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And

**DEPARTMENT OF STATE EDUCATIONAL RESEARCH AND
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ಸಂದೇಶ



ಆತ್ಮೀಯರೇ,

ಮಕ್ಕಳ ಶಿಕ್ಷಣವೇ ಭಾರತದ ಭವಿಷ್ಯ. ಇದಕ್ಕಾಗಿ ಕೇಂದ್ರ ಸರ್ಕಾರವು ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು 2020ರಲ್ಲಿ 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. ಈಗಾಗಲೇ ನಿಪುಣ್ ಭಾರತ್ ಮಿಷನ್, ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾ ಜ್ಞಾನ ಕೌಶಲಗಳನ್ನು ಖಾತ್ರಿಪಡಿಸುವಲ್ಲಿ ಕಾರ್ಯಪ್ರವೃತ್ತಗೊಂಡಿದೆ.

ಪ್ರಸ್ತುತ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕ ರೋಗದಿಂದಾಗಿ ಮಕ್ಕಳು ಔಪಚಾರಿಕ ಶಿಕ್ಷಣ ಪಡೆಯುವಲ್ಲಿ ಅಡೆತಡೆಗಳಾಗಿ, ಎರಡು ವರ್ಷಗಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವಾಗಿರುತ್ತದೆ. ಔಪಚಾರಿಕ ಹಾಗೂ ಅನೌಪಚಾರಿಕ ಕಾರ್ಯತಂತ್ರಗಳ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯ ನಿರಂತರತೆಗೆ ಪ್ರಯತ್ನಿಸಿದ್ದಾಗ್ಯೂ 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 ಕಾರ್ಯಕ್ರಮವನ್ನು 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸುತ್ತಿದೆ.

ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಹಿಂದಿನ ಎರಡು ತರಗತಿಗಳಲ್ಲಿ ಕಲಿಯಲೇ ಬೇಕಾಗಿದ್ದ ಪ್ರಮುಖ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಗುರುತಿಸಿದೆ. ಇದಕ್ಕೆ ಸಂವಾದಿಯಾಗಿ ಪ್ರಸಕ್ತ ತರಗತಿಯಲ್ಲಿ ಕಲಿಯಲೇಬೇಕಾದ ಪ್ರಮುಖ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಜೋಡಿಸಿ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಯನ್ನು ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ. ಕಲಿಕಾ ಹಾಳೆಗಳು ಚಟುವಟಿಕೆಗಳಿಂದ ಕೂಡಿದ್ದು, ಮಗುವಿನ ಮುಗ್ಧ ಮನಸ್ಸಿಗೆ ಸಂತೋಷವನ್ನುಂಟು ಮಾಡುವಂತೆ ರೂಪಿಸಲಾಗಿರುತ್ತದೆ. ಇವುಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸುವುದರಿಂದ ಹಾಲಿ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ಸರಿದೂಗಿಸಬಹುದು ಎಂಬ ಆಶಯ ನನ್ನದಾಗಿರುತ್ತದೆ. ಕಲಿಕಾ ಹಾಳೆ, ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಗಳು ಪರಸ್ಪರ ಪೂರಕವಾಗಿವೆ. ಶಿಕ್ಷಕರು ತಮ್ಮ 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.ನಾಗೇಶ,
ಸನ್ಮಾನ್ಯ ಶಿಕ್ಷಣ ಸಚಿವರು,
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಮುನ್ನುಡಿ



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

ಈ ಕಾರ್ಯಕ್ರಮದ ಮೂಲಕ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬುನಾದಿ ಸಾಕ್ಷರತೆ, 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’, ‘ವಿದ್ಯಾಪ್ರವೇಶ್’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 ತಮಗೂ ಮತ್ತು ಅಜೀಂ ಪ್ರೇಮ್ ಜೀ ಫೌಂಡೇಶನ್ ಸಂಸ್ಥೆಗೂ ಇಲಾಖೆಯ ಪರವಾಗಿ ಅಭಿನಂದನೆಗಳು.

ಡಾ. ಸೆಲ್ವಕುಮಾರ್ ಎಸ್, ಭಾ.ಆ.ಸೇ.
ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು,
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 ನಮ್ಮ 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** ಕಾರ್ಯಕ್ರಮವು ವೈಜ್ಞಾನಿಕ ತಳಹದಿಯ ಮೇಲೆ ಶಿಶು ಕೇಂದ್ರಿತ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸಿ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು 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. ಕಾರ್ಯಕ್ರಮದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವಿರೆಂದು ನಂಬಿದ್ದೇನೆ.

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

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 ಕಾರ್ಯಕ್ರಮವನ್ನು 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 ಕಾರ್ಯಕ್ರಮವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ತಾವು ಇಲ್ಲಿ ನೀಡಿರುವ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು 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
ಮಾನ್ಯ ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು,
ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ, ಬೆಂಗಳೂರು



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' ಕಾರ್ಯಕ್ರಮ. ಈ ಸಂದರ್ಭೋಚಿತ ಉಪಕ್ರಮದಲ್ಲಿ ಈ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನ ಸಾಮರ್ಥ್ಯವನ್ನು ಸಾಧಿಸುವುದರೊಂದಿಗೆ, ಹಿಂದಿನ ಎರಡು ಶೈಕ್ಷಣಿಕ ವರ್ಷಗಳ ಆಯ್ದು ಕಲಿಕಾಫಲಗಳು ಹಾಗೂ ಪ್ರಸಕ್ತ 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 ಕಲಿಯಲೇ ಬೇಕಾದ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಕಲಿಕಾಫಲಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇವುಗಳನ್ನು ಬಳಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ಸರಿದೂಗಿಸಲು ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳಬೇಕಾಗಿ ಈ ಮೂಲಕ ವಿನಂತಿಸುತ್ತೇನೆ. ಈ ಕಾರ್ಯಾಭಿವೃದ್ಧಿಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡ ಇಲಾಖಾ ಮಿತ್ರರು ಮತ್ತು ಅಜೀಂ ಪ್ರೇಮ್‌ಜೀ ಫೌಂಡೇಶನ್ ಇವರಿಗೆ ಅಭಿನಂದನೆಗಳನ್ನು ಸಲ್ಲಿಸಿದೆ.

ಶುಭವಾಗಲಿ.

ಶ್ರೀಮತಿ ಸುಮಂಗಲ ವಿ
ನಿರ್ದೇಶಕರು,
ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು

ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಾರ್ಗದರ್ಶನ

ಡಾ|| ಎಸ್. ಸೆಲ್ವಕುಮಾರ್ ಭಾ.ಆ.ಸೇ
ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ
ಇಲಾಖೆ, ಬೆಂಗಳೂರು.

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

ಶ್ರೀಮತಿ ಪಲ್ಲವಿ ಆಕುರಾತಿ ಭಾ.ಆ.ಸೇ.
ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು
ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ, ಬೆಂಗಳೂರು.

ಶ್ರೀಮತಿ ಸುಮಂಗಲ ವಿ.
ನಿರ್ದೇಶಕರು, ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ.
ಬೆಂಗಳೂರು.

ಸಾಹಿತ್ಯ ರಚನಾ ತಂಡ

ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ಶಿವಮೊಗ್ಗ ರವರ ನೇತೃತ್ವದಲ್ಲಿ

ಡಾ|| ಹರಿಪ್ರಸಾದ್ ಜಿ.ವಿ
ಹಿರಿಯ ಉಪನ್ಯಾಸಕರು
ಡಯಟ್ ಶಿವಮೊಗ್ಗ.

