಳು ಪರಸ್ಪರ ಪೂರಕವಾಗಿವೆ. ಶಿಕ್ಷಕರು ಕೈಪಿಡಿಯಲ್ಲಿ ನೀಡಿದ ಮಾರ್ಗಸೂಚಿಯನ್ವಯ ಈ ವಿನೂತನ ಕಾರ್ಯವನ್ನು ಅದರ ಅಂತಸ್ತದಿಂದ ಅನುಷ್ಠಾನಗೊಳಿಸಿ, ಮಕ್ಕಳ ಕಲಿಕೆಯ ಸುಧಾರಣೆಗೆ ಕಾರಣವಾಗುತ್ತೀರಿ ಎಂದು ಹಾರೈಸುತ್ತೇನೆ. ಆದ್ದರಿಂದ ಇಲಾಖೆಯ ಸರ್ವರೂ, ಪೋಷಕವರ್ಗ ಮತ್ತು ಭಾಗೀದಾರರೆಲ್ಲರೂ ಇದರಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಕೈ ಜೋಡಿಸಿ ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ಯಶಸ್ವಿಗೊಳಿಸುತ್ತೀರೆಂದು ಆಶಿಸುತ್ತೇನೆ.

ಎಲ್ಲರಿಗೂ ಶುಭವಾಗಲಿ.....

ಶ್ರೀ ಬಿ.ಸಿ. ನಾಗೇಶ್  
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ  
ಹಾಗೂ ಸಕಾಲ ಸಚಿವರು

## ಮುನ್ನುಡಿ



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020ರ ಆಶಯದಂತೆ ಮಕ್ಕಳ ಕಲಿಕೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ನಮ್ಮೆಲ್ಲರ ಜವಾಬ್ದಾರಿ. ಆದರೆ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕ ವಿಪತ್ತಿನಿಂದ ಮಕ್ಕಳ ಕಲಿಕೆಯಲ್ಲಿ ವ್ಯತ್ಯಯವಾಗಿ ಕಲಿಕಾ ನಿರಂತರತೆಯನ್ನು ಕಾಪಾಡಿಕೊಳ್ಳಲು ಕಳೆದೆರಡು ವರ್ಷಗಳಿಂದ ಸಾಧ್ಯವಾಗಿರುವುದಿಲ್ಲ. ಸಾಕಷ್ಟು ಕಲಿಕಾ ಅಂತರವಾಗಿರುತ್ತದೆ. ಈ ಅಂತರವನ್ನು ನೀಗಿಸಲು 2022-23ನೇ ಸಾಲಿನಲ್ಲಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಎಂಬ ವಿನೂತನ ಉಪಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ.

ಈ ಉಪಕ್ರಮದ ಮೂಲಕ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾ ಜ್ಞಾನಕ್ಕೆ ಒತ್ತು ನೀಡಲಾಗುವುದು ಹಾಗೂ ಮಗು ತನ್ನ ಹಿಂದಿನ ತರಗತಿಗಳಲ್ಲಿ ಅತ್ಯಗತ್ಯವಾಗಿ ಗಳಿಸಲೇಬೇಕಿದ್ದ ಕಲಿಕಾ ಫಲಗಳು ಹಾಗೂ ಪ್ರಸಕ್ತ ತರಗತಿಯಲ್ಲಿ ಕಲಿಯಲೇ ಬೇಕಾದ “ಅತಿ ಮುಖ್ಯ ಕಲಿಕಾ ಫಲ” ಗಳನ್ನು ಗುರುತಿಸಿ, ಚಟುವಟಿಕೆ ರೂಪಿಸಿ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಯನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಇವುಗಳಲ್ಲಿ ‘ನಿಪುಣ್ ಭಾರತ್’, ‘ವಿದ್ಯಾ ಪ್ರವೇಶ್’ನಂತಹ ಉಪಕ್ರಮಗಳನ್ನು ಅಂತರ್ಗತಗೊಳಿಸಲಾಗಿದೆ. ಈ ಚಟುವಟಿಕೆಗಳು ಶಿಶುಕೇಂದ್ರಿತ, ಕಲಿಕಾ ಹಾಗೂ ಶಿಕ್ಷಕ ಸ್ನೇಹಿಯಾಗಿವೆ. ಚಟುವಟಿಕಾ ಹಾಳೆಗಳ ಜೊತೆಗೆ, ಶಿಕ್ಷಕರಿಗೆ ಅಗತ್ಯ ಮಾರ್ಗದರ್ಶನ ನೀಡುವ ‘ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ’ಯನ್ನೂ ಸಿದ್ಧಪಡಿಸಿ ನೀಡಲಾಗುತ್ತಿದೆ. ಇವುಗಳನ್ನು ಬಳಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ಅಂತರ ಸರಿದೂಗಿಸುವ ಕಾರ್ಯವನ್ನು ತಾವೆಲ್ಲರೂ ಜವಾಬ್ದಾರಿಯಿಂದ ನಿರ್ವಹಿಸುತ್ತೀರೆಂಬ ಆಶಯವನ್ನು ಹೊಂದಿರುತ್ತೇನೆ. ಈ ಕಾರ್ಯದಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡ DSERT ಹಾಗೂ SSK ಯ ಅಧಿಕಾರಿಗಳಿಗೆ ಅಭಿನಂದನೆಗಳು. ಈ ಕಾರ್ಯದಲ್ಲಿ ಸಹಕರಿಸಿದ ಅಜೀಮ್ ಪ್ರೇಮ್‌ಜೀ ಫೌಂಡೇಷನ್ ಸಂಸ್ಥೆಗೂ ಇಲಾಖೆಯ ಪರವಾಗಿ ಅಭಿನಂದನೆಗಳು.

ಡಾ. ಎಸ್. ಸೆಲ್ವಕುಮಾರ್, ಭಾ.ಆ.ಸೇ.  
ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿ  
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢಶಿಕ್ಷಣ ಇಲಾಖೆ

## ಆಶಯ ನುಡಿ



ವಿದ್ಯಾರ್ಥಿಯ ಶೈಕ್ಷಣಿಕ ಬದುಕಿನಲ್ಲಿ ಪ್ರತೀ ನಿತ್ಯವೂ ಕಲಿಕಾ ನಿರಂತರತೆ ಅತ್ಯಗತ್ಯ. ಆದರೆ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕದಿಂದಾಗಿ ಜಾಗತಿಕವಾಗಿ ಕಲಿಕಾ ನಿರಂತರತೆಗೆ ವ್ಯತ್ಯಯ ಉಂಟಾಗಿ ಮಕ್ಕಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವಾಗಿರುವುದು ವೇದ್ಯ. ಇದನ್ನು ಸರಿದೂಗಿಸುವುದು ನಮ್ಮೆಲ್ಲರ ಆದ್ಯ ಕರ್ತವ್ಯವಾಗಿದೆ. ನಮ್ಮ ರಾಜ್ಯದಲ್ಲಿ ಕೋವಿಡ್-19 ನಿಂದಾಗಿ ಶಾಲೆಗಳು ಮುಚ್ಚಲ್ಪಟ್ಟಾಗ ವಿದ್ಯಾಗಮ, ಸಂವೇದ, ವಿಶೇಷ ಸೇತುಬಂಧ ಮುಂತಾದ ಪರ್ಯಾಯ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ರೂಪಿಸಿದರೂ ಮುಖಾಮುಖಿ ತರಗತಿ ಪ್ರಕ್ರಿಯೆಗೆ ಇವೆಲ್ಲಾ ಸಮಾಂತರವಾಗುವುದಿಲ್ಲ. ಪ್ರಸ್ತುತ ‘ಕಲಿಕಾ ಚೇತರಿಕೆ’ ಉಪಕ್ರಮವು ವೈಜ್ಞಾನಿಕ ತಳಹದಿಯ ಮೇಲೆ ಶಿಶು ಕೇಂದ್ರಿತ ಚಟುವಟಿಕೆಗಳನ್ನು ಒಳಗೊಂಡ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ರೂಪಿಸಿ ನೀಡುತ್ತಿರುವ ವಿನೂತನ ಪ್ರಯತ್ನ. ಸರಿಸುಮಾರು ಎರಡು ವರ್ಷಗಳ ಶೈಕ್ಷಣಿಕ ಪ್ರಕ್ರಿಯೆಗಳು ಪೂರ್ಣವಾಗಿ ನಡೆಯದೇ, ಮಕ್ಕಳಲ್ಲಿ ಉಂಟಾಗಿರುವ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿದೂಗಿಸುವ ಸಲುವಾಗಿಯೇ ರೂಪಿಸಿದ ಉಪಕ್ರಮ. ಈ ಕಾರ್ಯವನ್ನು ಒಂದು ವರ್ಷದವರೆಗೆ ರಾಜ್ಯದಾದ್ಯಂತ ಅನುಷ್ಠಾನಗೊಳಿಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ತಾವೆಲ್ಲರೂ ತುಂಬಿಕೊಡುತ್ತೀರಿ ಎಂದು ಆಶಿಸುತ್ತೇನೆ. ಉಪಕ್ರಮದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವಿರೆಂದು ನಂಬಿದ್ದೇನೆ.

