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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 ಕಳೆದೆರಡು 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 ‘ನಿಷುಣ್ ಭಾರತ್’, ‘ವಿದ್ಯಾಪ್ರವೇಶ’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

<p>ಡಾ ಎಸ್. ಸೆಲ್ವಕುಮಾರ್ ಭಾ.ಆ.ಸೇ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.</p>	<p>ಡಾ. ವಿಶಾಲ್ ಆರ್. ಭಾ.ಆ.ಸೇ ಆಯುಕ್ತರು ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.</p>
<p>ಶ್ರೀಮತಿ ಪಲ್ಲವಿ ಆಕುರಾತಿ ಭಾ.ಆ.ಸೇ. ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ, ಬೆಂಗಳೂರು.</p>	<p>ಶ್ರೀಮತಿ ಸುಮಂಗಲ ವಿ. ನಿರ್ದೇಶಕರು, ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ. ಬೆಂಗಳೂರು.</p>

ಸಾಹಿತ್ಯ ರಚನಾ ತಂಡ

ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ಶಿವಮೊಗ್ಗ ರವರ ನೇತೃತ್ವದಲ್ಲಿ

<p>ಡಾ ಹರಿಪ್ರಸಾದ್ ಜಿ.ವಿ ಹಿರಿಯ ಉಪನ್ಯಾಸಕರು ಡಯಟ್ ಶಿವಮೊಗ್ಗ.</p>	<p>ಶ್ರೀಮತಿ ರಾಜಿನಿ ಸಹಶಿಕ್ಷಕರು, ಸ.ಪ್ರೌ.ಶಾಲೆ. ಕೋಡ್ಲು ತೀರ್ಥಹಳ್ಳಿ ತಾಲ್ಲೂಕು ಶಿವಮೊಗ್ಗ</p>
<p>ಶ್ರೀ ರಾಘವೇಂದ್ರ ಸಹಶಿಕ್ಷಕರು, ಸ.ಪ್ರೌ.ಶಾಲೆ. ಬೆಳ್ಳೂರು ಹೊಸನಗರ ಶಿವಮೊಗ್ಗ.</p>	<p>ಶ್ರೀ ಗಿರೀಶ್ ಜಿ ಸಹಶಿಕ್ಷಕರು, ಸ.ಪ್ರೌ.ಶಾಲೆ. ಕುಡುಮಲ್ಲಿಗೆ ತೀರ್ಥಹಳ್ಳಿ ತಾಲ್ಲೂಕು ಶಿವಮೊಗ್ಗ.</p>

ಅಜೀಂ ಪ್ರೇಂಜಿ ಫೌಂಡೇಶನ್ ತಂಡ

ಅನುವಾದಕರು

ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ಮೈಸೂರು ರವರ ನೇತೃತ್ವದಲ್ಲಿ

<p>ಕು ಶಿಲ್ಪ ಶ್ರೀ ಸರ್ಕಾರಿ ಆದರ್ಶ ವಿದ್ಯಾಲಯ ಮೈಸೂರು ದಕ್ಷಿಣ.</p>	<p>ಶ್ರೀಮತಿ ಲಕ್ಷ್ಮೀ ಆರ್. ಸರ್ಕಾರಿ ಆದರ್ಶ ವಿದ್ಯಾಲಯ ಮೈಸೂರು ದಕ್ಷಿಣ.</p>
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ಪರಿಶೀಲಕರು

<p>ಶ್ರೀಮತಿ ಮೋಳಿ ವರ್ಗೀಸ್ ಬೋಧಕರು ಡಯಟ್ ಮೈಸೂರು.</p>	<p>ಶ್ರೀಮತಿ ಚೈತ್ರ ಹೆಚ್.ಎನ್ ಸಹಶಿಕ್ಷಕರು, ಸ.ಪ್ರೌ.ಶಾಲೆ ಗಿರಿಯಭೋವಿಪಾಳ್ಯ ಮೈಸೂರು ಉತ್ತರ.</p>
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ಸಂಯೋಜಕರು :
ಇ.ವಿ.ಜಿ. ವಿಭಾಗ, ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ ಬೆಂಗಳೂರು

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 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 responsible 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-playing, interviewing, 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 (50% - 60%)	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 Theme: Knowing the Cornerstones of History

- Learn the types of foundations that are essential to the making of history
- Develop a mind-set 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	L 1	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.

Dear Teachers,

Your children are coming to school in the face of the pandemic of Covid19. So many days you have not been able to read, play and of course have to be at home. Also,

you have introduced the beginning of school. Mentally, children and you are disturbed. The department has made a learning Enhancement (recovery) program to bridge those

8th grade students need to understand the concepts in this book to be ready when they go to class 9th next year. Otherwise, the children need your help.

The learning sheets given here are just for example. You are well aware of the need for children who are routine in the classroom. Make additional modifications with this learning sheets here in the face of your immense experience. They seek to help children develop in an innovative way. We wish good luck to your learning.

Review the children's book learning sheets and guide them as follows.

- Participate in the activities you have given your children if needed.
- Make children think about a given topic. Make children talk to their elder brothers, sisters and teachers more about the subject than writing.
- Facilitate learning activities with a textbook.
- Decide if you need textbook practice questions this year. If not, this learning sheets and the activities they are doing for the year may be enough.
- After each learning session, there are four stages where children record learning progress and help to reach fourth stage as part of self-assessment.
- Sign and record the progress achieved regarding to learning in the children's progress note.
- If you need any further discussion with your teacher and contact the DSERT address provided on the cover page and via email.
- Teach with fun and share joy with joy.

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Learning Theme-1

Sources of History

Learning Outcome 1: Understanding the Sources of History.

Objectives:

- To understand the importance of sources in the formation of history and develop the sense of preserving it.
- To understand the importance of conservation of sources.

Learning Materials: Pictures of Evidences - Inscriptions, Coins, Books, Pictures of excavation, Maps.

Process: Facilitators should first learn about the child's prior knowledge, then allow them to have a discussion with their school headmaster or elders of the village and collect information. If necessary, provide information and guide the children. Ask the children to do the activities given in learning sheet by themselves. If necessary, allow them to gather information and have an interview.

Learning Sheet:1

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

Activity: 2 let's find sources for the history of our school?