ಡಾ|| ನಾಗೇಶ್ ಕೆ.ಟಿ
ಮಂಡ್ಯ

ಓಂ ಪ್ರಾಕಾಶ್ ಗುಪ್ತಾ ಜಿ.ಪಿ.
ಬಿಜಾಪುರ

ಅಜೀಂ ಪ್ರೇಮ್‌ಜಿ ಫೌಂಡೇಶನ್ ತಂಡ

**ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ಮೈಸೂರು ರವರ ನೇತೃತ್ವದಲ್ಲಿ
ಅನುವಾದಕರು**

ಶ್ರೀಮತಿ ಲಕ್ಷ್ಮಿ ಬಿ.ಟಿ
ಸ.ಹಿ.ಪ್ರಾ.ಶಾ. ಕಿರಾಳು
ಮೈಸೂರು ತಾ|| ಮೈಸೂರು

ಶ್ರೀಮತಿ ಶಿವಮ್ಮ ಡಿ
ಆದರ್ಶ ವಿದ್ಯಾಲಯ
ನಂಜನಗೂಡು ತಾ|| ಮೈಸೂರು

ಪರಿಶೀಲಕರು

ಶ್ರೀಮತಿ ಮೋಳಿ ವರ್ಗೀಸ್
ಬೋಧಕರು ಡಯಟ್, ಮೈಸೂರು

ಶ್ರೀಮತಿ ಆಶಾ ಎಸ್.
ಬೋಧಕರು ಡಯಟ್, ಮೈಸೂರು

ಸಂಯೋಜಕರು :

ಇ.ವಿ.ಜಿ. ವಿಭಾಗ, ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ ಬೆಂಗಳೂರು

Sl. No.	Content	Page No.
1.	Learning Recovery - An Initiative	1
2.	Learning Recovery-It Shouldn't be-it should be	2
3.	The first page of the learning sheet book, Talk with the children	4 – 8
4.	Sources of History	9 - 10
5.	Chronology of History	11
6.	Sources of the Medieval India	12 - 13
7.	Chronology of Medieval Indian History	14
8.	Inter-relationship between North and South Indian Historical Events.	15
9.	Medieval Administrative Systems	15 - 19
10.	Socio-Religious Conditions	19 - 20
11.	Wars - Causes and Consequences	20 - 21
12.	Discovery Of Sea Route	21 - 23
13.	Expansion of East India Company Administration	23 - 24
14.	Effects On Agriculture Under British Rule	24 - 25
15.	First War of Indian Independence and Administrative Reforms Of British Rule	25 - 26
16.	Social and Religious Reforms	27 - 28
17.	The Gandhian Era	27 - 29
18.	Unification of Karnataka and Border Disputes	29 - 31
19.	Directions	31 - 32
20.	Maps	33 - 34
21.	Continents	34 - 35
22.	Climate and Weather	36 - 37
23.	The continent - Asia	38
24.	Necessity of the Constitution	39 - 41
25.	Fundamental Rights and Duties	41 - 42
26.	Directive Principles of State Policy	43
27.	Our Defense Forces	44 - 45
28.	Facilitating Methods of Social Science learning	45 - 49

1. Learning Recovery - An Initiative

Achieving Learning outcomes include learning factor, content in the text books. The textbook serves as a learning tool for achieving learning outcomes. Achievement of these learning outcomes are determined by basic competencies.

Language is the boundary for the process of learning. Does the interactivity in this language need to be a learning experience through continuity? How much a child has been deprived of his or her own learning experience in the learning process? When we are faced the question arises as how to reconcile them, the remedy which can be found by us is learning recovery program. This is not just a literature, not a bridge course programme, 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 child, are responsible for this process. We must ensure that, this work is not limited to the classroom process. It is a text inbuilt functional integrated classroom creativity. 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 the current literature.

1. Explore sophisticated methods of reading social science with interest and empathy.
2. Social Science learning with socialization, 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 understanding their local geography, history, social structure, value, culture, folklore, democratic value, customs, rituals, family's economic status 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 lacking those experiences due to many reasons such as basic competencies, previous knowledge and pre-experiences of learning continuity. By identifying these gaps, we have to facilitate the child to get the knowledge of contemporary society.

6. By studying 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, social, economic and business acumen of India in a comprehensive manner.

Definite Objectives:

- To facilitate the learning gap in the context of COVID-19 and to facilitate learning factors 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 It 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. A plan devised to get out of the vortex of problems needs positive minds. 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 them-selves.
2. Learning sheet is not a child's homework. The child is not limited to writing them down.
3. Learning Recovery does not give expected outcome from 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 child's previous knowledge and their current experiences.
5. Let us provide conceptual experience using the methods of sports competition, verbal expression, field visit, scenario building, narration, role-playing, interviewing, etc.

Classroom Coordination

* The learning outcomes of the child this year is based on learning experiences of previous years and is based on the foundational competencies 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.

Preparation of Facilitator

- 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.
- Overview of Students' Learning Progress. Help to reach the fourth level.
- Record the Teacher's feedback.
- Assessment-revision activity from progress of learning sheets.

Determining the Learning Period

Keeping in mind the individual differences of the learners, learning period should be determined. Regional differences, the learning environment of the 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.

Expected Learning Outcome

Completed Learning factor (Students must write)	I Know (30-49%)	Understood (50-60%)	They learn by sharing the learnt factors with their peer group (61-90%)	I can express on my own, factors related to this (91-100%)

Competency level	Explanation
1.Are aware of	Factors including learning outcome are not achieved/only limited factors are known/ complete and continuous support by the teacher is needed
2.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
3.They learn by sharing the learnt factors with their 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
4.I can express on my own , 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 Outcome: Knowing the Sources of History

- Learn the types of sources that are essential to the making of history
- Develop an attitude of conserving the sources of history

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

Completed learning factors	Competency level	Knowing the sources of history
Are aware of	L1	If the child will identify some of the evidences/doesn't know doesn't identify/only identifies the pictures, stones and temple.
Understood	L2	Child will identify the sources, sometimes with confusion. Very little expression about conservation.
They share the learnt factors with their peer group	L3	The child identifies the sources, 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 on my own factors related to this	L4	The child understands the importance of sources of history in the making of history / have broad-mindedness of preserving the sources of history. The child expresses the willingness of his/her small contribution regarding conservation. Whenever the child gets opportunity, the child will motivate the people regarding importance of the conservation.

Note to facilitator: In order to achieve learning outcomes completely, the given learning sheets are a small tool. Sometimes these learning sheets can only help to achieve certain aspects of learning outcome. It is important that facilitator must collectively conduct many, varied activities independently to ensure that children achieve the expected learning outcome. It is also essential that facilitator must be aware that children have the opportunity of learning even outside the classroom.

This assessment is not intended to grade or divide children. Instead, Facilitator aim to **specifically identify children's learning levels**. Most importantly, after knowing the children's learning level, the Facilitator must have the basic purpose of **helping children to take the next learning level**.

3. The first page of the Learning Sheet Book, Talk with the Children

Speaking with Children

Our Learning Recovery literature is inspired by the following words: The reason for giving the following words is to make the facilitator read, make the children understand, talk to them and provide psychological safety for children.

Dear children,

You are now to the class _____ after facing the epidemic of COVID19. For many days you have faced the situation of staying at home, leaving your regular sports and classes. You are intelligent children.

In class 7, you are welcome to learn Social Science in class 7. These learning sheets give you the basis of the concepts that seventh graders should learn and understand when you go to class 8 next year. You can do the activities given in this book by yourself or with friends and with the help of teachers if needed. You are smart. Here are many activities that you can do by yourself. We hope to make your learning better.