ಡಾ. ವಿಶಾಲ್ ಆರ್. ಭಾ.ಆ.ಸೇ.  
ಆಯುಕ್ತರು  
ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ

## ಆರಂಭಿಕ ನುಡಿ



ಆತ್ಮೀಯರೇ,

ಹಿಂದಿನ ಎರಡು ವರ್ಷಗಳ ಕಾಲ ಕೋವಿಡ್-19ರ ಕಾರಣದಿಂದ ಔಪಚಾರಿಕ ತರಗತಿಗಳು ನಿರೀಕ್ಷೆಯಂತೆ ನಡೆಯದೇ ಮಕ್ಕಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವುಂಟಾಗಿರುವುದು ಶೋಚನೀಯ. ಇದರಿಂದಾಗಿ ಕಲಿಕಾ ಅಂತರ, ಸಾಮಾಜಿಕ ಹಾಗೂ ಭಾವನಾತ್ಮಕ ಏರುಪೇರುಗಳೂ ಉಂಟಾಗಿವೆ. ಈ ಎಲ್ಲ ಅಡೆತಡೆಗಳನ್ನು ನಿವಾರಿಸಿ, ಕಲಿಕಾ ನಿರಂತರತೆಯನ್ನು ಕಾಯ್ದುಕೊಳ್ಳಲು 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಉಪಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ. ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿಯು ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನವನ್ನು ಸಾಧಿಸುವುದು ಪ್ರಥಮ ಆದ್ಯತೆಯಾಗಿರುತ್ತದೆ. ಎಲ್ಲಾ ಕಲಿಕೆಗೆ ಮೂಲಭೂತವಾಗಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನ ಅತ್ಯಗತ್ಯ. ಆದ್ದರಿಂದ ಆಯಾ ತರಗತಿಯ ನಿರ್ದಿಷ್ಟ ಕಲಿಕಾ ಫಲಗಳೊಂದಿಗೆ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನದ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳನ್ನು ಅಂತರ್ಗತಗೊಳಿಸಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಉಪಕ್ರಮವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಇಲ್ಲಿ ನೀಡಿರುವ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ತಾವು ಬಳಸಿಕೊಂಡು ಮಕ್ಕಳಲ್ಲಿ ಬುನಾದಿ ಕಲಿಕಾ ಜ್ಞಾನವನ್ನು ಅನುಕೂಲಿಸುವಿರಿ ಹಾಗೂ ಕಲಿಕಾ ಅಂತರವನ್ನು ಪೂರೈಸುವಿರಿ ಎಂದು ಆಶಿಸುತ್ತೇನೆ. ಇದನ್ನು ಶಾಲಾಧಾರಿತವಾಗಿ ಮೌಲ್ಯಾಂಕನ ಮಾಡುತ್ತಾ ನಿಗದಿತ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ಪರಿಕಲ್ಪನೆ ಗಳಿಕೆಗೆ ಪ್ರಾಮಾಣಿಕ ಪ್ರಯತ್ನ ಮಾಡುತ್ತೀರಿ ಎಂದು ನಂಬಿರುತ್ತೇನೆ. ತಮ್ಮೆಲ್ಲರ ಬೆಂಬಲದಿಂದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನ ಸಾಧ್ಯ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಎಲ್ಲರಿಗೂ ಯಶಸ್ಸನ್ನು ಹಾರೈಸುತ್ತೇನೆ.

ಶ್ರೀಮತಿ ಪಲ್ಲವಿ ಆಕುರಾತಿ, ಭಾ.ಆ.ಸೇ.

ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ

## ಪ್ರಾಸ್ತಾವಿಕ ನುಡಿ



ಆತ್ಮೀಯರೇ,

ಹೊಸ ಶತಮಾನದ ಆಶಯಗಳನ್ನು ಒಳಗೊಂಡ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020ರ ಅನುಷ್ಠಾನ ಸಂದರ್ಭದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಕ್ಷೇತ್ರದಲ್ಲಿನ ಬದಲಾವಣೆಗೆ ನಾವೆಲ್ಲರೂ ತೆರೆದುಕೊಳ್ಳಬೇಕಿದೆ. ಅದರ ಜೊತೆಗೆ ಕೋವಿಡ್ ಸಂದರ್ಭದಲ್ಲಿ ಉಂಟಾದ ವ್ಯತಿರಿಕ್ತ ಪರಿಣಾಮವನ್ನು ಸರಿಪಡಿಸುವ ಹೊಣೆಗಾರಿಕೆ ಮಹತ್ವದ್ದಾಗಿದೆ. ಕಳೆದ ಎರಡು ವರ್ಷಗಳಲ್ಲಿ ಬಹು ಮಾಧ್ಯಮಗಳನ್ನು ಬಳಸಿಕೊಂಡು ವಿದ್ಯಾಗಮ, ಸಂವೇದದಂತಹ ಶೈಕ್ಷಣಿಕ ಉಪಕ್ರಮಗಳ ಮೂಲಕ ಮಾಡಿದ ಪ್ರಯತ್ನಗಳ ನಡುವೆಯೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯಲ್ಲಿ ಸಾಕಷ್ಟು ಕಲಿಕಾ ಅಂತರ ಉಂಟಾಗಿರುವುದು ವಾಸ್ತವದ ಸಂಗತಿ. ಕಲಿಕಾ ನಷ್ಟ, ಕಲಿಕಾ ಅಂತರ ಪೂರೈಸುವ ಯೋಜನೆಯೇ 'ಕಲಿಕಾ ಚೇತರಿಕೆ' ಉಪಕ್ರಮ. ಈ ಸಂದರ್ಭೋಚಿತ ಉಪಕ್ರಮದಲ್ಲಿ ಈ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನ ಸಾಮರ್ಥ್ಯವನ್ನು ಸಾಧಿಸುವುದರೊಂದಿಗೆ, ಹಿಂದಿನ ಎರಡು ಶೈಕ್ಷಣಿಕ ವರ್ಷಗಳ ಆಯ್ದು ಕಲಿಕಾಫಲಗಳು ಹಾಗೂ ಪ್ರಸ್ತುತ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಕಲಿಯಲೇಬೇಕಾದ ಅತ್ಯಗತ್ಯ ಕಲಿಕಾಫಲಗಳನ್ನು ಎಲ್ಲಾ ಮಕ್ಕಳಲ್ಲಿ ಸಾಧಿಸುವ ಗುರಿಯನ್ನು ಇಟ್ಟುಕೊಳ್ಳಲಾಗಿದೆ. ಈ ಸಾಧನೆಗಾಗಿ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯ ಸಾಧ್ಯತೆಗಳನ್ನು ಸೂಚಿಸುವ 'ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ' ಮತ್ತು ಶಿಶುಕೇಂದ್ರಿತ ಕಲಿಕಾ ಪೂರಕ ಚಟುವಟಿಕೆಗಳನ್ನೊಳಗೊಂಡ ವಿದ್ಯಾರ್ಥಿಗಳ 'ಕಲಿಕಾ ಹಾಳೆ'ಗಳ ಪುಸ್ತಕ ಎಂಬ ಎರಡು ಸಾಹಿತ್ಯಗಳನ್ನು ಸೃಜಿಸಲಾಗಿದೆ. ಈ ಕಲಿಕಾ ಹಾಳೆಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಕಲಿಯಲೇಬೇಕಾದ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಕಲಿಕಾಫಲಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇವುಗಳನ್ನು ಬಳಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ಸರಿದೂಗಿಸಲು ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳಬೇಕಾಗಿ ಈ ಮೂಲಕ ವಿನಂತಿಸುತ್ತೇನೆ. ಈ ಕಾರ್ಯಾಭಿವೃದ್ಧಿಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡ ಇಲಾಖಾ ಮಿತ್ರರು ಮತ್ತು ಅಜೀಮ್ ಪ್ರೇಮ್‌ಜೀ ಫೌಂಡೇಷನ್ ಇವರಿಗೆ ಅಭಿನಂದನೆಗಳನ್ನು ಸಲ್ಲಿಸುತ್ತೇನೆ.

ಶುಭವಾಗಲಿ.

ಶ್ರೀಮತಿ ಸುಮಂಗಲ .ವಿ

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Dear Teachers,

Your children are coming to school facing the COVID 19 pandemic. For many days they faced the situation of staying at home leaving their regular sports and classes. And you too worried that when will school start. You and children mentally suffered a lot and felt sad about learning gaps occurred during these years. To balance this learning gap, department has introduced this Learning Enhancement program as a trial.

This book of Learning Sheets provides the basics of concepts that ninth grade students should learn in the previous two classes and understand when they go to tenth grade next year. These Learning Sheets are like self-learning materials. But for self-learning students should know to read well, otherwise they need your help.

The Learning Sheets which are given here are just examples. As you are going to handle classroom processes daily you know well the needs of your students. On the basis of your huge experience you can modify or add some more Learning Sheets to these given Learning Sheets. We wish that you use these Learning Sheets in an appropriate way for the development of the children. Good wishes for your children to learn well.

Observe the Learning Sheets of children`s book and guide them as follows:

- You too participate in the activities given to children if needed.
- Make your children to think about what they are given. Make children talk about that topic with their friends, elder brothers and sisters and teachers more and more than writing.
- Facilitate children to do Learning Sheet activities along with textbook.
- Decide whether you need textbook exercises this year. If not, the activities of the Learning Sheets and the activities that they form will be sufficient for this year.
- After every learning, children record their learning progress as a part of self-reflection. There are four levels in this. Help them to reach fourth level by solving their problems.
- Under the child`s progress card, record the learning competency achieved by the child related to that particular learning and sign there.
- Discuss with your teachers if you need something more. And please send a letter to the DSERT address and you can contact through e-mail also.
- Teach joyfully and happily share happiness.