Activity: 3 let's have a discussion on our school history.

Activity: 4 list out the monuments of your locality.

Activity: 5 why should we protect the monuments, inscriptions and other ruins?

Group Discussion: Grouping the children into 2 to 3 groups. Allow them to have group discussion on the above activities and present it.

Consolidate points of the group discussion and make them to understand how documentary play a significant role in the formation of history.

Assessment Activity: Activity 3 of Learning Sheet 1 can be used.

Learning Theme-1.2 Chronology

Learning Outcome 1.2: To recognize specialty of chronology in history.

Objectives:

- To recognise the chronological speciality of history (Decade, Century, Millennium, Common Era and Before Common Era)
- To understand the importance of chronology in the formation of history.
- To learn how chronology can contribute to systematic formation of history.
- To understand that chronology is the main pillar of history.

Learning Materials: Measuring scale, pencil, sheet, information sheets for a series of major events.

Learning Sheet: 2

Activity: 1 let's understand the concept century.

Assessment Activity: Let's mark the years on the timeline can be used.

Learning Theme-2 Early society

Learning Outcomes 2: To learn about the food procurement in the Hunting and food gathering society and the types of weapons used for it.

Objectives:

- To realize that contributions of the people of prehistoric period towards their various weapons, household things, fruits and herbs etc. are still in use today.
- Motivating them to compare with the way of early life and the way of life today.

Learning Materials: various images of early society collected from the books and video clips.

Process: Facilitator introduces the lifestyle of hunting and gathering society by asking questions and showing pictures. Allow them to discuss and provide information if needed. Then provide guidance to do the activities of the learning sheet by themselves. Arouse interest among the students by showing YouTube animated videos of this society. By using these videos allow them to understand.

Learning Sheet: 3

Activity: 1 let's speak on the picture

<https://www.youtube.com/watch?v=jp2XZtRiwmc> Show the video and let them speak. The key idea here is to identify the various occupations in the pictures. Observe the dresses worn by the people. Ask them to talk about the areas where people live.

Activity 2: Encourage the students to compare the life styles of people in the past and the present.

Learning Sheet: 4 Hunter Community

Activity: 1 Name the weapons in the picture below. Why and where they are used? Write them.

Activity: 2 Are there currently such Hunter communities? If there are, then where are they? Discuss with your family members and teachers.

The above two activities are mainly about the life of hunter-gatherer societies. Some of today's societies resemble them. Emphasize on introducing those societies also. And help them to identify the changes they have made with modern society.

Assessment Activity: Facilitators can use Activity 2 of Learning Sheet 4 to evaluate or evaluate by presenting some pictures of themselves.

Learning Theme - 2.2 The Human Settlement

Objectives:

- Understanding the role of agriculture in human settlement
- Identifying factors that contribute to human agricultural activities
- To identify the difference between ancient and modern agriculture

Process: Facilitator introduces the lifestyle of the early people by showing pictures and by asking questions. To arise the interest of the children, ask a few questions regarding the emergence of agriculture. Allow the children to imagine how the society was in the past. Using simple supplementary stories, allow the children to express their views freely. Show the YouTube video related to this society <https://www.youtube.com/watch?v=ocikIANAOUW> that arose more interest among the Children.

Learning Sheet: 5 First Crop

Activity: 1 Which crop might be the first crop grown by human beings. Prompt children with such questions to ignite their curiosity and present such a situation before the children.

Learning Sheet: 6 Soligas Agriculture

Activity: 1 Read in groups about the agriculture of Soligas. Later ask sufficient questions to the students to check their understanding.

Learning Sheet: 7 Material Making

Activity: 1 Let us discuss something on the changes that occurred in agriculture

Learning Sheet: 8 Manufacture of Tools

Summary: All the above learning Sheets introduce the path of growth of agriculture as a whole. Agriculture is a means of producing food and commodities through farming and forestry, and agriculture was a major development leading to the rise of human civilization. The idea that the cultivation of domesticated animals and plants (i.e., crops) has led to the development of more populous and hierarchical societies.

Assessment Activity: List the tools needed for agriculture and understand which equipment helped the development of agriculture.

Learning Theme - 3 Civilization

Learning Outcome 3: List out the names of civilizations that originated on the banks of the river. Explain about the Indus Valley Civilization.

Objectives:

- Understanding the factors that contributed to the emergence of civilizations
- To list the reasons why the world's civilizations, differ from one another and their peculiarities, as well as those of the Indus civilization.
- To learn to identify the similarities and differences between present society and ancient civilizations.

Learning Materials: World map, pictures, colour pen, paper

Process: Facilitator shows the picture related to the ancient civilizations and speaks to students. Explains main causes for the emergence of civilizations and provokes them to tell the features of the civilization. Introduce the rivers that have contributed to the emergence of civilizations on the world maps and have a discussion on them in the context of the countries where they are today. Managing the classroom by using YouTube videos related to civilizations.

Summary: Facilitator makes to understand that each of the civilizations depends on the environment and the fertility of the soil. And understand that they are the symbols of our past culture. How livestock play an important role in day-to-day farming and dairy farming.

Facilitator discuss that from the ancient times how the livestock have played an important role in the economic and agricultural development. Analyze the role of livestock in agriculture in the present context. Children must be able to understand that in the present machine age on what extent we depend on the livestock. The facilitators should make it clear to the children that civilization was created on the banks of the river. Later discuss on the factors for urbanization, human settlement in a particular place. Children should be able to recognize the similarities and differences between the present life and ancient civilization.

Learning Theme -3.1 The development of the world's major civilizations

Learning Outcome: Introduction to the ancient civilizations of the world.

Let us look at the world map and know the civilizations of the world.

The facilitator introduces the civilizations of the world. Children need to know in which countries these river plains are today. What are the cities on the river plains today? How are they now? Analyzing through different Maps and Videos ignite the curiosity of the children.

Learning Sheet: 9 Civilizations

Activity: 1 Match the following with the help of the map

Facilitator asks to recognize the rivers at present and to which country they belong today.

Activity: 2 If you observe the civilizations in the map, you can know that they originated on the banks of the rivers. Why did they originate on the banks of rivers?