Observe the learning sheets and use them as follows:

- Participate in the activities on your own or with your friends.
- Think about what is given. Talk about that topic with your friends, elder brothers and sisters and teachers.
- Read the literature that is given here along with your textbook.
- Do the activities given in the learning sheets
- 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.
- Learn joyfully and grow happily.

Learning Factor: 1

The Sources of History.

Learning Outcomes: Understanding the Sources of History

Objectives:

- Understand the role of sources and their importance in making of history
- They will develop an attitude of preservation of the sources of history.
- Developing the skills to make history based on the things they use in their daily life.

Learning materials: school-based documents, images of historical sources, text books.

The process: Facilitator talk and interpret the school's original history to introduce the sources of history to 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 to understand the sources of history and how they are helpful in the making of history and to 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-1

Activity: 1 How much do I know about my school?

Activity: 2 Find sources for the school history

Activity: 3 Let's discuss on the history of the school.

Allow them to collect information regarding the activities 1,2 & 3. If necessary, provide information.

Group Discussion: Giving children the opportunity to discuss the above 3 activities by grouping them into two or more groups.

Summarize the points in the discussion among children and try to explain the sources of history in the learning sheet 2.

Learning Sheet: 2

Activity: 1 Let us identify and name the image.

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 it to the present day while introducing the sources of history. Ex: Introduction of inscriptions - compare today's architectures (school building), and make them aware how these are helpful in the making of history.

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

Allow the children to identify and make a list of local monuments and provide guidance. Then give them the opportunity to present. Have a group discussion on what these have contributed to the making of history, thereby helping children to understand the importance of preserving the sources of history.

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

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 and conservation of the monuments.

Evaluation: Activity 1 of learning sheet 2 can be used as an assessment activity.

Learning Factor: 2
Chronology of History

Learning Outcome: Recognizes the chronology of history (Decade, Century, Millennium, Common Era and Pre- Common Era)

Objectives:

- Understand the significance of chronology and its importance.
- Understand the events and explains them in chronological order.

The process: Facilitator checks the children's previous knowledge about chronology. Make them understand the significance of chronology by questioning them. Make them understand - Decade, Century, Common Era, Pre-Common Era. Then by giving examples of recent events known to children and allow them to explain the chronological order of events. And make them realize the importance of chronology in history.

Learning Sheet 3

Activity: 1 Let us understand a Century.

Make them understand the concept of century by asking questions through this activity.

2. **Activity: Years** are given in the table below; find out which century they belong to.

Let the children fill the given table.

3. **Activity:** Let's write in chronological order.

Make it clear to the children the need for chronology and timeline.

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

Learning Factor: 3

Sources of the History of Medieval India

Learning Outcomes - Identifies the basic sources that will help to reconstruct the history of medieval India.

Objectives:

- Identify the major sources of medieval Indian history.
- Develop history-making skills based on architectural sources.
- Help them learn different architectural types of the ancient dynasties.
- Introduce the types and style of their native monuments and talk about the differences.

In this course, only architecture is taken as an example in making of history. Literary sources and archaeological sources are not taken into consideration. The Facilitator must convince the children that they can create history in a similar way using other sources.

Learning materials: Textbook, Architectural drawings of various dynasties,

Process: Introduce the main sources of medieval India. Recognize the importance of architectural importance in historical contexts and how they help to create history by introducing its importance. Divide the children into groups and each group will be instructed to observe the architectural images of different dynasties and consolidate their opinion.

Learning Sheet 4

Activity:1 Children, below we have given you some pictures of sculptures in the Hoysala temples of Halebeedu. Did you notice that? Write down some of the key points you noticed.

By consolidating the answers given by the children, provide clarification for each picture.

Learning Sheet 5

Activity:1 Various types of architecture are given in your book. Discuss with your teacher.

Summarize the information, gathered by the children and record the differences.

Activity:2 Children, below are some monuments related to Vijayanagar, Bahamani and Adil Shahi dynasties. Identify these monuments. Discuss in the classroom how they can help to make history.

Allow children to search for images in the textbooks or other resources to identify images. Inform the children that, the order of writing history is based on the information collected. Such as time, place, context, dynasty, etc.

Activity: 3 Children, during the medieval dynasties, the Hindu style was used by the Muslim kings and the Islamic style was used by the Hindu Kings in the construction of their buildings. What can we learn from this aspect? Have a discussion in the classroom regarding this.

Devide children into groups and allow them to discuss and present their opinion. Ultimately, consolidate the responses of the children and tell that these styles reflect religious harmony and implement it in our daily lives.

Activity: 4 Collect and paste pictures of monuments of your hometown or surrounding area. Write about the factors like- who built it, when it was built, the type of architecture, etc.

Children should be inspired to collect images and information on the monuments in order to instil in them a research mindset. If there are any monuments in the school area, Facilitator should take the children there and provide them with realistic illustrations.

Totally, if children see any sources of history, they should develop the skills to tell and write history.

Evaluation: The learning sheet 2 of Activity 1 can be considered as an assessment activity.

Learning Factor: 4

Chronology of Medieval Indian History

Learning Outcomes: Understand the chronology of historical events related to North India and South India.

Objectives:

- Develops the skill of identifying the chronology, based on the events of medieval Indian history.
- Knowing contemporary dynasties and their periods.

Process: Promote the children to write the timeline of their family, thereby motivate them to learn about the importance of timeline of history and discuss.

Learning Sheet 6

Activity 1: Can you write the important events of your family in chronological order? I will help you. Let me see how you will write (Such as the birth of the members of your family, ceremonies at home, etc.)

The need for chronology must be made clear to the students.

NOTE: The years listed in the chronological list of the Middle Ages are used only for chronological order. So, there is no need to use this to evaluate or answer other activities where they have to memorize and answer.

Learning Sheet 7

Activity 1: Write the following events in the chronological order in the given space. Keeping this in mind have discussion with your children on these questions-why? How?

Activity 2: Identify the given events in the chronological list in the appropriate place.

Facilitator should mark the given events in the appropriate place on the chronological list and guide to mark the time and use different timelines in different situations.

Evaluation: Activity 1 of learning sheet 7 can be considered as an assessment activity.

Learning Factor: 5

Inter-relationship between North and South Indian historical events.

Learning Outcomes: Explains the inter-relationship between historical events related to North India and South India

Objectives:

- Understand and analyze the relationship between the dynasties of North India and South India in medieval India.
- Realizing that mutual relationship is important in the current context.

Process: Divide the children into groups and give each group a topic with the help of textbook. For example: marital affairs, political affiliation, warfare, trade and commerce.

Learning Sheet 8

Activity: 1 Children, with the help of your textbook, can you tell us what kind of relationship the North Indian and South Indian kings had with each other?

Motivate the children to write answers with the help of textbook and then solve the confusion among children, tell them different types of relationships as stated in the process.

Activity: 2 Children, what kind of relationship do you have with your hometown and your neighbouring towns?

In the classroom, children should be given an opportunity to express their views on relationships and understand how cooperation and harmonious living can contribute in maintaining the well-being of the society.

Evaluation: Activity 2 of learning sheet 8 can be considered as an assessment activity.

Learning Factor: 6

Medieval Administrative Systems

Learning Outcome: List out and define the Administrative Systems of those times.

Objectives:

- Comparative study of the various administrative systems of medieval India.
- Understanding the advantages and disadvantages of the administrative systems and identifying the elements needed for the current situation.

Learning Materials: Textbook, Maps, Copy of land records

Learning Sheet-9

Activity: 1 Interview any one among - the Village accountant, Bill Collector, PDO of your hometown, and find out what do they do and how they perform the administration - discuss in your classroom.

Allow the students for discussion and help them to know about the hierarchy in administration and everyone's responsibility.