## Learning Enhancement-An Initiative

Learning outcomes, synergies in textbooks. The textbook serves as a learning tool for achieving outcomes. Acquisition of these learning outcomes are determined by basic competencies.

Language is the source of the process of learning. Does the interactivity in this language need to be a learning experience through continuity? How many children have been deprived of his or her own learning process in the face of this learning experience? When the question arises as to how to reconcile them the remedy is Learning Enhancement Program which can be formed by our-selves with our students in our classroom. This is not just a literature, not a bridge project, nor is the method of review. It is the process of embodying learning from the abstract.

All those who expect the learning outcomes from the children hold the key responsibility for this process. We must ensure that, this work is not limited to the classroom process. It is a functional integrated classroom with a text inbuilt. It has to be found where it was lost- this is the quest. Let us all involve in this. Below are the detailed objectives of this literature.

1. Explore sophisticated methods of reading sociology with interest, taste and empathy.
2. Socialization with Sociological Learning, Psychosocial Value, Constitutional Value, Understanding of History and Geography by the search for ground culture.
3. By enabling the current state of affairs in the history of tomorrow, we will first socialize our children by helping them understanding their local Geography, History, Social Structure, Value, Culture, Folklore, Democratic Value, Customs, Rituals, Family Economy and Business.
4. Concepts of Social science are based on the integration of real-life facts and the learning of geographical concepts from real-life education easily, reinforces practical teaching through activity.
5. A child who has to have, a learning experience according to his or her age is lagging behind due to many reasons such as basic competencies, previous knowledge and pre-experiences of learning continuity. By identifying these gaps, we facilitate the child to get the knowledge of contemporary society.
6. By the study of social science one can understand the legacy of ground level culture, traditions, heritage-through which one can feel proud of India's diversity.
7. To make social science learning interesting, it can be taught through a variety of activities, drama, song, dance, regional art, many other different activities, rather than an artificial process of learning.
8. To understand the history, geography, sociality, economy and business acumen of India in a comprehensive manner.

## **Precise objectives**

- To facilitate the learning gap in the context of COVID-19 and to facilitate the learning of the current learning year by integrating the concepts that the child must learn in the previous two years.
- Not just restricting learning to student activity, encourage the child for his/her learning continuity, exploration, active learning and the pursuit of a new way of learning.

## **2. Learning recovery should not be - it should be**

There are many limitations in the implementation of any project. We have also seen a lot of criticism put forth there. Positive minds need a plan devised to get out of the vortex of problems. You are the one.

### **"Learning recovery"- should not be!**

1. This is not just a program, not a record-setting document, it is not expected that children perform the process by themselves.
2. Learning Sheet is not a child's homework. The child is not limited to writing them down.
3. Learning enhancement is not expected by any traditional teaching method.
4. The child is not solely responsible for this process.
5. Learning Sheets should not be used only for child`s learning test.

### **"Learning recovery"- should be!**

1. Let`s promote learning tools and techniques.
2. Let`s plan for reading, writing, and oral expression to be flexible.
3. Before giving the Learning Sheets, let's explain the concepts from the child's self-experience, pre-experience, local situation and sources.
4. Let`s integrate the children`s previous knowledge and their current experiences.
5. Let us provide conceptual experience using the methods of in-game competition, verbal communication, venue visitation, scenario building, narration, role-play, interview, etc.

## **Classroom coordination**

\* The learning curves of the child this year are based on previous years of learning and are based on the foundational abilities of each year. Conceptual backgrounds must be understood to facilitate this serialized learning process. This process can be modulated in the classroom in two ways.

1. Principal Priority Method: Prioritize teaching and validation of selected learning based on foundational abilities during specific periods of Learning Enhancement Assessments.

2. Indirect Preferred Method: While learning the contents in the text book one period should be allotted to achieve foundational skills. After this present year`s learning outcomes should be achieved and evaluation has to be done through unit tests.

**Preparing the facilitators**

- Organizing learning activity and its plan.
- References, preparation of teaching learning materials.
- Illustration of concept through activity. Motivating children to get direct experience.
- Expansion of the concept, coordination of current learning.
- Facilitate completion of Learning Sheets.
- Student Learning Progress Overview. Help to reach the fourth level.
- Record the Teacher's feedback.
- Assessment-revision activity from progress of Learning Sheets.

**Learning Period Decision**

Keeping in mind the individual differences of the learners, learning period should be determined. Regional differences, the learning environment of the learning students and the time frame are the criteria.

**Assessment**

A separate circular will be issued by the department in this regard. Nevertheless, they can collect the data they have reviewed as students continue their activities in the Learning Sheets.

Student progress is expected in all four levels. The student self-review sample is given in the Learning Sheet. The four levels are as follows.

Completed Learning Points	I Know (30% - 49%)	I Understood	I Share the Learning Points with my classmates (61% -90%)	I can express on my own the other related points (91% -100%)

Competency level	Explanation
I know	Learning outcome include factors not achieved/only limited factors are known/teacher's complete and continuous support is needed.
I Understood	There is clarity about some learning outcomes/there is an opportunity of having clarity in some factors/teacher's and friend's partial support is needed.
I can share the learnt factors with my peer group	There is expected clarity of all the factors of learning outcomes/ They share the learnt factors with their peer group/there is a need that teachers should give tasks on the basis of learning outcomes.
I can express on my own the other factors related to this	There is definite clarity of the factors of learning outcomes/ there is a clarity beyond this/there is an opportunity that teachers can bring out positivity through the child beyond the classroom. Observe the creativity of the child.

Example:

### Learning Factor: Knowing the Cornerstones of History

- Learn the types of foundations that are essential to the making of history
- Develop a mindset of conservation of the cornerstones of history

The child needs to complete the activity meaningfully to fulfil the above two main objectives. The elements of the activities offered in the Learning Sheets presented here are not final. The key objective is to identify the child's learning level by looking at the child in the context of learning outcomes.

Learnt learning outcome	Competency level	Knowing the Cornerstones of History
I know	L1	If the child can identify some of the evidences/ doesn't know any of the underlying, doesn't identify/only identifies the pictures, stones and temple.
I Understand	L2	Child will identify the cornerstones, sometimes with confusion. Very little expression about conservation.
They share the learnt factors with their peer group	L3	The child identifies the cornerstones, learns the importance of elements in the structure of history. Expresses a reasonable view of conservation. They share the learnt factors with their peer group.
I can express myself factors related to this	L4	The child tends to understand and realize importance of preserving the basics and foundation of history. The child expresses the willingness his/her small contribution regarding conservation. Whenever the child gets opportunity the child will motivate the people regarding importance of the conservation.

**Note to facilitators:** In order to fully achieve learning outcomes, it is important to make sure that the given learning tools are a small tool. Sometimes these asylums can only help to achieve certain aspects of learning. It is important that facilitators collectively undertake many, varied activities independently to ensure that children will experience the fruits of learning. It is also essential for the facilitators to think that children have the opportunities for learning even outside the classroom.

This assessment is not intended to grade or divide children continuously. Instead, facilitators aim to specifically identify children's learning levels. Most importantly, after knowing the children's learning progress, the facilitators should be aware of the basic purpose of helping children to take them to the next learning level.

### **Learning Factor 1:Family**

<b>Learning Outcome 1: Understand the concept of family and its responsibilities</b>
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#### **Objectives:**

- Understand the inter-family relationships
- Introduce their family through the family tree.
- Identifies changes in family structure and understands their characteristics.

**The process:** Facilitator first learn about children's previous knowledge about the family. Then the children should be given an opportunity to volunteer their own learning activities by guiding them. This should allow them to discuss with family members wherever needed and facilitator should provide guidance. It is important for children to get acquainted with their families and to understand the importance of family interactions between families and family members. In addition, there should be a discussion to help children understand why there is a change in family structure.

#### **Learning Sheet: 1**

**Activity 1:** Write down the names of the members of your household and can you tell about the relationship between you and them? Here, children should be allowed to get acquainted with their family members and provide guidance wherever necessary.

**Activity 2:** Children, you have already learnt to write a family tree in the previous classes, then can you write your family tree?

What are your parents names? What are your grandparent's names? In order to facilitate the concept of family tree all these should be discussed the children. Then the children should discuss with their family members and let them create their family tree. Then everyone should discuss on the created family tree.

**Activity 3:** List out how you are helping your family members.

**Activity 4:** What help are you getting from your family members? Make a list.

**Activity 5:** What do you appreciate about your family members?

The above three activities should allow children to share their experiences. Through these activities, you should understand the interconnection between family members and make them aware of the importance of the family.

**Activity 6:** Visit any three houses of your neighbours and collect information.

The facilitators should allow the children to visit the three houses in their home town to collect information about the family. Allowing the presenter to present the information in the classroom. Discuss the differences between family forms and why the family patterns are changing.

**Activity 7:** List out the main features of Nuclear and Joint families.

In addition to the listing of the main features of nuclear and joint families in this activity, what types of families do we currently see most often and why? What kind of family do you like and why? Ask these questions to children and get feedback.

**Evaluation:** Activity 7 of Learning Sheet 1 can be used as assessment activity

## **Learning Factors 2: Sources of History**

### **Learning Outcome 2: Learn about the Sources of History**

#### **Objectives:**

- Understand the role of sources and their importance in formation of history
- They will develop an attitude of preservation of the sources of history.