Facilitator strengthens the points of the learning by using the learning sheets, pictures and information collected in the classroom.

Learning Sheet: 10 Indus Valley Civilization

Activity: 1 View the map given below and list out the rivers and cities of Indus Valley Civilization.

Activity: 4 Lets speak on the picture. Given here are some pictures related to Indus valley civilizations. The facilitators must make sure that the children recognize the people's lives at that time.

Summary: The main purpose of history is to bring back the ideas of the events of the past or lost events and present them to the children. The emphasis here is on the facilitator to recognize the difference and similarity of today's system and the systems of the past civilizations.

Assessment Activity: Learning Sheet - 11 can be used

Learning Theme - 4 Vedic Period

Learning Outcome 4: Describe the dawn of the Pastoral Society and the Vedic period.

Objectives:

- To understand the differences between the early Vedic period and later Vedic period.
- A clear picture is developed among the children by stating that, the concept of equality mentioned in our Constitution was adopted from the Vedic period.

Learning Materials: Pictures of Vedic period, pictures of different stages of the social system

Process: Facilitator introduces the lifestyle of the people of Vedic period by asking questions and showing pictures. Conduct open discussion on the aspects of society, women equality and stratification of society. Featuring YouTube animated videos related to this society, facilitator has to arouse the interest of the children.

Learning Sheet: 11

The facilitators emphasize the ideas of equality that existed in the Pre-Vedic period. Most importantly men and women were performing similar tasks. There was no allocation of specific tasks, but work in a manner that was pleasing to them without any discrimination. We need to deliver to children what the Constitution says about this harmonious, non-discriminatory society is India's hope for the future. In the later Vedic period, the status of women started to decline. Children should be brought to the forefront of how inequality is created. It is important for children to recognize and discuss the similarities and differences between the Vedic period and the way of life today.

Activity: 1 Differentiate between the Pre-Vedic and Post Vedic period

Activity: 2 State whether the statements are true or false.

Summary: The facilitator summarizes the Vedic period as the present-day school education system. Today we have to recognize the differences and similarities in the learning system in the school environment. Children are free to express their opinions about how they would like to be educated freely.

To accommodate: It is better to design classroom processes in this regard. Introducing to children that the terms used by the facilitator, Agni, Varuna, Indra and Vayu, were used in Vedic times. There is a need to use pictures of Vedic period.

Assessment Activity: Draw and colour an imaginary picture of Guru Kula system of education and write what you think about your school education system and Guru Kula system of education.

Learning Theme - 5 The Rise of New Religions

Learning Outcome 5: To understand the factors that led to the rise of new religions and about Buddhism and Jainism.

Objectives:

- To learn about the situations/circumstances that led to the emergence of new religions.
- To learn how India's political situation is conducive to the dissemination of new religions.

Learning Materials: Textbook, Pen, Paper.

Process: Divide children into groups and give each group a text and then ask the following questions. Then read the book and discuss it with your peers, and tell them to write their answer.

1. Why does another religion arise when one religion exists?
2. List the basic principles of Jainism and Buddhism.
3. Identify the similarities and differences of the two religions.

It is then to make the children aware of the factors that led to the emergence of religions. Religions are linked to the rituals of human life, and the emphasis on children is the harmony of religions that is the mantra of peace in this world. Having a good character is the cornerstone of all religions. The kernel of all the religions takes us to a simple and self-sufficient life. This learning factor should emphasize this idea to the children.

Learning Sheet: 12 Collect information of Migrants

Activity: 1 Collect information about people who have migrated to your hometown or surrounding area, and discuss in class.

Discussing the period of man's history of migration and discuss about the human settlement in particular place. Facilitators discuss the key elements of human settlement in an area, which can be helpful in realizing today's villages. The purpose of learning is to present the subject of this civilization with the intention of migrating today.

Activity: 3 Find out, as children, what help you can do to the old people or elders in their daily life activities.

Activity: 4 Enact the drama of Kisa Gotami in your class.

Activity: 5 Given here are some practices. Write whether you do them or don't. Give reasons.

If needed, facilitator should help the children and resolve any confusion. Don't be in a hurry to complete activities given to the children, instead, all the given activities can be simplified to suit the need of the children. On the whole let the students to understand that both the religions followed non-violence

Assessment Activity: Collect the pictures of famous Jain and Buddhist historical places and its monuments in Karnataka and learn about them.

Learning Theme - 6.1 Important Dynasties of India

Learning Outcome 6.1: To learn about important dynasties of India.

Objectives:

- To understand the similarities and differences in North Indian and South Indian Art, Architecture and Culture.
- To identify the factors that contributed to the emergence of large empires in Northern India, and the reasons for their division into smaller states.

Learning Materials: Textbook, Chronological List.

Process: This task can be given to the children individually and in groups. By looking at the situation there, the facilitator can decide. Give the children a chronological list and ask them to discuss, understand and decide the events that occurred one after the other. Find out the reasons for the emergence of stone carved buildings in North India. With the help of picture given let the children understand the art and architecture of those periods, if needed help them. If there are less efficient children, give them only 1 or 2 simple pictures and ask them to identify. Still if there are least efficient children, give them known pictures and ask them to identify it.

Learning Sheet: 13

Activity: 1 Write in chronological order.

The facilitator emphasize that chronologies have become an integral part of teaching history. But also helps to understand the concepts of history easily. In addition, children are given the opportunity to create a timeline based on their individual life. Most importantly, children need to distinguish between Common Era and Before Common Era.

Activity: 2 Look at the pictures given below and write the names of the dynasties that built them.

The children should be able to understand the simple differences between the art and architecture of Guptas and Mouryas. Most importantly, make the children to understand the materials used for their sculpture, the skill of building temples and their hard work.

Summary: To clearly state why Emperor Ashoka of the Mauryas is famous even today. To embrace his message, we Indians adopted the Ashoka Chakra and the four lions of Ashoka pillar as part of National Emblem and National Flag. Children need to understand the perpetual truth that war is destructive and always causes loss. The message of Ashoka is that we must stay out of war to build a peaceful society. Even the quarrels of everyday life do not give us any positiveness. Instead brings losses. The facilitator must bring out the children's opinion on the concept that by discussion we can resolve the problems easily and peacefully.