Learning Sheet 10

Activity:1 Below is a map of areas where administrative systems were in effect. Let's observe and understand.

Activity:2 Have you observed the maps above? Identify the areas where Iqta, Mansabdari and Nayankara systems were prevalent on the map of India.

The 2nd activity is to suggest to keep a map of India in the school along with a map in the textbook / activity book for activities 1 and 2. Encourage children to identify the places. The

Facilitator can guide and can provide additional information to the children eg: if the children are finding difficulty in locating the places like states/districts.

Activity: 3 Let us list the similarities found in Ikta, Mansabdari and Nayankara.

Summarize children's answers and let the children decide what is appropriate by comparing the elements found in today's system of governance.

Learning Sheet 11

Activity: 1 We have learned about the marketing system of Alauddin Khilji.

Consolidate the similarities and differences of the two. After consolidating the similarities and differences let the children decide which is the best among these two. Discuss about the factors which are adopted/ which can be adopted in the present marketing system. And also make them to list out the factors that has to be reformed in the present marketing system.

Activity: 2 Discuss in the classroom about minimum support price in the marketing system.

Prior to the activity, you must specify what the support price is and arrange a group discussion on its advantages and disadvantages. The children should then be convinced of the need for a support price by considering the points discussed.

Activity: 3 Think and Answer.

Are weights and measures necessary for trade? Why? Think and answer.

Introduce various model weighing machines. The differences between past weighing habits and today's weighing patterns should be made clear to the children and also their benefits.

Activity: 4 Do they sell life essentials goods at minimum price at a fair price shop in your neighborhood? Why? Talk to your friends in class along with your teacher's guidance.

Activity: 5 Write down prices for some of the following items at the city market and fair price shop.

Ask children verbally and consolidate the reasons for the different prices for the same items.

Activity: 6 Visit your elders, merchants or neighbourhoods or markets in your hometown and talk to the market intermediaries and get to know the price.

Let the children have a discussion with a trade intermediary at school regarding its advantages.

Learning Sheet 12

Activity:1 List the similarities between Firoz Shah Tughlaq and today's farmer projects.

Activity:2 Discuss with your teacher about the purpose and consequences of agricultural loan waiver.

Provide children an opportunity to collect information regarding the agriculture loan waiver from their parents or elders and discuss in the classroom. The Facilitator provides information on the advantages and disadvantages of the farmers' credit scheme and leaves the decision to the children.

Activity:3 Why do we measure land? Discuss with the elders how to measure your home, yard and agricultural land and share it in the classroom.

It should be acknowledged that farmer welfare schemes of the past with respect to activities 1, 2, and 3 and it still exist today with minor changes. Any projects which are for people's welfare, will last longer.

Activity:4 Visit the Revenue Supervisor of your hometown to learn about the revenue collection.

The Facilitator must state why they charge revenue and how it is financed.

Think: What would have happened if there were no irrigation projects? Discuss in the classroom.

Allow group discussion, co-relate it with their local context and list the consequences. Communicating inter-river coupling and its advantages and disadvantages.

Learning Sheet 13

Activity:1 Who collects the land records today? What is the benefit? Talk about this.

The local PDO or the secretary should be invited to the school and have a discussion with them to understand the importance of land documents.

Activity:2 Discuss with your parents how they will make any record of their property.

Ask the children to have a discussion with their parents and should be shared in the classroom.

Activity:3 Teacher provides you with a land record. Take a look at it and list the key points.

Provide children a copy of the land deed. Provide information on what should be noted in the record. Eg: location, owner's name, total number, etc.

Evaluation: Activity sheet 3 of learning sheet 10 can be considered as an assessment activity.

Learning Factor: 7

Socio -Religious Conditions

Learning Outcome: Explaining Socio-Religious Changes in the medieval India.

Objectives:

- They will learn about Bhakthi and Sufi saints who are responsible for social and religious reforms.
- Will understand the principles, ideals and practices of the Sufi Saints and Bhakthi Panth.
- Observing socio-religious changes.

Learning Sheet 14

Activity:1 What social flaws did the Sufi saints try to correct? Make a list.

Develop a mindset of comparative studies among children by gathering children's views on solutions and addressing the social flaws of the present day based on the factors listed.

Activity:2 The pictures below are related to Sufi Saints; you can find information about them and share with your friends.

Locating the places through maps and finding out the history of those places. This activity can be done in other areas of learning factors in relation to the places.

Activity:3 Observe the pictures carefully and answer the questions.

An attempt can be made to convey history through images. Other images can be used for this purpose, and can be used effectively in other subjects as well as the history-making activity.

Activity:4 The following list presents the philosophers of Bhakti cult and the principles they advocate. Match them.

Activity:5 What do you know about the principles of the given philosophers?

Try to find out by questioning them whether they have understood the principles of the philosophers and make it clear for them that their principles are different but their main objective is social reformation.

Evaluation : Activity sheet 5 of learning sheet 14 can be considered as an assessment activity.

Learning Factor: 8

Wars - Causes and Consequences

Learning Outcome: Understand the causes and consequences of war.

Objectives:

- Understand the cause and effect of the war between the dynasties.
- Know the changes due to war.
- Comparison of war between the dynasties of the Medieval India and the wars that are taking place today.

Learning Sheet 15

Activity:1 Now that you have read the information, observe the pictures and answer the questions below.

Look at the pictures and make sure the children are aware of the wars of the royal dynasties and the battles that are taking place today. In this regard, videos of World War I, World War II and more recent battles are presented, collect children's opinions and tell the facts to children.

Activity:2 With the help of the maps in the children's textbook, let us trace the path and the key points of Alauddin Khilji's attack on South India.

Inform the history and expedition of Alauddin Khilji through map activity.

Activity:3 Discuss how Babur defeated an army much larger than his own, in the Battle of Panipat.

Provide information on military forces and explain the facts of war to the children.

Activity:4 Write a note on the battle of Talikote that led to the downfall of Vijayanagar.

It should be noted that war is also a factor in the downfall of dynasties or any state.

Activity:5 What are the causes for war? How can it be prevented? Express your thoughts.

Children should be made aware of the factors such as state expansion, resources and leaders decisions are the causes of war and that alternatives to war, such as peaceful dialogue, coordination and cooperation are important.

Evaluation : Activity 1 and 5 of learning sheet 15 can be considered as an assessment activity.

Learning Factor: 9

Discovery of Sea Route

Learning Outcome: Understand the factors that led to the discovery of Sea Routes.

Objectives:

- Understands the most important reasons for advancing the discovery of new sea routes.
- Understands the implications of discovery of Sea route.
- Make the children to do the role play of calico cloth and spices.

Learning Sheet 16

Activity:1 We have listened to the above talks, so let us answer the following questions.

Through discussions on the topic of calico (then cotton cloth) and spices, teacher should try to tell the children that why they started searching the waterway. The sub questions given in this activity are to highlight the important factors that led the Europeans to explore the sea route and help them understand this fact.

Activity:2 List the items exported from India to other countries and imported to India from other countries.

To shed light on the past and present developments of India's Foreign Trade, the import and export of goods, economic activities and the creation of trade fairs to enhance trade relations with foreign countries.

Do you know the magic of spices? Come let's learn.

Allow children to read and understand about how sea route was discovered.

Learning Sheet 17

Activity:1 Read the above story, think and answer the following questions.

Prioritize self-reading and self-understanding, children should be motivated to answer sub-questions.

Where an individual or country depended on another individual or country for trade, is threatened there will be adverse consequences which has to be related to the children and if such situation arises in their daily life or in their surroundings, collect children's opinion regarding this and give local examples. Clarify this point by telling the fascination of the Europeans for India and Asian goods, their needs and its impact. Tell the story behind the conquest of the city of Constantinople and give a clear picture of using the maps.