**Learning materials:** School original documents, Images of historical sources

**Process:** Facilitator take the school's historical background and interpret it to introduce the Sources of History, to the children. First, let the children draw a picture of their school, then ask the children about the school's present-day scenario. Then let them collect information from the headmaster or the elders of the town to know about the establishment of the school. Let the children comprehend the school history using the available resources. Then guide the children understand the sources of history and how they are helpful to the making of history, make the children aware of the importance of their preservation, through activities. Ask the children to complete the activities in the worksheets on their own. Facilitator can help them whenever needed.

## **Learning Sheet: 2**

Activity 1 How much do I know about my school?

Activity 2 Find sources of school history

Activity 3 Let's discuss on the school history.

The above three activities are related to understanding the school's original history, including interviewing the head master of the school and the elders of the locality, to gather information and present the collected information in the classroom. Later, discuss in groups - how the

information was collected, consolidate the elements of the discussion, and make the students aware of the sources available for understanding the school's history. Understand how documents play a significant role in the formation of History the history and allowing them to understand the sources of history in the Learning Sheet 2.

### **Learning Sheet: 3**

**Activity: 1 Let us identify and name the image. (Use supportive pictures)**

Ask them to observe and to identify the images given in this activity. Only a few pictures of the sources are given here and images of other sources can also be used. Compare the present while introducing the sources of history. Ex: While introducing the inscriptions compare today's architecture (school building), and make them aware how these are helpful in the formation of history.

**Activity: 2 List out the monuments in your vicinity that are helpful for making of history.**

To allow children identify and list out local monuments – provide guidance. Then give them the opportunity to present, group discussion on what these have contributed to the formation of history, thereby helping children understand the importance of preserving history.

**Activity: 3 We see numerous monuments (forts and ancient buildings), inscriptions and other remains around us. Think and discuss why we should protect these.**

Let the children list the DO's and DON'Ts to preserve the monuments. Then allow them to present their list. Make them aware of the importance of preserving the sources of history.

**Evaluation: Activity 2 of Learning Sheet 3 can be used as assessment activity**

### **Learning Factor 3: Chronology**

**Learning Outcome 5: Recognizing the chronological specialization of learning history (Decade, Millennium, Common Era and Pre-Common Era)**

#### **Objectives:**

- Will know the significance of the chronology of history and its importance in History
- Understand events and explain them in chronological order.

**Process:** Facilitator understand children's previous knowledge about children's learning level interpreting chronological specialties, interpreting the Decade, Century, Common era, Pre-common era and then letting children explain the latest events in chronological order, as well as chronological levels of history rather than complaining that the child should memorize all the important years in chronological order, children must know about certain years of the major events, based on concepts, to estimate the events of the past and future events from that year.

### Learning Sheet: 4

#### Activity: 1 Let's understand Century

Through this activity, children are asked questions, interpreting the century concept and allowing children to fill the given table. Most importantly, children need to know the differences between the Common Era and the Pre-Common Era.

### Learning Sheet: 5

#### Activity: 1 Write in chronological order

Discussing and write the given events in chronological order

#### Activity: 2 Identify the following events in chronological order.

Identify the given events in chronological order and allow them to write.

**Assessment:** Activity 1 of Learning Sheet 5 can be used as assessment activity.

### Learning Factor 4: Early Society

**Learning Outcome: 4** Tell us about the types of weapons used by the Hunter- gatherer society.

#### Objectives:

- Knowing the ways of human life in the hunter-gatherer society and comparing it to the present life
- Identifying the factors responsible to their evolution and realizing their relevance to society.

#### Learning materials: Charts

**The process:** Facilitator first tries to know the child's previous knowledge. Then give the same pictures and tell the children to observe and answer the questions asked about the pictures. The facilitators then consolidate the answers of the children to interpret the lifestyle of the hunter-gatherer society. Later, allow them to discuss in groups - the similarities and differences in comparison to the current lifestyle. Then you can understand why people were migrating in the past by reading a story, and why people are migrating nowadays. Discuss with children and give examples of existing hunting communities.

### Learning Sheet: 6

#### Activity: 1 Look at the picture and speak

Give children contextual pictures and ask them to observe carefully. Ask questions on the pictures and get feedback from the children. The facilitators then consolidate the children's answers and help them to understand the life style of the hunter- gatherers.

#### Activity: 2 List out and discuss the hunter-gatherer's life style.

List any two differences between the lifestyles of the hunter-gatherers and the present-day life styles. Comparing these let them comprehend the similarities and differences.

### Learning Sheet: 7

**Activity: 1** Read and discuss Jaaji's story

Instruct the children to read the story. Then the facilitator must read the story. Ask questions based on the story and discuss the main points of the story with the children. The purpose of this activity is to understand the life style of the Adivasis and their reasons for migration through this story.

### Learning Sheet:8

**Activity – 1** Name the weapons in the given picture and let's write why they were used.

Observe the weapons, name them and their uses. Then conduct group discussion on the differences between the weapons used during olden days and the weapons used in the present days.

**Activity – 2** Do these Hunting Communities still exist? If yes, where are they found? How is their life style? Discuss with your teacher and family members.

**Assessment** – Activity– 2 of the Learning Sheet 6 can be used for assessment.

### Learning Factor 5: Human Settlement

**Learning Outcome: 5** Talk about Human settlement, Agriculture and Animal Husbandry  
**Objectives:**

#### Objectives:

- To know how humans began agriculture.
- The factors responsible for the settlement of the hunter-gatherer community.
- Recognize the difference between modern agriculture and the agriculture during olden days.

#### Learning Materials: Picture, Story

**The process:** In order to know the previous knowledge of the children the facilitator ask a few questions to the children. Ask them 'How do we get the legumes, vegetables, green leaves?' Get answer and then ask 'How was agriculture started and how do we cultivate the land?' Then, make them understand through a story.

### Learning Sheet: 9

**Activity: 1** Children, you have had breakfast in the morning. You had lunch in the afternoon. We eat food when we are hungry. Write the kinds of vegetables, legumes and fruits we eat.

Give the children a list and let them present it and have a group discussion

### Learning Sheet: 10

**Activity: 1** What were they discussing about the first crop? If you had seen the seedlings grow in their place, what would have you done? Discuss and write two sentences.

**Activity: 2** What might have the mothers and grannies spoken? (Talk to friends)  
In the above activities, allow children to think, respond and discuss.

**Activity:3** As in the story of agriculture, though growing crop was a small incident, Centuries have passed for the transformation from hunters to agriculturists. Still, over the years, what all they had to learn about farming, gradually?

Receive feedback from children and consolidate them to understand the way agriculture has grown.

**Activity: 4** List the requirements for farming, and what are the changes that happened in the life of humans when they started agriculture? Think

Get responses from the children and consolidate them. Discuss the relevance of the human settlement over migration.

**Activity – 5** Equipment required for farming

Ask the children to list out the equipment required for farming used during olden days and used now.

Allow them to identify the similarities and differences between this equipment.

Note to the facilitator: You must continue the story and make them understand how humans found metals? What metals do we have? What changes occurred because of this?

### **Learning Sheet: 11**

**Activity: 1** Explain how humans evolved from primitive man to villagers.

Allow children to respond.

**Assessment:** Activity -1 of Learning Sheet 11 can be used or assessment.

### **Learning Factor 6:The Civilization**

**Learning Outcome 6: - Name the civilizations that emerged on the banks of the river in the world, and describe the Indus Valley civilization.**

#### **Objectives:**

- Identifies the major civilizations of the world and the river banks where these civilizations emerged.
- To Know the contributions of the Indus Valley Civilization and Urban Planning.
- They will recognize the similarities and differences between present life and civilizations

**The process:** Facilitator first checks children's previous knowledge, allow children to identify the place and river banks where the world's major civilizations originated, through an activity. Then allow each student to express their views on why the majority of civilizations originated on the river banks. Later, consolidate and make them understand. Make them comprehend how Indus Valley civilization, its contributions and urban planning is a model for current urban problems, through activities.

### **Learning Sheet: 12**

**Activity: 1** Match the following with the help of the map given above

Tell the children to observe the map and then tell them to match which civilizations emerged on which river bank. Facilitators can make use of the world map to locate where the civilizations emerged.

**Activity: 2** When you look at the map above, we realize that all civilizations emerged on the banks of the rivers.

Why did they emerge on the river banks? Allowing each student to express their opinion, then consolidate the views of the children and make them understand why the majority of civilizations were on the banks of the river.

### **Learning Sheet: 13**

**Activity: 1** Observe the image given below and list the rivers and cities of the Indus Valley Civilization. Ask the children to observe the map given. Then tell them to identify and list the rivers and cities of the Indus Valley Civilization. Facilitators can use India map of India to make them understand the Indus Valley Civilization.

### **Learning Sheet - 14**

**Activity: 1** Children, discuss major problems in your surrounding towns and in the city or town you have visited.

Ask them to observe the pictures given and talk about the problems in the city or towns they have seen. Allow the children to discuss in groups and answer questions about what may be the cause for these problems. Consolidate the responses.

**Activity: 2** Let us discuss the Harappa and Mohenjo-Daro Urban Planning by looking at these pictures.

Tell the children to look at the pictures and what those images are related to help children understand how the Harappa and Mohenjo-Daro urban projects can help to solve current urban problems and how they are relevant even today.

### **Learning Sheet: 15**

**Activity -1** Let's look at the pictures and talk.

Tell children to look at pictures, ask questions on pictures, get feedback from children and summarize them.