Assessment Activity: Activity 3 of learning sheet 13, list out the similarities between Buddha's principles and Ashoka's Dhamma.

Learning Theme - 6.2 Important Dynasties of South India

Learning Outcome 6.2: To learn about the most important dynasties of South India

Objectives

- To recognize the changes in South India's administration, agriculture, economy, art and architecture and help the children to understand those society.
- To assist the children to understand how South India has developed its own independent, administrative system, social, art, architecture and culture.

Learning Materials: Textbook, white sheet, Northern and Southern architectural images, pencil, tag

Process: - This activity can be given to children by dividing into groups/ individually / in project form. With the help of the textbook let the children to compare changes in the administration of the various dynasties of South India to the regimes of the rulers.

Learning Sheet: 14 Important dynasties of south India

The facilitator's purpose of this activity is not to introduce the kings of South India but to understand the kings of that time gave the importance and possibilities for change in agriculture, irrigation, administration, art and architecture and compare them to the present-day system. Encourage the children to understand the same. Chola Grama Panchayat system and their irrigation system is still being followed in the modern systems. That means we are imitating it. The main advantage of history is to use these aspects in the context of the present day. This learning outcome is intended to inform the children.

Activity: 1 Given below are the important dynasties of South India, write them in chronological order

Summary: The facilitator must understand the key events in a hierarchical manner and conceptualizing the events of the past and future without pressuring that the child should remember all the important years, of course. This method makes the child remember the years. Keeping in mind, we need to identify past events and future events on this year's basis, making it easier for children to know that Chronology is an integral part of history.

Assessment Activity: Learning Sheet - 14 Activity 2 in the map of India, identify the major trading centers of the Shatavahana period, and what are the main reasons for their development in agriculture and trade.

Learning Sheet: 15 Art and Architecture

Activity: 1 Observe the following temples and identify the similarities and differences in their Art and Architecture

Learning Sheet: 16 Historical Importance

In this learning sheet, the children must know and respect the art and its historical importance.

Similarly, the main purpose of history is to develop historical consciousness in children. Historical consciousness refers to the preservation of objects from the past, the arts, temples and monuments created by them. For this purpose, children should respect, preserve and feel proud as they see the art and cultural elements of the temple and the monuments.

Summary: Children should realize and respect the historical importance of art. Similarly, the main purpose of history is to develop historical consciousness in children. Historical consciousness is about bringing to mind the preservation of the objects, temples and monuments created by them from their predecessors. As soon as they see the temple and the monuments, the children have to work hard and respect the specialties and make them feel proud of doing no harm.

Assessment Activity: Activity 6 of the learning sheet 16, it is our responsibility to preserve historical monuments which help in forming history. Then when you visit the historical places list out what should be done and what should not be done.

Learning Theme - 7 Chronology of Medieval India

Learning Outcomes 7: To understand the chronology of historical events related to North and South India

Objectives:

- To develop hierarchical recognition skills based on the events of medieval Indian history,
- To know contemporary dynasties and their periods.

Process: Prompt children to make a family timeline, thereby recognizing the importance of chronology in history. Introducing the History of Medieval India and making Chronology from Children. Discuss with the children with the help of time line and information related to the events.

Learning Sheet: 17 Let's fill up the blanks

Activity: 1 Fill the given events in the blanks in chronological order. With the help of the chronology discuss with the children the questions why and how.

Activity: 2 Locate the given events appropriately on the chronological list. Provide guidance to mark the time on the chronological line. Use different timelines in different situations.

Assessment Activity: Activity 2 of learning sheet 17 can be used as Assessment Activity.

Learning Theme - 7.1 Administration System of Medieval Period

Learning Outcome 7.1: List and define administrative system of Medieval Period.

Objectives:

- A Comparative Study of the Different administrative Systems of Medieval India
- To understand the advantages and disadvantages of the administrative system and to identify the required elements to the present situation.

Learning Materials: Textbook, Maps, copies of land records.

Learning Sheet: 18

Let us identify the areas on the map in which the various systems were practiced in the course of learning.

Activity: 1 Given below are the maps of different administrative system which were in practice, which you have already learnt, let's observe and learn about them thoroughly.

Activity: 2 You have observed the above picture, now, on the Map of India mark the places where Ikta, Mansabdar and Nayankara systems are still practiced.

As per the 1st and 2nd activity make the students to observe the map given in the textbook/learning sheets book along with the map of India at the school. Later ask them to do it.

Activity: 2 Encourage the children to identify the places themselves as much as possible. Facilitator can give instructions and provide guidance. If the students find difficult to identify the places help them by giving clues such as in which state or district it belongs etc.

Activity: 3 Let us list the similarities found in the practices in the Iqta, Mansabdar and Nayankar system.

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

Market Reforms of Allauddin Khilji

Activity: 4 Consolidate the similarities and differences of Alauddin Khilji's market system and today's market system. List the good points of these two systems that can be incorporated / adapted into today's marketing system. Discuss about the reforms that need to be made in the market system.

Learning Sheet: 19

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

Activity: 2 Discuss in the Classroom with the help of your teacher about the Purpose of Farmer Loan Waiver and its Impact.

Provide children with an open opportunity to discuss information with their parents or elders in the classroom. The facilitator provides information about farmer loan waiver project, merits and demerits and lets the students to take their own decision.

Learning Theme - 7.2 Influence of Sufis on Religion in Medieval India

Learning Outcome 7.2: Explain the Socio-Religious Changes of the Medieval India.

Objectives:

- To learn about Bhakti and Sufi saints who are responsible for social and religious reform
- To understand the Bhakti and Sufi Saints principles, ideals and methods adopted by them

Learning Sheet: 20 Sufi Saints

Activity: 1 Make a list of social impairments that the Sufi saints tried to correct. Based on the factors listed by the children, make them understand about the social impairments of the present day. Collect children's views on the solutions and develop the comparative mindset among the children.

Activity: 2 The pictures below are related to Sufi Saints. Collect information about the places related to it and share it with your friends. Making them aware of their history through maps, and other activities related to places. With the help of map make the children aware of discovery of their places and its history related to these places. Other activities can also be done in different learning factors

Activity: 3 Observe the picture below and answer
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 different factors, as well as by seeing the picture formation of the history can be done.