Learning Sheet 18

Activity:1 Shall we identify the places shown below on the world map?

Activity:2 Draw and identify the sea route from which Vasco da Gama came to India in the given map.

Make the children to do map activity and they should be encouraged to search information about other routes from India to other countries by introducing sea routes and land routes. The points outlined in Learning Factor 15 can be considered here. A separate map of roadways and waterways can be used.

Activity:3 Previous names of some places are given below. Let's find and write their current names.

It should be clear that the names of some place changes from time to time. For example, Mysore State has been changed to Karnataka.

Activity:4 Fill in the blanks with appropriate words:

Understanding children's' perception based on their previous knowledge.

Evaluation : Activity 1 of Learning Sheet 17 and Activity 1 of learning Sheet 18 are to be consider as evaluation activity.

Learning Factor: 10

Expansion and administration of East India Company

Learning Outcome: Explains how East India Company has expanded its control over India.

Objective: To understand how East India Company progressively expanded its administration across India.

Learning Sheet 19

Activity: 1 Some of the major events are given below. State the proper reasons and consequences of them.

Children themselves identify the causes and effects of the major wars that led to the expansion of the East India Company with the help of the textbook.

Activity: 2 Find out the reasons why the British defeated the most powerful Nawabs, Marathas, Mysore kings and Sikhs.

Tell the children how the Indian dynasties surrendered themselves to the East India Company despite having a strong army. It should also be made clear that the conflicts among the dynasties of India led to the conquest of the states by the East India Company. Make them to understand how these have led to their expansion of power.

Activity: 3 Gather information on some of the battles of the 20th Century and write about its causes and effects.

Children are now acquainted with world wars, they must be motivated to gather information about the current wars through newspapers, TV and the internet and write the answers. Video footage of the recent war between Russia and Ukraine, then allow them to discuss the consequences of the wars.

Evaluation: Activity 2 of learning sheet 19 can be used as evaluation activity.

Learning Factor: 11

Effects on Agriculture under British rule

Learning Outcome: Analyse the effects of British rule on agriculture.

Objectives

- Impact on agriculture during the British rule.
- Understand how the exploitation of farmers through taxation has occurred.
- Know the Tax Regimes on the agriculture in today's administration.

Learning Sheet 20

Activity:1 Let us identify the similarities and differences.

Let's list the similarities and differences between Ryotwari, Zamindari and Mahalwari systems.

Introduce various forms of agrarian policies such as those under British rule. Ask the children to list out the similarities and differences.

Activity:2 Identify the provinces of Madras, Bengal and Central India in the map of India.

Do map activity and guiding children to identify places. First provide an opportunity to observe the important places of British rule on the map of India.

Activity:3 Get help from the teacher and observe the sample notes of agricultural land record and write answers to the given questions.

Provide children with a copy of any available land records. Allow children to list the key points. Instruct children on the most important aspects of any record. For example, the owner's name, location, period, etc.

Activity:4 Visit your family, farmer or village inspector of your hometown and collect the names of various land records and list them out.

Allow the children to meet the Farmers, Village Accountant and PDO. Otherwise, call any authority to the school who can give information about the land records and discuss with the children.

Activity:5 Recently, there have been reports in various media about farmers' suicides. Contact a farmer and collect information from him. And suggest solutions to prevent it.

Meet farmers and gather information about farmers' suicide or have a conversation with local farmers. Then guide the children to write their opinions based on the discussion.

Activity:6 If you were a farmer in British times, what would you have done? Give your opinion.

Based on this information and discussion, give them an opportunity to share their opinion about farmers.

Evaluation: Activity 1 and 5 of learning sheet 20 can be considered as assessment activity.

Learning Factor: 12

First War of Indian Independence and Administrative Reforms of British Rule

Learning Outcome: Analyse the reforms of the British Government and the Indians' Reaction.

Objectives

- Understand the reasons for First War of Indian Independence.
- Understand the changes caused by First War of Indian Independence.

Learning Sheet 21

Activity:1 Now you know the history of First War of Indian Independence from the textbook. Don't you? So, let's write a short story based on this in the blank space provided.

Inspire children to create their own stories based on information from the First War of Indian Independence. Give appropriate guidance to frame a story.

Activity:2 What were your favourite aspects of the First War of Indian Independence and why? Share and discuss your views with everyone in the classroom.

Provide children an opportunity to share the aspects they like in the First War of Indian Independence. Respect the views of children and clarify the doubts about the First War of Indian Independence.

Activity:3 The reforms made by the British in India and some important changes related to this are given below. Provide appropriate guidance for matching them. Discuss about every reform with the children and tell them that reforms of British government are still prevailing. An opportunity should be given to express which reform did they like and why. Finally, teacher consolidates the effects of the reforms.

Learning Sheet 22

Activity:1 Identify and classify Moderates and Extremists in the list given below.

Activity:2 List with the help of the textbook, the changes and reforms occurred from the struggle of the Moderates and Extremists in the freedom struggle.

Activity:3 The purpose of both the Moderates and Extremists was to get independence, but why did the two fight in different ways? Think about it in the classroom with the help of the teacher and conduct a debate on, "The best path to build a peaceful India."

Activity:4 Collect information on any recent strikes/band/movement in India and its purpose and consequences. Express your opinion”.

Evaluation: Activity 1 of learning sheet 21 and activity 3 of learning sheet 22 can be used as assessment activity.

Learning Factor: 13

Social and Religious Reforms

Learning Outcome: Learn about India's Social and Religious Reformers during the British rule.

Objectives:

- Know the social and religious superstitions during the British period.
- Understand the efforts and reforms of social and religious reformers.
- Share opinion on the social and religious superstitions in the present day.

Learning Sheet 23

Activity:1 Collect and paste the images of the major social reformers of the British period in the blanks given. Write their names.

Give time limit for the collection of images. Children should be encouraged to collect information with the help of pictures and books. Create groups and give time and opportunity for each group to share their views with one another.

Activity:2 Below are the names of some of the institutions of social reformers. To which social reformer do you associate it with and what is its main principle and list the reforms of that institution.

Understanding the purpose and importance of institutions established by social reformers.

They should be taught how their principles are useful to them today, understand their philosophies and learn the logical ideas of the children and leave the practice of the principles to children's discretion.

Activity:3 Children, these days, many institutions are working around us to bring about reforms in many areas such as social, religious and political Name any 5 major institutions and write down their main purpose.

It must be recognized that social and religious sentiments and practices have always existed. Introduction of voluntary institutions working today should be introduced to improve these.

Evaluation: Activity 2 of Learning Sheet 23 can be used as an assessment activity.

Learning Factor: 14

The Gandhian Era

Learning Outcome: Will know about Gandhiji's path of non-violence in the Freedom Movement.

Objectives:

- Analyzing the role of Gandhiji in the freedom movement.
- To understand how Gandhiji's truth and non-violent ways influences the freedom movement and to incorporate them into their daily lives.

Gandhiji's role in the freedom movement is very important. The two weapons of truth and non-violence were very influential in the freedom movement. The aim of this learning outcome is not only to understand Gandhiji's life and struggles but to incorporate his ideals into our daily life.

Learning Sheet 24

Activity:1 What led Mahatma Gandhi to follow the path of non-violence in the freedom movement? Ask and tell me what you think.

To make them learn about the events, circumstances and causes that led Gandhiji to follow the path of non-violence and to discuss the views of children on the importance of non-violence.

Activity:2 What are the contributions of the following movements to India's independence?