### **Learning Sheet: 16**

**Activity: 1** The cities of these civilizations began to decline over time. Think about it and discuss.

Collect children's response, discuss and make them understand what caused civilizations to decline.

**Activity: 2** What can we learn from Indus Valley civilization?

**Evaluation:** Activity 2 of Learning Sheet 16 can be used as an assessment activity.

## Learning Factor 7: Vedic Period

### Learning Outcome 7: Describe the dawn of Pastoral Community and the Vedic Period

#### Objectives:

- Understand the social and economic conditions of the Vedic Period and compare it with the present.
- Understand the lifestyle of agriculture and Pastoral community.

**Process:** The facilitator asks the children to list the differences between the Pre-Vedic period and the Later Vedic period and discuss them, interpreting the differences in the social and economic conditions of the pre and Later Vedic period, how the Pre-Vedic period even today, is a model to the present-day life style. Ask them to identify if the statements given regarding pre and Later Vedic Period are TRUE or FALSE. Enable the children to discuss the similarities and differences between the Vedic Period lifestyle and present-day lifestyle.

#### Learning Sheet : 17

**Activity: 1** Children, list the major differences between the Pre-Vedic and Later - Vedic periods.

Tell the children to read the information given in the activity sheet about the time of the Vedas. Then the facilitator reads once and tell the children to list the differences between the Pre-Vedic period and Later Vedic period. Later while discussing on the information collected by the children, emphasis must be laid on the issues of equality during the pre-Vedic period, most importantly, that men and women performed equal tasks. There was no specific distribution of work here. They used to perform tasks in the manner they wished, impartially. Make the children understand that the society which our Constitution wishes today, was the society that existed during pre-Vedic period. Give the children a clear picture how the status of women started declining and a society of inequality was created during the Later-Vedic period and about their education system.

**Activity: 2** Tell what caused the shortage of food during the Later - Vedic period

**Activity: 3** Write whether the statements below are True or False.

**Activity: 4** Imaginary pictures of some deities from the Vedic period are given below. Colour them and write their names.

Ask them to do the above activities according to the instruction and discuss.

**Activity: 5** Colour the picture and write your opinion on the education system of your school and the Vedic education system. The facilitator should identify the similarities and the differences in the education system of today and Vedic Period.

**Evaluation:** Activity 3 of learning sheet 17 can be used as an assessment activity.

## Learning Factor 8: Rise of New Religions

**Learning Outcome 8: Will learn about the factors that led to the rise of Buddhism and Jainism.**

### Objectives:

- To understand the factors that led to the emergence of religions.
- To understand the teachings of Gautama Buddha and Mahavira.
- To understand the principles of Buddhism and Jainism.

**The process:** Facilitator first checks children's previous knowledge. Then help children to understand the causes responsible for the rise of religions. By discussing Gautama Buddha's video/picture series and enacting the play of Kisagotami, interpret his life history and teachings. Introduce Buddhist architecture using charts, and then explain the teachings of Jainism and Mahavira. Teacher emphasize that the harmony of religions is the mantra of peace in this world. Virtue is the essence of all religions. It is important for children to understand that these make our lives simple and effective.

### Learning Sheet: 18

**Activity 1:** Collect information about people who have migrated to your hometown or neighbourhood and discuss them in the classroom.

Facilitators discuss the relevance of the human settlement over migration. The purpose of learning is to present the subject of this civilization with the intention of migrating today.

**Activity 2:** How does cattle play an important role in day-to-day farming and dairy farming.

Facilitators discuss the economic benefits of livestock and their role in agriculture. Analysing the role of livestock in agriculture today, children need to understand how much we are dependent on cattle in this age of the machines.

### Learning Sheet: 19

**Activity 1:** Observe, think and discuss the picture series of pictures.

Tell the children to read the picture series, the facilitator must read once, can introduce the biography of Gautama Buddha through this activity.

**Activity 2:** Identify what you can do for older people or older adults in everyday life.

Children should be allowed to answer, and children's answers should be discussed.

**Activity 3:** Enact Kisagotami Drama in your classroom, discuss about the play with the children and discuss about the drama and how it conveys the message of the teachings of Buddha.

### **Learning Sheet: 20**

**Activity: 1** Below are some pictures of Buddhist architecture. Get the help of the teacher and collect information related to them. Have a discussion on the pictures.

### **Learning Sheet: 21**

**Activity: 1** Here are some practices. Write 'I will do' / 'I will not do' and give reasons for your choice.

The facilitators interpret the teachings of Mahavira and ask the children to fill this activity table and discuss it.

**Activity: 2** Children can you tell what you have learnt from Mahavira's teachings.

Allow children to write about the teachings of Mahavira. Oral responses also can be accepted.

**Activity: 3** Have you ever pelted a dog with a stone? Is it ok? Have a group discussion regarding this.

### **Learning Sheet: 22**

**Activity: 1** Children are asked to collect the famous pictures and monuments of Karnataka's Jain and Buddhist religion and have a discussion on it.

**Activity: 2** Children what do you know about the statue of Gomateshwara at Shravanabelagola. Write down.

**Activity: 3** List out the teachings of Buddha and Mahavira.

**Evaluation:** The Activity 3 of Worksheet 22 can be used as an assessment activity.

## **Learning Factor 9: Christianity and Islam**

**Learning Outcome : To understand Christianity and Islam religions.**

### **Objectives:**

- Understanding the Christianity and Islam religions.
- Understanding the teachings of Jesus Christ and Prophet Mohammad.

### **Learning Materials: Picture charts**

**Process:** The facilitator understands the previous knowledge of the students. Introduces the life and teachings of Jesus Christ. Group discussion on the teachings of Jesus Christ. Enacting the "Golgotha" drama and allow the students to discuss. Show the portrait of Jesus to the students and tell them to write about it. Introducing Islam religion and its teachings. Group discussion on it. Collecting information about the tourist places of Islam and Christian religion and presenting it. Make them understand that the essence of all religion is to live a simple, non-violent and peaceful life and by this develop communal harmony among the students.

### **Learning Sheet: 23**

**Activity: 1** Is it right to forgive the person who committed mistake? How? Discuss with your friends.

Group discussion on the above topic.

**Activity: 2** Write about the incident when the elders of your family have forgiven you when you committed mistake. Providing opportunity to the students to share their experience.

**Activity: 3** Allow the children to enact the “Golgotha” drama in the classroom and have a discussion on it.

### **Learning Sheet: 24**

**Activity: 1** The Architectural pictures of Christianity and Islam are given below. Collect the information about it with the help of your teacher.

**Activity: 2** Write 4-5 lines about the picture given below.

Let the students to write their opinion and thoughts.

### **Learning Sheet: 25**

**Activity: 1** What might be the experience of Prophet Mohammad when he was a shepherd.

**Activity: 2** Discuss about the principles of Islam as seen in your daily life.

Divide the students into groups and allow them to discuss and present in groups.

**Activity: 3** What might be the picture above? Write about it.

**Activity: 4** Which are the holy books of Christianity and Islam religions?

Let the students to answer.

### **Learning Sheet: 26**

**Activity: 1** Given below are some practices followed in all religions. Write Do’s and Don’ts and give reasons.

Let the students discuss about their answers.

### **Learning Sheet: 27**

**Activity: 1** Let’s answer.

Allow the students to answer the questions.

**Activity: 2** Collect the pictures of famous tourist places of Christianity and Islam religions in Karnataka and know about it.

Make the students to collect the information and introduce it and a discussion.

**Evaluation:** Activity 1 of Learning Sheet 27 can be used for evaluation.

## Learning Factor 10: Important Dynasties of India.

### Learning Outcome 10: Understand the important dynasties of India.

#### Objectives:

- To know the life and achievements of Ashoka.
- To understand the Administrative System of Mouryas.
- To understand the contributions of Mouryas, Kushanas, Guptas and Vardhanas to art, literature, science and architecture.
- To identify the contributions of these dynasties in different field of modern system.

**Learning Materials:** Map, text book, picture charts

**Process:** Facilitator first discusses on the portrait of Ashoka and introduces about Kalinga war. Discussion on the effects of war on common people. Russian-Ukraine war might be given as an example. Later, introduce the administrative principles of Ashoka's dharma and relate it as a model to the present day. With the help of coins introduce Gupta's history. Divide the students into groups and allow them to list out the contributions of Mouryas, Kushanas, Guptas and Vardhanas. Allow the students to recall and discuss about their contributions and recall it as a model for present day. Along with that introducing the important kings.

#### Learning Sheet: 28

**Activity: 1** List out the effects of conflicts, communal violence and wars on the common people.

Let the students list out.

To make them understand that wars are always destructive rather than constructive. War of Ukraine might be given as example.

**Activity: 2** Is it right to adopt the administrative principles of Ashoka dharma to the present context.

Share your opinion and discuss. Collect the opinion of children and discuss.

**Activity: 3** List out the similarities between Ashoka's dharma and Buddha's principles.

Let the students to list out and discuss.

#### Learning Sheet: 29

**Activity: 1** Observe the picture given below of Gupta period and let us know about Gupta's history.

If history can be created by observing the coins, then observe the picture given below, the coins of Gupta period and list out the factors which you can find. Through the help of this activity introduce the Gupta dynasty. With the help of coins understand which factors are helpful in creating the history.

### Learning Sheet: 30

**Activity: 1** Let us list out the contributions of Mouryas and Guptas to various fields.

Identify the changes that took place between the period of Mouryas and Guptas in art and architecture.