Activity: 4 Given below are the Saints of Bhakti Panth and their principles, match them and write.

Activity: 5 What do you know about the principles of Bhakti and Sufi philosophers? Will you say? Try to find out whether the children have understood the principles of the philosophers by asking few questions. Even though the philosophical teachings of all the philosophers were different, their main purpose is only social reform. This should be taught to children.

Assessment Activity: The Activity 5 of learning sheet 14 can be used as assessment activity.

Learning Theme - 7.3 Art and Architecture of Medieval India

Learning Outcome 7.3: Recognize the changes in the Art and Architecture of Medieval India.

Learning Sheet: 21 & Learning Sheet: 22

Objectives: To understand the change in Art and Architecture.

Learning Materials: Pens, Paper, pictures of medieval period

Assessment Activity: Activity 3 of learning sheet 22 can be given for evaluation.

Give children information about Medieval Indian Art and Architecture and then list their differences.

Learning Theme - 8 Chronology of Modern India

Learning Outcome 8: To provide chronological information about the modern-day events for children.

Objectives: Children understand the events of modern India in a chronological order

Learning materials: Pens, Paper, Event Chart

Learning Sheet: 23

Activity: 1 Organize the given events in chronological order.

Assessment Activity: Give the children information about the modern Indian events and then give them some events and ask them to arrange it in chronological order. If they are able to arrange them, give them more important events. If they are least able to arrange give most important events and assess them.

Learning Theme - 8.1 Discovery of Sea Routes

Learning Outcome 8.1: To create stories from the transportation of commodities from Asian continent to Europe continent.

Objectives: To encourage children to understand how the objects of ancient India played an important role in foreign trade.

Learning Materials: global map, pencil, paper

Process: There were some significant events made in the world during Middle Ages. Most notably was land exploration by waterways. Most importantly here children here must discover the reasons behind the discovery of these waterways. Children should understand that the fall of Constantinople is an important milestone in the world history. Facilitator most importantly should use the maps to strengthen the concepts. The Maps used by the teachers here should talk more to the children than to the teacher.

Activity: 1 Read the story, understand it, and then answer the questions.

Observe the points given in the story and make the children aware of the trade relationship between the countries of the world. Teachers need to understand more about life styles of people here, using more maps and YouTube videos. Facilitator should make the children's mind reflect on the images of those day's situation.

Learning Sheet: 24 Discovery of New Sea Routes

Reasons for exploring the new sea routes

With the help of a global map, facilitators must make the children identify the major waterways and their major cities and areas associated with it. It is important to introduce them with today's names, especially those cities and regions.

Assessment Activity: The children's learning level should be identified with the basis of learning sheet 19 for evaluation.

Learning Theme - 8.2 The fall of Constantinople

Learning Outcome 8.2: Create a story about how the conquest of Constantinople by the Ottoman Turks led to the discovery of new sea routes.

Objectives:

- To understand the reasons for the closure of the only land route to India and to recognize how they impacted on the business of those days
- To realize that Europeans inevitability of finding a new route led to the discovery of waterways.

Learning Materials: World Map, Pencil, and Drawing Sheet.

Process: Tell the children story about the demand for Indian goods and then show them important ports like Constantinople, Mozambique, Surat, Mumbai etc. and major trading centers on the map and later state their importance. "It is impossible to do this activity without a map so please with the help of a map, play the game of identifying the places on the map with the children. Then ask the children to identify the Byzantine Empire of Ottoman Turks, Empire of Arabia, Italy and Constantinople on the map.

Learning Sheet: 25

Evaluation: Read the Story of Learning Sheet 25 Activity -1, think and answer the following questions.

Learning Sheet: 26 New routes

Learning Outcome: To recognize the major sea routes and ports on the map of the world.

Activity: 1 locate in the world map.

Activity: 2 Vasco-da-Gama's sea routes to India

Assessment Activity: Activity 4 Fill in the blanks with appropriate words, you can evaluate children's learning by using this learning sheet.

Learning Theme - 8.3

European Invasion Over India

**India was taken over by Europeans who came for trade through sea route -
Expansion of empire**

Learning Outcome 8.3: Describing ways of extending East India Company's control from Bengal to Punjab through Mysore and Maratha (Wars and treaties)

Objectives:

- Children realize and introspect the reasons for the expansions of European empire in India was because of the faults made by the Indians
- To critically analyze how the four wars contributed to their expansions.

Learning Materials: Outline Map of United India, Pencil, Chalk, Textbook

Process: Tell children to identify the things they should read or see in the book first and let them read individually. Then make a group and give the map to each group and tell them to colour each of the areas captured by British in India after the war, then write down the name of the team and hang it on the wall.

Learning Sheet : 27Expansion of British Empire

The causes and effects for conquest of India

Facilitator by introducing those four important wars in which India lost its existence which help the British to progressively settle in India. Here mainly the facilitator describes the battles waged by British against specific directions of India. Make children to recognize the tactics of British Administration. Children should understand that the British have taken control of India as a whole. As a result of these wars most of the Indian Administration came under the control of British East India Company, and this became one of the major events in the history of India.

Activity: 1 The causes and effects of war

Learning Sheet :28 Impact of British rule

Assessment Activity: Use the questions in the Learning Sheet 28 to evaluate or prepare a questionnaire by yourself.

Learning Theme - 8.4: Impact of British Policy.

Learning Outcome 8.4: To analyze the impact of British Policy in India.

Objectives:

- To understand the effects of the British rule on Indian Industries and especially on Agriculture.
- To understand the impact of agriculture and the droughts of the time on social and economic life.

Learning Materials: Outline map of India, Pencil, pictures of droughts, 7th Class Textbook to Read three types of Farming Systems.

Process: First, ask children to read the content in the textbook to understand the three farming practices of the British period. After reading group the children and let them discuss and write what they have read in the group. Same questions should be asked before doing so.

These questions should be given

1. What is Zamindari system?
2. What is Mahalwari system?
3. What is a peasantry?
4. Is there any pro-farmer system in these above-mentioned systems? If not, how were the farmers exploited?