After this activity, analyze the strategy of non-cooperation and disobedience movements and to discuss how appropriate these strategies are in today's struggles or movements.

Activity:3 Collect pictures of the main leaders of Karnataka, who participated in the freedom struggle of India and paste them in the space given and briefly write down the history of their struggle with the help of your teacher and make a chart, then display them on the wall.

It should be noted that the leaders of various provinces participated in India's freedom struggle. In addition, you should write about them with pictures, in a chart and tell their background and history. It should also state that how such leaders and millions of the public were involved in this struggle.

The documentary or videos related to Gandhiji's biography and freedom movement should be displayed in this course.

Many of the Peasant Movements, Student Movements and Labour Movements that are taking place today are affecting the day-to-day lives of the people and causing unrest. The aim of this Learning factor is to understand how the strategies of Satyagraha, peace and non-violence are the most effective in any struggle.

Evaluation: Activity 2 of Learning Sheet 24 can be used as an assessment activity.

Learning Factor: 15

Unification of Karnataka and Border Disputes

Learning Outcome: Learn about the history of the Unification movement of Karnataka and Border disputes.

Objectives

- Knowing the history of the movement that led to the formation of the present Karnataka state.
- To foster a mindset that border disputes should be resolved peacefully.

Though Karnataka was created on a linguistic basis, people of different languages and religions still live in Karnataka due to employment or other reasons. Kannada speaking people also live in different states. Therefore, this learning should prioritize the constitutional aspirations of Equality, Liberty and Fraternity through peace and coexistence rather than mutual conflicts on the basis of language.

Learning Sheet 25

Activity:1 List the names of the prominent persons and organizations of the Karnataka Unification Movement.

List out the major leaders and organizations involved in the Unification of Karnataka with the help of text book. List the organizations in Karnataka and talk to children about what these organizations are doing.

Activity:2 Create a story about the Karnataka unification movement.

Inspire children to write the stories on their own based on textbook information on Unification of Karnataka. The children should be provided with guidance on how to start, continue and end the story.

Activity:3 Draw a map of India and identify the provinces of Mumbai, Madras, Mysore, Hyderabad and Kodagu which existed before 1956.

To help them identify locations on the map and to identify changes - using Karnataka maps before 1956 and after 1956.

Activity:4 List the names of states and places where Karnataka has border disputes. Identify those places with friends on the map of India.

Identify and locate the areas of dispute in various states on the map of India and discuss the causes and solutions to the problem.

Activity:5 Discuss with your family elders and teachers and then give your suggestions on how to resolve the border disputes in Karnataka.

Get children's suggestions on ways to resolve the problems of border disputes . Consolidate them and make them aware that negotiations and non-violent means are appropriate. And children need to be convinced that peaceful negotiation is a simple idea for land conflicts and personal conflicts that take place in our daily life.

Evaluation: Activity 2 and 4 of Learning Sheet 25 can be used as an assessment activity.

Learning Factor: 16

Geography

Directions

Learning Outcome: Knowing the directions and applying them in day-to-day life.

Objective: Identifies the directions and uses them in everyday life.

Learning materials: maps, compass

Process: Facilitator first ask a few questions about directions and get feedback from children to know the previous knowledge of children. Then introduce directions through the activity of identifying the directions by using the compass to interpret the directions. Conduct a game to identify directions to the children using the map, Tell them to identify the directions of the school and the places around their home and to understand the significance of the directions.

Learning Sheet 26

Activity:1 Have you heard about directions? Then tell me how much you know about directions.

This activity is meant to help the children to check their previous knowledge. Ask questions and collect their responses.

Activity:2 Shall we identify directions?

Tell them to identify the pictures. Then ask questions on it and let the children understand the directions.

Activity:3 Let's play a game of directions.

Tell the children to play the game of directions following the instructions and observing the picture and play the same in the school ground.

Learning Sheet 27

Activity:1 Come, let's play with the compass.

Introducing compass to children. Tell directions using compass. Identify different places of your school with the help of a compass. Provide guidance wherever necessary and discuss the importance of using compass.

Activity:2 Let us know the directions on the map and answer the question (keep map of India with you for help)

Tell them to keep a political map on the ground on the basis of directions. Then let them identify directions as indicated in the activity. Discuss and interpret the significance of directions in daily life.

Similarly, using the map of your hometown, taluk, district, etc., let them learn more by playing the same game of directions with their friends.

• Find out about this too!

Let children find the answers why people pay more attention to directions while constructing buildings and then explain children the scientific reasons behind it.

Evaluation: Activity 2 of Learning Sheet 26 can be used as an Assessment activity.

Learning Factor: 17

Maps

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

Objectives:

- Know the essential elements of the map.
- Know about types of maps and their specialties.
- Develop the skills of reading and drawing a maps.

Process: Facilitator first ask a few questions about the map and get feedback from the children to know the previous knowledge of the child. Give children a map and tell them to mark the elements of the map and let everyone present it in the classroom. Then ask questions to the children using maps and let them know its content and significance. Then group the children and give them different types of maps to list the differences between them. Children should take the items listed and interpret the types of maps as well as clarify what information can be obtained from the map. After acquiring the map reading skills, give them a map-drawing activity. It is important to use a map in a geography class. The facilitator must understand that the geography classroom is incomplete without a map.

Learning Sheet 28

- 1. Activity:** Let us observe the map and list.
- 2. Activity:** Let's look at the map once: (Use Political Map of India)

Instruct them to list the key points on the map and understand what they meant. Practice recording these elements regularly when children draw maps.

Learning Sheet 29

Activity:1 Lets know about the types of maps.

Make the children to sit in groups and give them different types of maps, tell them to identify the differences. Then discuss on it and interpret map types as well as clarify what information

can be obtained from the map and understand the importance of maps. It is important to do these using different types of maps in the school / atlas / text book.

NOTE: The factors you should note are - the title, colour, symbols, scale, etc. of the maps.

Activity:2 Let us draw a map on our own.

Tell everyone to draw a map based on the hints given. Provide guidance wherever needed. Let the children show the map they created and discuss.

Activity:3 Can you draw an imaginary map of your school or village using map codes?

Children are asked to draw a map based on the above activities.

Evaluation: Activity sheet 1 and 2 of the learning sheet 29 can be used as an assessment activity.

Learning Factor 18

Continents

Learning Outcome:

1. On the world map, they will identify continents and oceans.
2. Will know about the continents using the latitudes, longitudes and coordinates.

Objectives:

- Know the nature of the continents and oceans through the map.
- Understand the characteristics of each of the continents and oceans with the help of a map
- Know and recognize that accurate positions cannot be identified without latitudes and longitudes.

Learning Sheet 30

Activities:1 Children, we learnt about the continents, the oceans and the seas. Locate these on the given world map.

Activity:2 Ask them to identify the continents and oceans on the map displayed on the wall with their friends.

Guide the children to identify different continents, oceans and seas on the map given in the activity. Then provide maps to the children in the classroom and play the game to identify continents and oceans in groups. Ex: If a child in the group says 'Europe', the rest should recognize it. The game helps children to identify each continent, ocean and country.

3. **Activity:** On the given world map, colour and name the continents and mark the oceans.

Let children do the activity on their own.

Introduce Continental Theories by showing video about how continents were formed and how they drifted apart through this learning sheet.

Learning Sheet 31

Activity:1 Identify the latitudes and longitudes of the seven continents of the world on the given map.

NOTE: Identify and mark where each continent's latitudes and longitudes begin and end (seek help from the textbook or teacher)

Ensure that locating places accurately is not possible without these latitudes and longitudes. Along with this, instruct children to perform activities with latitudes and longitudes of different countries.