Divide the students into groups and allow them to list out with the help of textbook. Later let them discuss and find out the differences.

### Learning Sheet: 31

**Activity: 1** List out and discuss the contributions of Kushanas and Vardhanas into various fields. Divide the students into groups and allow them to list out with the help of textbook and later discuss.

## Learning Factor 11: Important Dynasties of South India

<b>Learning Outcome 11 : Understand the important dynasties of South India</b>
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### Objectives:

- To recall the contributions of important dynasties of South India.
- To appreciate the art and architectural beauty of Chalukyas of Kalyana and Hoysalas period.
- To understand the village panchayat system of Cholas in the present scenario.
- To develop the attitude towards preserving the monuments.

**Learning Materials:** Map, Picture and Chart

**Process:** To Understand the previous knowledge of students about South Indian dynasties. Introduce the important dynasties, and commemorate their contributions. Understand that these contributions are still exemplary today. Introducing this contribution to art and architecture. Develop a sense of preservation of these monuments.

### Learning Sheet: 32

**Activity: 1** Identify the major trading centers of the Shatavahanas in the map of India which is given below. What may be the main reasons for their development in agriculture and trade? (take the help of text book)

Group the children and have a group discussion.

### Learning Sheet: 33

**Activity: 1** Take a closer look at the following temples and tell them which dynasty they belong to.

With the help of the textbook tell them to find out the table, and the main purpose of history is to develop the children's "historical sense". Historical consciousness refers to the preservation of the objects from the past, the arts, temples and monuments destroyed by them. For this

purpose, children should be proud of the art and culture of the temple and the monuments. As soon as they see any of it, they should develop the attitude of not harming it but preserving and protecting it.

### **Learning Sheet: 34**

**Activity: 1** Let's answer the following questions.

Group the students to discuss and let them to answer. Discuss on the children's response and make them understand.

**Activity: 2** Why should we conserve lakes? Discuss.

Let the students to answer. Then discuss and understand the need for the conservation of lakes.

**Activity: 3** Visit the nearest temples with the guidance of your teacher and learn about the parts of the temple.

You can take the children to the local temple and do this activity. You may use the picture charts also.

**Activity: 4** Collect images of temples built by the dynasties of South India and prepare an album.

Discuss on the images collected by the children and let them to understand the differences of architectural art.

### **Learning Sheet: 35**

**Activity: 1** Why should we preserve the monuments built by the South Indian dynasties?

**Activity: 2** In creating the history, contribution of historical monuments plays a vital role, it's our responsibility to preserve them. When you visit the historical monuments then what should be done and what should not be done to preserve them. Write down.

**Note to Teacher:** Introduce to children about the major dynasties of South India and their contributions as much as needed in the textbook.

**Evaluation:** Activity 1 of Learning Sheet 34 and Activity 2 of Learning Sheet 35 can be used for evaluation.

### **Learning Factor 12: Social and Religious Reformers**

<b>Learning Outcomes 12: Learn about Social and Religious Reformers.</b>
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#### **Objectives:**

- To understand about Socio - Religious Reformers.
- Understand to what extent their thoughts are relevant.

### **Learning Materials: Map**

**Process:** Facilitators first check children's previous knowledge and then introduce about social and religious reformers and their teachings and how their thinking is exemplary even today is discussed in group. Introducing the areas where they lived with the help of a map.

### **Learning Sheet: 36**

**Activity 1:** Identify the pictures given below and write their names.

If children find it difficult to identify the persons in the pictures, ask them to get help from the textbook and name them, after that introduce them and their teachings.

**Activity: 2** Children, given below are the social reformers and their principles.

Match them correctly. Let the children do.

**Activity: 3** List out the teachings or reforms of social and religious reformers in the chart given below. Let the children list out, discuss and learn their teachings.

**Activity: 4** Given below are the places related to social reformers. In the map of Karnataka, mark the district where these places are located and write to which social reformers those places are related.

Let the children do this activity, if needed provide guidance.

**Evaluation:** Activity 3 of Learning Sheet 36 can be used as assessment activity.

## **Part 2- CIVICS**

### **Learning Factor 13: Citizenship and National Symbols**

<b>Learning Outcome 13: To learn about citizenship and National Emblems</b>
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#### **Objectives:**

- To understand the meaning and importance of citizenship.
- To understand the methods of acquiring and losing citizenship.

#### **Learning Materials:**

**Process:** Facilitator first learn about children's knowledge. Tell the children to read the conversation about citizenship, and then teacher reads it and asks questions in between and gets the response from children. Then allow children to read the situations and respond to methods of acquiring and losing citizenship. Later, discuss the importance of citizenship and then discuss on National Symbols and understand the significance of National Symbols.

### **Learning Sheet: 37**

**Activity: 1** Read the following scenarios and ask them to tell by which method they may acquire citizenship.

**Activity: 2** Match the following.

The two activities above are to be read by the students and allow them to respond to the situations given, if needed facilitator should read them once. Debate over these scenarios and understand the means of gaining and losing citizenship.

**Activity: 3** Identify whether the following statements are right or wrong.

Through this activity, children should understand the importance of citizenship by discussing differences between foreigners and Indian citizens.

**Activity: 4** Let's answer

Children should be allowed to answer the questions as instructed.

### **Learning Sheet: 38**

**Activity: 1** Let's answer.

**Activity: 2** Draw and colour the picture of our national flag and explain, what the colours on the flag indicate. Ask children to answer the questions asked in these two activities above given and discuss these questions in groups and understand the importance of National Symbols in our daily life.

**Evaluation:** Activity 4 of Learning Sheet 37 can be used as an assessment activity.

### **Learning Factor 14: Governance**

<b>Learning Outcome 14: To understand different types of Governance</b>
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#### **Objectives:**

- To understand the significance of government.
- To know the types of governance and the differences between them.

#### **Learning materials: Story**

**Process:** Facilitator narrates a story to the children, ask questions on it and allow each child to respond. Then discuss the answers of the children and make them to understand governance and its types. Then take the example of the two countries in which democracy and dictatorship are in effect, and discuss the importance and necessity of a democratic system.

### **Learning Sheet: 39**

**Activity: 1** List the differences between democratic and dictatorship governance

List the differences between democratic and dictatorship form of governance. Then discuss and understand the differences between them.

#### **Activity: 2**

1. Give 2 Examples for democratic and dictatorship governance.
2. Which government do you like, democratic or dictatorship? Give reasons.

The aim is to allow each child to respond to the above questions, and then to discuss the children's responses to understand the importance of the present system of democracy.

**Assessment:** Activity 2 can be used as an assessment activity.

### **Learning Factor 15: Local Self-Governments**

**Learning Outcome 15: Students will recognize the local self-government elections and the key responsibilities.**

#### **Objectives:**

- To know about the role of Grama-Sabha /Ward Assembly.
- The formation of local governments and their responsibility.
- They realize the importance of local governments.

**Learning materials:** Picture charts, Questionnaire.

**Process:** Facilitator first learn about children's previous knowledge.. Ask a few questions and then get feedback after discussing the images related to the ward meeting. Discuss with parents and ask them to collect information about the ward meeting. Then ask questions about Local Governments, get answers, and then look at the chart of Local Governments and understand the structure and types of local governments. Local representatives' interview, visit to local panchayat, officer interview, group discussion, collecting articles about local governments published in newspaper. Through these activities make the children to understand and learn by themselves the formation of local governments and their responsibility, if needed guide them wherever necessary, and consolidate the information of children.

### **Learning Sheet: 40**

**Activity: 1** Discussion on the picture.

This is a preparatory activity. Ask them to look at the picture, ask a few questions and respond Use alternative pictures for Gram Sabha.

**Activity: 2** Let us understand about our village/ward meeting.

Children are asked to talk to their parents and collect information about the Grama-Sabha. Discuss on the collected information. Take the children to the Grama-Sabha and allow them to experience it by themselves.

**Activity: 3** Organize a children's meeting at your school with the co-operation of teachers and members of the panchayat and interact with the officers and members of the panchayat.

Organizing a children's meeting with the cooperation of the local panchayat.

**Activity: 4** Let us see how much you have learnt.

Ask children the questions given in the activity sheet to understand their previous knowledge about local governments.

**Activity: 5** Consider the following chart, discuss and understand about Local Governments. Ask them to look at the chart and discuss the structure and types of Local Governments.

### Learning Sheet: 41

**Activity: 1** Let's meet one of our local representatives.

Meet your local panchayat ward members and gather information asked in the activity sheet and then let everyone present. Then have a discussion to understand the structure of the local organization and the responsibilities of the members, invite local members to the school and have an interaction with the children,

**Activity: 2** An interaction list out the names of the Presidents, Vice Presidents, members and staff of the local government of the locality you belong to.

Get help from parents and tell them to collect this information so that they can learn about the members of the local organization.

**Activity: 3** Let's visit our local government once.

Visit the nearest local agency and arrange the children to interview the officer, or invite the panchayat officer to the school and have an interaction with the children. The purpose of this activity is to understand the privileges of the panchayat.

**Activity: 4** Let's answer the questions,

1. Who elects the members of the local government?
2. What qualifications must one possess to become a member of local government?
3. What are the functions of local government?
4. State whether the following statements concerning local government are right or wrong.

**Activity: 5** Collect the reports in the newspapers about the development works done by the local bodies, get the cooperation of the teachers and discuss in the classroom.

Children read newspapers, identify and collect articles of local government, and discuss the actions of the local government.