Give the pictures of the manmade droughts to the students and make them to understand how the people suffered due to droughts, ask them to list out what they will do if there is a drought. Later tell them to locate the places on map where these three systems existed in India. Ask them to get the help of their parents or elders of the village to know about the present land records.

Analyze the Impacts of British Policy on Agriculture.

Children should identify the different types of taxation practices, such as Zamindari, peasantry and Mahalwari practices, with the help of facilitator children should be able to mark the areas on the map where these practices existed.

Learning Sheet :29 Our picture, Your writing.

Let us write about the images as we know them (Your picture our writing). The emphasis here is on the free expression of children. So, the facilitator should not wish for expected answers.

Learning Sheet - 30 Land Records

Shall we find the information on the records of the land records of today? The facilitators introduce of present Land records, Revenue record (Pahani), Patta land to the children. Encourage the children to identify and view the copies of their home and farm records (Xerox copy). One of the biggest problems of our country today is farmer's suicide, let the children to discuss about the causes for it. Make the children to think of things that need to be done to change in the system and to think how to get out of this problem.

Learning Sheet: 31 Locating the places on the map

On the Map of India let the children mark the provinces of Madras, Bengal, Central India and the Northwest Territories.

In this Activity children should locate the given places on the map of India.

Learning Sheet: 32 Identify the Similarities and Differences

Identify the similarities and differences in these three systems and write down about Indian farmers.

The facilitators here should discuss with the children what the governments should do and think about methods to be followed for farmers' suicides. Make the children to think about the suicide of the peasantry as a whole. The purpose of this learning sheet is to bring to children's mind the importance of agriculture in India.

Learning Sheet: 33 Identify the important components of Revenue Record (Pahani)

Look at the given Revenue Record (Pahani) and answer the following.

Facilitator make the children to understand the land records of that period, makes the children to be aware of the present-day land records and their significance. So, activities like project work/ personal Activity /collection work etc. Can be given.

Learning Sheet: 34 Seek the reason for the farmer's suicide

Let us suggest our own optimal solutions to the causes for farmers' suicide in recent times. Encourage the children to express their views individually. There is a need to develop the sense of analyzing, the facilitator should not wish for specific answers.

Learning Sheet: 35 Let's examine

Summary: The main objective here is to address the impact of a drought on society, economy of the country and on each individual and how to get out of it. How can we contribute to it (charity) and make the children to understand that humanity is important in such a case?

Assessment Activity: The learning sheet 31 can be used as an assessment Activity.

Learning Theme - 9 Reforms of British Rule and the Reactions of Indians

Learning Outcome 9: To understand how the tribal revolts of Santalas, Mundas, Bedas of Halagalli inspired Indian freedom struggle.

Objectives:

- To understand some of the armed struggle against British rule in India
- British rule was not just for the rich, but to praise the struggle of common people, their revolutionaries and their valour and sacrifice.

Learning Materials: - Pictures of Santalas and Halagalli Bedas, pictures of Tribal people, pictures of Weapons, 7th and 10th standard textbook

Process: Facilitator can do this Activity by way of conversation. Give an article about the reasons for tribal revolts and which tribes were involved in Indian Independence struggle and what were the reasons for it. Give these questions to the children and by consolidating the information collected, summarize the effects of foreign rule from hut to palace. And to make them aware of how their fights are a milestone in the freedom struggle.

Learning Sheet: 36 Indian Struggles

Learning Sheet: 37 Create a Short Story on the First War of Independence,

Activity: Introducing the struggles of the Indian common people against the British. The facilitators should make the children aware of how the masses engaged in their own struggle against the British and their contribution to the freedom movement. Importantly discuss with the children about the involvement of the common people.

Assessment Activity: Teachers can evaluate the children by asking questions / assignments / interviews if there is an opportunity. Ex: Ask your elders if there have been any protests against the government and if that happened find and list out the reasons. List out the tribal communities of your village and their customs. Ask them what they would do if they didn't let them follow their customs.

1857 War of Independence

Learning Outcome: To analyze the reforms of British rule and the reaction of Indians.

- To understand the circumstances/situations that made Indians to unite for the first time.
- To understand the Indians, who had been oppressive for almost years by the Company's government, but who were not strongly opposed, understood the reasons for the strong fight in 1857.
- To understand War, revolt, fight, revolution

Learning Materials: Pictures of those who participated in the freedom struggle, Text book, Map of India, Pencil, Crayons (color pencils)

Process: Since the children should be provided with information on the freedom struggle, they should be given particular lesson, introduces various princely states and tell them to list out reasons or their revolts. Then tell them to discuss and present themselves in the groups.

Summary: Create a short story about India's first War of Independence in 1857. Make them understand that the Indians fought for the first time in an organized way, this led

to tremble the British. As a result, India came under the direct administration of the British from the control of the British East India Company. Help them to identify the changes in India in these situations.

Assessment Activity: Ask the children to write about the role of their favourite freedom fighter and why they like them. By doing this summary we can know that whether they have realized their sacrifices or the past circumstances or give your own supplementary collections of survey, project work and evaluate them.

Learning Theme - 10 Socio Religious Reforms

Learning outcome 10: To learn about Indian social reformers during the British rule.

Objectives:

- To understand the factors that motivated the struggle against superstitions in India and to realise the necessity of such struggle in the present context
- To understand how the social reforms of the British supported the social change in India

Learning Materials: Portraits of Social Reformers, Drawing Sheet, Marker Pen, A4 Size Sheet, Pencil, Xerox copies of information sheet in 7th grade textbook / student learning sheets.

Process: Tell students to read specific topic in the text book first and before reading ask them the following questions.

Learning sheet: 38 Collect the pictures of Indian Social Reformers

Summary: Introducing the persons who strived for Social and Economic Reforms. By using their portraits make the children understand their most important contributions.

Eliminating the aspects of social changes like inequality. Develop the feeling that all are equal. The facilitator should make it clear that the modifications made in the practice of religion facilitated the Indians to follow their own religions.

Assessment Activity: Learning Sheet 38 can be used.

Learning Theme - 11 Important Personalities and Events of the Indian Freedom Movement

Learning Outcome 11: Identify the prominent events and persons that fought for India's Freedom Struggle.