Activity:2 Identify India in the Asia map given, two countries to the East of India, two countries to the west, two countries to the north and two countries to the South.

As the children are already aware of directions, instruct them to identify by themselves.

Evaluation: Activity sheet 1 of learning sheet 31 can be considered for assessment.

Learning Factor: 19

Climate and Weather

Learning Outcome: Will learn about the impact of latitudes on weather and vegetation.

Objective: Will understand that the location of each latitude affects the weather, flora and fauna, by comparing different local situations.

Learning Sheet 32

Activity:1 Important latitudes are identified in the given image, write down their names and know about them.

Guide them in identifying the five important latitudes with the help of the textbook.

Activity:2 On the map below, list the countries and continents where the major latitudes cross. (Note: Textbook maps can be used for help)

The location of the latitudes helps us to know about the weather of the continent and the countries

Activity: 3 Children identifies themselves, the climatic zones of the earth, and write their names and get to know the continents and countries in those areas.

Children need to understand how and why the zones are made based on the rays of the sun with the local context. The weather and climate of the area where they live should be determined.

Activity: 4 Children are given a list of some of the cities of the world and their temperatures. What causes climate change from place to place at the same time? Listen and discuss in the classroom.

Group discussion and consolidate children's views and list reasons for change in temperatures.

Activity: 5 Do you see the diversity in the fauna and flora of each continent based on their latitudinal position? Then, with the help of your textbook, list the most important animals and plants found there.

By listing animals and plants, you will understand the differences between continents and understand why they are not found in other continents.

Give assignment to the students on 'Causes for the differences in food habits, costumes, crops in various regions of Karnataka.'

Activity: 6 What if the penguins that are found in Antarctica were brought to your hometown? Think and answer.

Let the children listen and answer. Then get acquainted with the weather and climate where the penguins live. Give them activities on other flora and fauna in the same manner.

Evaluation: Activity 5 and 6 of Learning Sheet 32 can be used for assessment.

Learning Factor: 20

The Continent – Asia

Learning Outcome: Read and understand the physical features of Asian Continent.

Objectives:

- Understand the location, flora, fauna, population, industries and resources of the continent.
- Understand the causes of diversity in different countries found on the continents and compare them with the circumstances of his/her country.

Learning Sheet 33

Activity:1 Read and collect information about the remaining 6 continents and prepare an information chart.

Having already understood the continents in the above study, you can guide the children to prepare the information sheet for the rest of the continents in the same manner or in any other format that is right for you. Divide the children into groups of 6 and tell each group to write about each continent. Then display the information sheet on the classroom wall. So that, this helps children to read, understand, collect information and develop writing skills on other resources on their own.

Evaluation: Activity sheet 1 of learning sheet 33 can be used as assessment.

Civics

Learning Factor: 21

Necessity of the Constitution

Learning outcome:

1. Understand the necessity of the Constitution.
2. Read and learn about the Constituent Assembly of the Constitution of India and introduce the important personalities of Karnataka.
3. Explain the preamble and its key words in simple meaning.

Objectives:

1. Understand that the Constitution is the fundamental law of the country and that everyone must abide by it.
2. Will know about the constituent committee of the Constitution and realize that all classes and territories were given priority in the constitution.
3. List the highlights of the preamble and incorporate those values in their daily life.

Learning Sheet 34

Activity:1 Let's read the story and then answer.

Discuss or answer the questions based on the story. This should create an impression that constitutional government is necessary for a peaceful society and that we should respect and obey it. On the contrary, one must also be mindful of what events may occur. Eg: What would happen if the fundamental rights were not protected?

Learning Sheet 35

Activity: 1 Pictures of prominent persons of Karnataka who attended the Constituent Assembly are given. Gather information about them.

Tell them that those members of the Constituent Assembly were elected from different provinces. Introduce the members who participated from Karnataka.

Activity:2 Children, frame your own rules and regulations after discussing with your School Parliament and display it in the notice board.

On the first day of the school, under the guidance of the headmaster, the teachers will organize a meeting of the school ministry in the presence of all the students and provide a platform to create policy rules for their school. List the points suggested by the members of the Council of Ministers and publish them in the instruction panel.

On the second day, the Council of Ministers discuss the suggestions then prepare a final draft and acknowledge that it is ratified. Teachers should only provide guidance, not to advice or change any rules created by the children. You can name them as “Constitution of the Government Primary School” or “School Rules”

Learning Sheet 36

Activity:1 Every day we read the preamble of Indian constitution at our assembly, don't we? So, what do we learn from it? Can you tell?

Pre-reading the preamble of India at assembly and allowing a student to talk about the key aspects. Ex: We Indians, Republicans, Socialists, Sovereignty, Independence, Equality etc. If this happens in the presence of all the school children, here the teacher's guidance is essential for the introduction of constitutional values and to follow those values.

Activity:2 What are some of the 2 elements you liked in the preamble to the Constitution and why? Speak.

Activity:3 The following is the preamble to the Constitution of India. Read it and answer the questions given below

Activity:4 List the key words you noted in the preamble of the Constitution.

Activity:5 Tell me what you mean by the following words in the preamble.

The main objective of this course is to guide the children to do activities 2 to 5 and to ensure that children are aware of constitutional values and to adopt them in their daily life.

Evaluation: Activity 1 of learning sheet 34, Activity 2 of learning Sheet 35 and Activity 5 of Learning Sheet 36 should be considered as Assessment Activities.

Learning Factor: 22

Fundamental Rights and Duties

Learning Outcome: Understand and apply the fundamental rights to real life situations.

Objectives:

- Understand the importance of fundamental rights and respect for one's rights.
- Understand that a person can be protected by a court when his or her rights are violated.

Learning Sheet 37

Activity:1 Some of the scenarios are given in the following table. Ask the children to match them.

Activity:2 In the box given, match the statements with the appropriate fundamental rights. Identify which fundamental rights have been violated.

Understand the circumstances and associate them with the fundamental rights and make them aware that the violation of these rights is a punishable offence. Eg: If a child is denied admission in government schools on the basis of any caste, creed, sex, etc., and if children under the age of

14 are forced into labour or to work in mines. According to law violation of fundamental rights is punishable.

Activity:3 Here are some pictures that are related to our rights and duties. What is needed and what is not needed for us? Discuss about each picture.

These images are related to the fundamental rights and duties. Students must understand and express their opinions on what is right and wrong. We must follow the fundamental duties and respect the fundamental rights.

Activity:4 Few sentences are given below. Yes or No options are given. Identify what's right for you and tick yes or no. Share it with everyone in the classroom.

Encourage children to understand why duties must be followed and why they are made mandatory. Children should develop the attitude of fulfilling one's own duty itself is the contribution one can give to the nation. Ex: National Flag, Respect for National Anthem, Protecting Historical Monuments, Protecting the Integrity of the Nation.

Activity: 5 Conduct a debate on the topic **'There is no right to ask for fundamental rights, if you do not perform fundamental duties'**.

It should provide a platform for the children to share their ideas freely and develop a mindset that one must enjoy the fundamental rights and also must perform the duties of maintaining peace and order in the society and building a sustainable society.

Activity:6 List what fundamental duties you can do in your school and hometown and discuss them with your teacher.

Children should be made aware that we should perform our fundamental duties locally in the areas where we live. Discuss issues such as protection of the environment, preservation of monuments and respect for women.

Evaluation: Activity 2 and Activity of learning sheet 37 can be used for assessment.

Learning Factor: 23
Directive Principles of State Policy

Learning Outcome: Children will learn about the Directive Principles of State Policy.