**Evaluation:** Activity 4 of Learning Sheet 41 can be used as assessment activity.

### Learning Factor 16: Indian Legislature, Executive and Judiciary

**Learning Outcome 16: To understand Indian Legislature, Executive and Judiciary**

#### Objectives:

- To Understand the structure and functions of the Parliament.
- To Understand the structure and the functions of Executive.
- To Understand the judiciary of India.

**Learning materials:**

**Process:** Facilitator will first discuss the rules of the game with the children, then ask the children about school rules, then form the school cabinet, and then discuss the rules of the nation by grouping the children and letting them discuss India's Legislative and Executive functions. Then read the given dialogue and ask questions on this to understand the structure and functions of Indian Legislature, the Executive and the Judiciary, as well as to discuss their need.

**Learning Sheet: 42****Activity: 1** Rules in the Game

Ask the children the questions on the rules of the game and discuss how important the rules in the game are.

**Activity: 2** What are the rules in school?

Ask children questions on school rules, discuss and let them understand that who frames the rules and why. Discuss and let them understand the importance of rules.

**Activity :3** Election in School.

Let's form the school Cabinet, ask the children to name the ministers in the cabinet.

**Activity: 4** Discuss with the children on the questions given and understand the rules of the nation.

**Learning Sheet: 43**

**Activity: 1** Group the children and allot topics to discuss and let them present. Give guidance.

**Activity: 2** For more information - A play

Telling the children, the conversations of the play and make them understand the structure of parliament, who is the MP of your constituency? How does he/she get elected? Ask questions about what works he/she performs? Discuss on them.

**Activity: 3** and 4 Let's answer the questions given.

Let the children answer the questions given.

**Learning Sheet: 44**

Continue the dialogue with the children and introduce the Union Executive and the Judiciary of India.

**Activity:1** Let's answer.

Let the children answer the given questions.

**Activity: 2** Take a look at the list above and write five sentences about one of your favourite organs of the government.

Observe the above list and answer to the question asked.

**Evaluation:** Activity 2 of Learning Sheet 44 can be used as an assessment activity.

## Learning Factor 17: Celestial Bodies

**Learning Outcome 17: Recognise stars, planets, and satellites and distinguish between them.**

### Objectives:

- To know about Sun and his Family.
- To Know about the features of stars, planets, satellites and will recognize the differences.

**Learning Materials:** Model of Solar System and Videos.

**Process:** Facilitators first ask a few questions check the children's previous knowledge. Observe the sky during day and night, list out and discuss the changes that occurs in the sky. Then ask them to look at the picture of the solar system on the activity sheet, ask questions and allow them to answer them in groups. Guide the children, to prepare the model of solar system, or you involve in preparing the model with the children, as well as allow the children to understand the variations of the celestial bodies. Make them realise the importance of these celestial bodies in their daily life.

### Learning Sheet: 45

**Activity: 1** Look at the sky during day and night, list out the celestial bodies and the changes that occur in the sky.

A week before beginning this lesson, ask the child to list the changes that occur in the sky. Then ask questions on the information gathered and discuss on it.

It is also helpful for the child to learn through self-experience. By this make them understand about celestial bodies.

**Activity: 2** Let us have a look at the image of the solar system below and answer the following questions.

Tell them to focus on the image, then and ask questions based on solar system. In addition to this, some videos and supplementary images can be used by facilitator. Join hands with the children and monitor to make a model of the solar system and display it in the classroom.

**Activity: 3** Circle the names of the planets in the table given below.

**Example:** Mars

To continue as the hint given,

**Activity: 4** Which group do I belong to? In the following list, few celestial bodies are given and mention to which group they belong to.

**Activity: 5** State whether the following statements are true or false. Discuss why they are true or false.

Activities 4 and 5 above allow children to think and guide where necessary, allowing children to understand the differences among the celestial bodies. Children should be asked some parallel questions.

**Activity : 6** Write down what you know about stars planets and Satellites in the following table.

**Evaluation :** Activity 6 of learning sheet 45 can be used as an assessment Activity.

## Learning Factor 18: The Shape and Movement of the Earth

### Learning Outcomes 18: Learn about the shape and size of the Earth

#### Objectives:

- They will know the shape and size of the Earth.
- They will experimentally know the Geoid shape of the earth.

**Learning Materials:** Globe, thick ball, cutter, drawingsheet, gum, scissors, refill.

**The Process:** The facilitators first ask some questions on the shape of the earth, test the previous knowledge of children, and then try to understand why the earth looks flat to us through an activity, then do an activity on the flatness of the earth in the polar region. Have a discussion to make students understand about the shape of the earth by asking questions about its size.

#### Learning Sheet:46

**Activity:1** Let's see why the earth looks flat. Take a ball and involve with the kids and do this activity to help the children to understand why the Earth looks flat.

**Activity:2** Geoid (Earth shaped) Provide guidance to children by using Geoid Shape model. Then ask the children why the earth is flat in the earth's polar region and why the centre is bulged. Then ask questions about the size of the earth to make students understand the concept of the size of the Earth.

## Learning Factor : 19 Movement of Earth

**Learning Outcome 19:** It is possible to talk about the arbitrary movement (rotation) of the earth the annual movement (revolution) of the earth.

#### Objectives:

- Aware of the movements of the earth.
- They will understand the concept of day and night.
- They will learn about the effects of movement of earth in daily life.

**Learning Materials:** Globe, candle, mask of the sun and earth, videos, pictures.

**Process:** The facilitator first starts with a hypothetical dialogue of Bhimanna and Kavana, show supplementary pictures and perform movement of the earth by children to understand the daily movement and the annual movement of the earth. Ask the children some questions to help them to understand the effects of these movements, and then interpret the day and night concept as a practical example for children.

#### Learning Sheet : 47

**Activity:1** Let's learn the motion of the Earth by doing.

This activity should be carried out by the children, providing proper guidance wherever necessary. Ask questions and have a discussion. The purpose of this activity is to understand the daily and annual movement of the earth.

**Activity: 2** Let us know days and nights

This practical activity should be done by the facilitator in a darkroom using a globe and a candle accompanied by children. The purpose of this activity is to understand the concept of day and night. Use real examples. Eg: American and Indian time.

**Activity: 3** Let's discuss and answer.

Ask the children questions, discuss and interpret the effects of the earth's motion.

**Activity: 4** Answer these questions.

Let the children answer the questions as per the instructions.

**Assessment:** Activity 4 of learning sheet 47 can be used as assessment activity.

### **Learning Factor 20 : Directions**

**LearningOutcome 20 : Learn about the directions and apply them in their daily life.**

**Objective:**

- They will recognize the directions and use them in everyday life.

**Learning Materials: Maps, Compass**

**Process:** Facilitators first ask some questions about the directions and get feedback from the children to know the previous knowledge of the child. Then introduce directions through the activity of recognizing the directions. And then identify the directions by using compass. Make the children play the game of directions and let the children do the activity of identifying the places by using the maps. Tell the children to identify the surrounding areas of the school and their houses and make them understand the significance of the directions.

### **Learning Sheet :48**

**Activity: 1** You might have heard about directions, tell me how much you know. The purpose of this activity is to check the previous knowledge of the children. Ask questions and get answers.

**Activity:2** Let's identify directions.

Tell the children to look at the picture and then ask questions on it and help children to understand the directions.

**Activity: 3** Let's play with the compass. How can we identify the directions other than taking the help of the sun and the compass. Discuss.

Introduce the compass and instruct the children to find the directions. Wherever necessary and tell them the importance of using the compass.

**Activity : 4** Let's play the game

Instruct the children to play a game of direction looking at the picture in school ground.

**Activity : 5** Place the map of India on the ground as per proper directions shown in the picture and learn about the directions.

Instruct the pupil to arrange the political map of India as per the directions on the ground as per proper directions children understand the concept of directions and importance of it in our daily life.

**Activity : 6** Let us fill in the blanks with appropriate answers.

**Activity: 7** List the things found in the East, West, South and North direction of your house and share with your friends.(Children should be told to this activity without any help.)

**Evaluation:** Activity 6 of the learning sheet 48 can be used as an assessment activity.

### **Learning Factor 21 : Latitudes and Longitudes**

**Learning Outcome 21: Learn about Latitude, Longitude and identify the most important ones.**

#### **Objectives:**

- Aware of latitude and longitude and its significance in everyday life.
- Identifies important latitudes and longitudes.

**Learning Materials:** Globe, Map, Ball, Marker.

**The process:** Facilitator, first perform a locate their school activity to make the students to understand the concept of the latitude and longitude. Then familiarize the important latitudes and longitudes. The facilitator asks questions and conduct a discussion to fix the concept to clear to the students. Allow the children to locate latitude and longitude in the globe and Map. Make the children understand importance these in everyday life.

### **Learning Sheet: 49**

#### **Activity 1: Locating places**

By providing necessary guidance let the students to do the activity by themselves.

**Activity : 2** Let us understand the concept of latitudes and longitudes.

Tell the children to read the given situation and the facilitator reads it out. Introduce the concept of latitude and longitude as well as the important latitudes and longitudes to the children. Pictures can be used while doing this activity.

**Activity 3:** Let's have a discussion on these questions.

Ask questions to help them understand the concept of latitude and longitude and understand their importance.

**Activity 4:** Children sit with your friends along with Globes and Maps and identify latitudes and longitudes.

By providing globes and world maps to pupil, tell them to identify latitudes and longitudes, and discuss about them.