Objectives:

- To know the role of movements in India's freedom struggle
- To understand that movements made the common people to participate in the struggle and compare them to today's movements and that of those days

Learning Materials: Text book, List of events that took place in the freedom struggle

Process: Assure the learning of the children by using learning sheets given below. If the child's learning ability is less, you may prepare and give additional sheets.

Learning sheet: 39 Black water punishment

The incident of Black water punishment is in written form. Make the children realize the sacrifices and the difficulties faced by the people who struggled for the freedom.

Learning Sheet :40

Which Freedom Fighter do you like? Why?

Summary: Make the children to understand the struggle and sacrifices made by the great freedom fighters at that time and bringing awareness to them that today's freedom was not got easily. The facilitators should give first priority to convince this to the children. Children should understand the point that we are living a happy life because of these sacrifices.

Assessment Activity: Tell the children to collect other stories about black water punishment, and tell them that even today the black water punishment is still prevalent. Tell them to collect information about it, or ask them to collect information excluding the information given in the textbook so that children can understand what they have learnt about black water punishment.

Revolutionaries in the freedom struggle

Learning Outcome: The contribution of the revolutionaries who sacrificed their lives in the freedom struggle.

Objectives:

- To Respect the sacrifices of leaders who fought for freedom and in still patriotic feeling among children.
- To creating patriotic feeling in children.

Learning Materials: Portrait of the Revolutionaries, their Brief Information Sheet, or Textbook, Map of India.

Process: Give children a brief information of the Revolutionaries. And tell them to collect more. <https://www.youtube.com/watch?V=ged/uUDJA> 52.32 min to 58.30 level footage of black water punishment cinema or what they feel when watching it. Or you can use the one given in the learning sheet.

Learning Sheet: 41 Gandhiji's Non-Violence and Satyagraha

Assessment Activity: Question 3 of Learning Sheet 41 can be used or substitute by other learning sheets.

**Learning Theme - 11.1
Freedom Struggle through Non-violence and Satyagraha**

Learning Outcome 11.1: To understand the factors that led to an immense number of people to participate in the civil disobedience and non-co-operation movements.

Objectives:

- To understand the contributions of the non-violence movements for the freedom struggle of India.
- To understand that, in those days how the non-violence movement inspired the people to fight the British
- To Realize Gandhiji's Satyagraha encouraged the common people to participate in the movements?

Learning Materials: Drawing Sheet, Pencil, Text Book, and Portrait of Freedom Fighters of India.

Process: Make groups according to the number of children, give each group a reading sheet of the text book and ask them to discuss on how much do they know about Gandhiji? Later allow them to present it. Introduce to children about Gandhiji and his efforts led to the independence movement changed the direction of India's independence. Children need to know that the path of non-violence is the greatest pathway of all time.

Assessment Activity: The second question in the learning sheet 41 can be used

Learning Theme - 12 Partition of India

Learning Outcome 12: To understand the story of our country that has liberated itself from immense sacrifices and to understand the partition of the country by Communalism.

Objectives:

- To foster a sense of brotherhood with respect to diversity.
- To contribute to the country with a sense of unity and integrity.

Learning Materials: Map of India, Drawing Sheet, Pencil,

Process: The facilitators divide the students into groups and gives them the lessons of the textbook about partition of India and ask them to answer few questions given.

1. Identify what were the factors responsible for the partition of India?
2. What were the factors responsible for the death of people during partition?

Some supplementary articles can be provided to help students understand.

Summary: The role of facilitators is very important. The freedom of our country which was gained through sacrifice was partitioned because of internal dispute. If we do not instill unity, solidarity and co-operation, the country will ever face danger. To make children aware of the divisive elements of India in the textbook. It is up to the children to decide how appropriate it was to divide India, where different religions and creeds are there. It is worth emphasizing that the essence of all religions is the same, most importantly, the harmony of the religions is the which Constitution of India.

Assessment Activity: Learning sheet 42 can be used

Part 2 – Geography
Learning Theme - 13 Layers of the Earth

Learning outcome 13: To understand the layers of the earth and To list and describe the layers of the earth.

Objectives:

- To understand that Earth has many layers and which layers benefits us
- To understand the necessity of conserving the Earth.

Learning Materials: Spherical model of the Earth's crust, Picture of the inner layers of earth, Video clips, paper, pen and pencil.

Process: Group the children and give pictures and an onion to each group. First let them write about the outer layer and then as they cut open the onion they understand about the outer layers of earth.

Summary: Facilitators should make children to understand the concepts of geographic areas, geographical divisions, rivers and storms for children. Children need to recognize how all these learning factors have impacted our daily routine. Featuring more and more images, maps, and videos is ideal for reinforcing learning.

Assessment Activity: The learning sheet 43 can be used for evaluation.

Learning Theme - 13.1 Major Characteristics of Layers of Earth

Learning Outcome 13.1: To Learn the nature of the earth, the structure of the earth's layers, and its characteristics.

Objectives:

- To understand that human activities correlate with layers of the Earth.
- To understand the mineral content of the Earth's layers and understand the benefits that we get from them.

Learning Materials: Pictures of the layers of Earth, Drawing Sheet, Pens of Different Colors, Pens

YouTube Videos

<https://youtube/NvqSyanqOKA>

<https://youtube/aqnchnd-MY>

<https://youtube/TX4yvE39-0>

<https://youtube/agnahnd-MY> 55

Process: Facilitators learn about children's pre-knowledge by asking questions about the formation of the Earth. Children already know about the shape and form of the Earth in the previous classes. Drawing on those elements give introduction to the layers of the earth through pictures. Strengthening the concept for children using videos. Let the children draw the pictures of Lithosphere, Atmosphere and Hydrosphere by themselves. Here emphasize must be given on the elements of the learning sheet many videos related to globe are available in internet make use of them.

Assessment Activity: Give children a Globe and a Map and ask them to identify the layers of the atmosphere. Some elements of the learning sheet 44 can be reutilized.

Summary: Introducing the concepts of Hydrosphere, Lithosphere, and Atmosphere with the help of pictures, YouTube videos related to these concepts are more helpful. Facilitators can use more pictures to strengthen these concepts.