Objectives:

- Know that the government takes into account the Directive Principles of the State Policy when implementing public policies and plans for the establishment of the welfare of the state.
- While it is not mandatory to enforce these, it is important to be aware that, on time and occasion the Government may appeal to the Directive Principles of the State Policy for the benefit of the public.

Learning Sheet 38

Activity:1 Observe those who are socially and economically weak in your community. Why are they weak? – Discuss with your friends.

Activity:2 Enforcement of the Directive Principles of State Policy is not mandatory for states and cannot be sued in court to enforce it. With regard to this, ‘Should the Directive Principles of State Policy be enforced?’ Organize a debate competition at your school. Then think about its advantages and disadvantages.

Activity:3 List any 5 Directive Principles of State Policy related to women, the vulnerable, senior citizens and children.

Facilitator should provide appropriate guidance to the children for the above three activities.

Evaluation: Activity 2 and Activity 5 of Learning Sheet 38 should be considered as assessment activity.

Learning Factor: 24

Our Defence Forces

Learning Outcomes: Learn about Indian Defence Forces - Land Army, Air Force and Navy.

Objectives:

- Understand that the security forces are protecting us from internal and external attacks to maintain peace in the country.
- Recognize that we can cooperate to the Army through various media, either by joining the Army or not joining the army.

Learning Sheet 39

Activity: 1 Why does the country need an army? Talk to everyone in the presence of teachers in the classroom. Know its necessity.

Understand the need of an army with a situation eg: war scenarios.

Activity: 2 The following list is the names of the paramilitary forces. Classify them properly.

Recognizing that not only the Army, Navy and Air Force but other paramilitary forces are also working in the country's defence and that they can help the army through forces like the NCC and the Red Cross.

Activity: 3 Invite any of these people available in your locality - a Red Cross, Home guard, NCC or Soldier to your school and discuss with them about their duties.

The NCC, Red Cross, Home Guard, or anyone in your hometown can have a conversation with soldiers and allow them to share their true experiences with children.

Activity: 4 Would you like to join the Indian Army? Why? Share your opinion.

Activity: 5 Children should be allowed to share their opinion about how they can serve the nation through other services like doctor, engineer, police, IAS and other such services.

Evaluation: Activity 1 and Activity 5 of learning sheet 39 can be used for assessment.

Methods that facilitate Social Science learning

Learning does not mean that children learn everything the teacher has said. Learning is the process by which children actively engage and build their knowledge through experiences. Children learn in group and group discussions, with peers, through sharing experiences, and individually, they need to discuss with teachers in a confident manner. Children are active in all these ways and are not just passive listeners.

1. Storytelling Method.
2. Project method
3. Textbook lesson review / review activity.
4. Discussion Method
5. Problem Solving Method
6. Source-based Method.
7. Child-centered method (not teacher-centered, should be handled carefully,)
8. Unit method
9. Observation Method

10. Excursion Method
11. Role-play / Dramatization
12. Field Study
13. Experiment
14. Play way Method
15. Questioning Method
16. Research
17. Survey / Interview
18. Analysis

Teachers understand the nature of everyday learning and think about how easily and qualitatively they can stimulate learning in students, if they plan and execute their objectives. Only such teachers can prepare scholars for a better social system.

Using different information sources/resources.

Only those who study regularly become effective teachers. We should be aware that there is much to learn, no matter how much we have learnt, like, 'What we have learnt is only a handful and what we have to learn is as vast as an ocean'. There is something to be learnt from every child. Teachers will certainly increase the efficiency of his/her career if he/she is sensitive to search, introspect to the children's needs. Many tools are created for effective classroom management and efficient learning. They can be useful learning tools if the content, image, and statistics are already in place to supplement the lesson in media such as newspaper, weekly, monthly. It is also a good practice to use technical equipment such as radio, television, computer, OHP, projectors as appropriate sources of learning. Teachers should also read the source texts in the school textbook.

Some source texts

1. Bhoogola Sangaathi- Part 1, 2 and 3
2. Kiriya Vishwakosha - 7 Volumes - Dr. Niranjana
3. Sachithra Itihasa

4. Pracheena Itihasa
5. Samagra Bharathada Itihasa
6. Bharatada Samvidhana

Valuable reference texts like these must be made available in the History / Geography / Political Science labs can make learning of Social Science more effective.

Organizing activities and group formation

Constant activities need to be designed both inside and outside the classroom to facilitate effective learning. But not activity for 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 must be combined with the awareness that learning can be judged by activities itself. There must be some prerequisites for these activities. Provide group learning as part of the activity. While forming different groups, make it easy for the children, decide which student to be in, who to be helped in learning and who to be the leader of the group. Individual focus is essential to achieve group learning goals and objectives. In each case, it is necessary to give priority in preparing activities that will stimulate the child's instincts, such as curiosity, questioning attitude and therapeutic intelligence. Together,

- Keep things simple
- Let activities complement learning
- Let all students participate
- Different levels may have different types of activities.
- Gather students 'impressions after the activity
- For learning observation and feedback, conduct separate activities if required.

Some examples of organizing activities

Much emphasis has been placed on learner-centered learning in the current education system. Practices that take the learner out of rote- learning into actual learning are in place.

There are many problems that may arise behind their preparation, even though they are designed to facilitate learning needs. There are a number of ways to solve the problems that may occur. In such cases, learning can be made comprehensive.

Activities may be offered to individual, peer group or groups of learners. Sometimes the whole classroom can be given an activity.

1. Learning Station Activity

Prepare charts on the elements such as genealogies, philosophies, architectures, governance bodies, layers of earth, vegetation, animals, social scientists etc. Keeping them in place, create four or five groups of children (in accordance with the cards) and allow each group to move in cycles to where the card is placed. Ask them about 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. This method is also a method of avoiding the feeling that the lecture system 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 means our group. This group has no work in the beginning. Finally, the group has a job.

The second step is to assign numbers to one another within our group. They form a group. This is an expert group. An expert group discusses a given piece of learning. Experts move to each group and facilitate discussion.

Members who returned, then return to their original group and share what they discussed with their original group. Basic groups share all things, as each member discusses and specializes in one thing. Teachers can be contacted for more details at the end. This method is also a method of avoiding the feeling that the lecture system was inevitable.

3. Concurrent Activity

Write down the names of genealogies, architectures, organs of governance, the overlays of the earth, the flora, fauna and social scientists among the two peers and to inform them to choose a topic from the above list and ask them to join their concurrent group, where their subject can be discussed.

4. Group Activity

The group activity can be organized into - groups of two students, a group of three students and a maximum of ten students' group. These groups can be given the names king,

queen, rulers, places, thinkers, rivers, national leaders, countries or capitals, planets, galaxies, etc. in the Social Science text.

Divide learners into groups and organize activities that are suitable for learning. Give each group its own responsibility / discussion. Provide necessary guidance while observing children's participation in the discussions in each group. Observe the child's involvement in the group, give them an opportunity to learn from each other, provide necessary suggestions when any confusion / distractions arise.

The current Social Science textbook includes this type of group discussion and information gathering, which provides opportunities to fill a child's learning gaps and to familiarize themselves with their previous knowledge.

Ex:

1. Visit the temple, mosque, or monument and collect information about its speciality. Visit the Village Panchayat or any such centre and record a meeting or other processes.
2. Collect and show pictures of illustrated symbols, flora, fauna, birds, coin and flags.
3. In an activity where a working model can be viewed, there are opportunities to discuss and judge.

In the following cases, the child's speech, involvement, reciprocity / communication and documentation are prominent. He is able to reconstruct that knowledge in a new context through the knowledge he knows. In every situation, child can be given feedback or the child herself/himself can ask for feedback.