**Activity: 5** Identify and name the three important latitudes drawn on the following world map and write them in the given blank place.

Tell the children to identify the important latitudes on the picture of the activity sheet.

**Evaluation :** Activity 5 of Learning Sheet 50 can be used as an assessment activity.

### Learning Point 22: Maps

**Learning Outcome 22 : Learn map reading skills and draw a map.**

#### Objectives:

- They will learn about the essential elements of the map.
- Learn about types of maps and their specialty.
- They will develop the skills of reading and drawing a map.

#### Learning Materials:

Process: Facilitator first asks a few questions about the map and gets feedback from the children to know their previous knowledge. Create different groups in the class and give them maps, instruct them to find out the elements of the map and allow everyone to present it. Then using the map ask the children about its significance. Divide students into different Groups and give different types of maps and ask them to list the differences among them. Taking the items listed by the students, explain the map types and clarify what information can be obtained from the maps. Once they acquire the map reading skills, conduct an activity to enable students to draw map by themselves. And give guidance wherever necessary. The facilitator must understand that the geography classroom is incomplete without a map.

### Learning Sheet : 50

**Activity:1** Let us observe the map once.

Create different groups of children and give them maps, instruct them to find out the elements of the map and let everyone to present it and discuss over it.

**Activity: 2:** Let's look at the map once and talk about it. (Using the political map of India) Questioning children using a map allows them to know the elements of them and their significance.

**Activity 3:** Let's know more about the types of Maps.

**Points to be noted:** Map title, colors used in maps, symbols, scale. Theme of the map.

It is important to use the various types of maps in the school/Atlas/textbook, to identify the type of maps and then discuss the above, and to clarify what information can be obtained from the map, as well as their importance. It is important to use the maps found in school and atlas.

**Activity : 4** Let's draw a map.

Based on the hints given, everyone is instructed to draw a map. Guidance should be given wherever necessary. Allow the children to display their drawing and have a discussion on it.

**Activity : 5** Ask the children to draw an imaginary map of their school or village using the hints.

**Evaluation:** Activity 4 of the Worksheet number 49 can be used as assessment sheets.

### **Learning Factor 23 : Continents**

**Learning Outcome: 23 To locate continents and oceans on a World Map.**

#### **Objective:**

- Will be able to know more about the continents.

**Learning materials:** world map, continental map.

**The process:** Facilitator asks questions to check the previous knowledge of the children. Then asks the students to locate the continents and oceans on the world map. Then ask questions to check their comprehension. Allow the students to work in groups to locate continents and oceans on the world map and atlas. Later, the teacher asks the students to colour and name the continents in the given picture and direct them to answer the questions. Then divide the students into groups and enable them to discuss different countries in the continents and list out their similarities and differences.

### **Learning Sheet: 51**

**Activity: 1** Children, we have learnt about continents, oceans and seas. Now we shall look at the world map and locate continents, oceans and seas. Then ask questions and help children to understand the Continents, the Oceans and the Seas.

**Activity: 2** Take a world map and work in groups to locate continents and oceans. Tell children to perform activities as instructed and provide guidance whenever necessary.

**Activity: 3** Let us colour the continents on the given blank world map, name them and answer the following questions.

Ask the students to colour the given picture and answer the questions asked later.

**Activity: 4** Take a world map sit in groups to mark the continents and list out five countries from each continent.

Instruct children to do the activity on their own, provide guidance wherever necessary

**Activity: 5** Children, in the three continents given below, we find the diversity in the fauna and flora based on their latitudes and discuss the specialties found there with the help of your textbook.

Discuss with the children about the diversity of the three continents and list out the specialties. Divide the children into groups and allow them to do the activity with the help of their textbooks.

Discuss with the children and ask them to list out the similarities and differences of the same.

**Evaluation:** Activity 3 of Learning Sheet 51 can be used for evaluation.

## **28. Methods that Facilitate Learning of Social Science**

Learning does not mean that a child should follow all that is told by the teacher. Learning is the process by which children actively engage and build their knowledge through experiences. If children learn in groups and group discussions, peer discussions, experience sharing and collaborative learning individually and, in the group, they will be able to discuss with the teacher confidently and intimately. By using all these methods, children tend to be creative rather than just following the teacher.

1. Storytelling,
2. Project Method
3. Reviewing the lessons/critical thinking
4. Discussion Method
5. Problem solving method
6. Source method.
7. Child centred teaching (it should not be teacher centered)
8. Unit method
9. Observation Method
10. Travel / Outbound Method
11. Enactment / role-play method
12. Field Study
13. Experiment
14. Sports Method
15. Question and answer Method
16. 16, Research
17. Survey / Interview
18. Analysis.

If teachers understand the nature of everyday learning and think about how they can be easily, qualitatively promoting learning, plan and execute their objectives, there will surely be success. Only such teachers can mould the students for a better society.

### **Using different information, sources / resources.**

Only those teachers who are good readers can be rightly called teachers. No matter how much we learn, as much as we should know, as much as 'what we have learnt is only a handful and what we have to learn is as vast as an ocean. We must be aware that learning is neverending.' Every child has to learn. Teachers will certainly increase the efficiency of their career if they are sensitive to explore and introspect children's needs. Many tools are created for effective classroom management and efficient learning. There can be useful learning tools if the content,

image, and statistics are already in a position to supplement the lessons in mass media such as newspaper, weeklies, magazines, technical equipment such as radio, television, computer, etc.

It is also a good practice to use OHPs and projectors as appropriate sources of learning. Teachers should read the source books from the school library and facilitate the children also to read those books.

Some sources /books -

1. Geography Partner - Part 1, 2 and 3
2. Junior encyclopaedia- 7 Volumes - Dr Niranjana
3. Pictorial History
4. Ancient India
5. Indian History
6. Constitution of India

A school which has geography and history labs can make social science learning effective.

### **Framing activities and organizing groups**

Constant activities need to be designed both inside and outside the classroom to facilitate effective learning. Activities should not be for the sake of activities. Adopt activities that facilitate the acquisition of knowledge while eliminating the monotony of the classroom. The learning path from the intended activity should be simplified and not complicated. A variety of activities at different levels should be combined with the awareness that learning can be judged by activities itself. There must be some pre-preparation for these activities. Provide group learning as a part of the activity. When forming different groups, individual attention is essential to achieve the goals and objectives of group learning, facilitating children to decide which student to be in and who should assist them in learning, and who should be the leader of the group. In each case, it is necessary to give priority to prepare activities that can stimulate the child's instincts, such as curiosity, questioning attitude and therapeutic intelligence.

- Let the activities be simple.
- Let activities complement learning
- Let all students participate
- Let there be different types of activities for different levels.
- Gather students' opinion after the activity.
- To Keep in mind the learning activities and retreats if they require separate activities,

### **Some examples of organizing activities**

Much emphasis has been laid on learner-centred learning in the current education system. Practices that make the learner come out of rote learning into actual learning are in practice.

There are many problems behind their preparation, even if they are made by those who facilitate learning needs.

The guidelines need to be adopted. In such cases, learning can be integrated into a whole range of learning.

Activities may be given to individual, peer group or groups of learners. Sometimes activities can be given to the entire classroom.

### **1. Learning Station Activity**

Write in detail on the cards, the details of the geneology, philosophers, the architects, the administrative organs, layers of the earth, the vegetation, the animals, etc. Create four or five groups of children (in accordance with the cards) and move each group in cycles to where the card is placed. Read the content there and discuss it among themselves. Then move on to the next card, the learning station is the place where the cards are placed. And this method is used to avoid those who feel, that lecturing is inevitable.

### **2. Our Group - Expert Group Learning (Home Group - Expert Group)**

The first step in this group is to create a group of five or six children. This group has no work in the beginning. Later the group has a job.

The second step is to assign numbers to every one in the group. They form a group. This is an expert group. An expert group discuss a given topic. Experts move to each group and facilitate discussion.

In turn, the members return to their original group and share what they discussed with the other groups. Each group share all things, as each member discusses and expertise and share all topics to the groups. Teachers can be contacted for more details at the end. This method is also a method of avoiding those who feel that lecturing is inevitable.

### **3. Peer group activity**

Prepare some chits and write the names of Genealogies, Architectures, Administrative Organs, Layers of the Earth, Flora and Fauna, Social Scientists etc., ask them to select a chit and discuss about it in their respective groups.

### **4. Group activity**

The group activities can be organized into groups of two, three and maximum ten groups can be formed. These groups can be given the names of many king-queen-rulers, places, philosophers, rivers, national leaders, countries or capitals, planets, constellations, galaxies in the social sciences text.

After dividing learners into groups and assign activities that are suitable for learning. Giving each group its own responsibility and allow them to discuss and provide necessary guidance if necessary.

The current social science textbook includes these types of group discussions and to gather information which provides opportunities to fill a child's learning horizons and acquaint themselves with their previous knowledge.

**For Example:-**

1. Give them an activity to visit a temple, mosque or any historical monument or political institutions such as Gram Panchayat and to record the meeting or other processes.
2. Collect and show pictures of illustrated symbols, flora, fauna, birds, coin and flags.
3. Observing a working model of an activity, where there are opportunities to discuss and judge.

In the above cases, the child's speech, involvement, reciprocation, communication and documentation are prominent. He will be able to reproduce that knowledge in a new context through the knowledge he has acquired. He will be able to acquire knowledge by himself. In each case there will be an opportunity for the teacher to provide feedback or by the child himself.

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