Learning Theme-14 Natural disasters

Learning Outcome 14: Differentiate various rocks, earthquakes and volcanoes. Identify and explain the causes and effects of natural disasters

Objectives:

- Learn how to respond to natural disasters with the realization of their impact on human life and economic life
- To understand the measures to prevent natural disasters, and find out the contribution of humans to seek solutions for natural disasters.

Learning Materials: Pictures of various types of disasters and videos

<https://youtube/uUkFsq2fDm>

<https://youtube/Ff6uen63ziw>

<https://youtube/jPhTwzoAHXE>

<https://youtube/-GOipT7Yc>

<https://youtube/Z-2khcTHgs>

Process: Facilitators introduce different natural disasters such as earthquake, landslides, hurricane, volcano, tsunami and floods using pictures one by one. YouTube videos directly contribute to the concept. Encouraging the children to draw some pictures about the disasters by giving some clues e.g.: Flood image, volcanic image etc. The facilitator can show the pictures of the instruments used to measure these disasters e.g.: The Richter Scale. On the aspect of humanitarian component of learning it is important for children to talk about homeless shelter less people. The various types of disasters are introduced. Now using that information complete these learning sheets on the causes of these disasters.

Summary: The children should know the root cause of natural disasters with the help of the facilitators. Children need to be informed of how the present-day life-style activities of the human being complement natural disasters. Contemplating our children's minds by understanding that our daily life-style changes are small keys to preventing natural disasters.

Assessment Activity: Learning Sheet 45, Mark the Locations where natural disasters have occurred most importantly about the parts or states of India where it occurred and collect the information of the impact of damages caused by it.

Learning Theme – 15 Introduction to the Continents of the world

Learning Outcome 15: To understand various continents of the world and know the diversity of them.

Objectives:

- To learn to identify the major seas, oceans and continents of the world.
- To understand the ocean and seas adjacent to India.
- To learn to imagine the diversities of the world through maps.

Learning Materials: Physical and political Maps of the world and India, maps showing the seas, oceans and continents, outline maps for children to identify.

Process: Facilitators with the help of the World map introduces the concepts one by one orderly as continents, seas, oceans etc. Give an outline map and ask the children to identify themselves. The topics given in the textbook lesson Hydrosphere strait and gulf, sea and oceans should be introduced with respect to the position of India.

Assessment Activity: Activity 2 of Learning Sheet 46 Can be used.

Summary: The facilitator should most importantly use maps in the classroom. He/she should understand the fact that the geography classroom is incomplete without a map. Discuss the elements of the world with a map of the world. Facilitate the children with the methods of using different types of political and physical maps. Allow the children to identify elements of physical maps in a particular area of the world and let them discuss. Deserts are almost on the same latitudes. Let the children observe and discuss on it. Let the children talk on it.

Learning Theme - 15.1 Latitudes and Longitudes

Learning Outcome 15.1: To realize the importance of latitudes and longitudes.

Children learn the differences and identifies important latitudes and longitudes on the map. Children draw out the relationship between longitude and time. Differentiates between local time and standard time Explains about the importance of international time line.

Objectives:

- To understand the difference between latitude and longitude.
- To know the relationship between time and longitude.
- To know the importance of the local time, standard time and international date line.

Learning Materials: World map (including latitude and longitude), drawing sheets, sketch-pens, and plastic ball and YouTube videos.

<https://youtube/EokriLOTgFc>

<https://youtube/FS7YduMQ>

[https://youtube toyul QI W](https://youtube/toyulQIW)

Process: The facilitator using plastic ball draws the imaginary lines which are on the earth and recognizes the order of those lines. This allows the children to understand the concept to some extent. Next introduce the latitudes and longitudes. Introduce the important latitudes and emphasize them to notice the lines that passes on India. Then make them to understand the concept of how the latitudes determine the time with the help of learning sheets and by using maps. With the help of maps and examples introduce about International Date Line.

Summary: Children name the Hemisphere, important latitudes and longitudes. Then the facilitator makes the children to understand the concept that the longitudes determine the time and latitudes determine the physical aspects of the world. Strengthen the concept that longitudes determine the time and the concept of International Date Line. It is most important and essential to equate all the important factors above with the elements of India.

Assessment Activity: Activity 1of learning sheet 48 or identify five cities of Karnataka on which latitude and longitude they come across.

Learning Theme - 16
Introduction to the Physical features of India

Learning Outcome 16: To Understand the Physical divisions of India.

Objectives:

- To understand the impact of geographical features of India on the lives and economy of the people of India.
- To understand the impact of India's weather and climate and to recognize it on the map.

Learning Materials: Physical Map of India, Pictures of division of India, Maps of India related to Physical Divisions, Videos etc.

Process: Interpreting the geographical features of India using different types of physical maps. Ask Question on how these geographical features have influenced us. Allow them to discuss and it is best to adopt what you get from children.

Summary: Facilitators make the children to understand the concepts of geographic areas, geographical divisions, rivers and storms. Children need to be able to recognize how all these learning factors have impacted our daily routine. Featuring more and more images, maps, and videos is an ideal for reinforcing learning.

Assessment Activity: Activity 2 of learning sheet 51 can be utilized.

Part -3 Political Science
Learning Theme -17 Child Rights and Human Rights

Learning Outcome: To distinguish between human rights and child rights. And their significance.

Objectives:

- To know about the of human rights and child rights
- To understand the need of child right.

- To identify situations where child rights are violated, and to know the elements of compensation.

Learning Materials: Poster of the Child Rights provided by the Education Department. Pictures and videos that infringe on the violation of the child's rights.

Process: Facilitator narrates a simple story or scenario on the need for human rights, and discuss on it. To introduce human rights through pictures. To interpret child's rights in everyday life, and to show a variety of pictures and videos where child's rights are violated and help children to identify it themselves. Let the children to identify by themselves the situation where child right are violated.

<https://youtube/4cd-aLOCA> o

<https://youtube> of MunDjx

<https://youtube/ay> GyrtWg

<https://youtubechHERFosc>

Introduction of child's rights and human rights. Facilitator with the help of the poster of child rights provided by the education department introduces the concept of Right to children the children must be able to identify the situations where child rights are violated. Make children to identify the situations of violation of child rights by presenting the situations given in the learning sheet.

Summary: By introducing human rights, make the children to understand the rights of children in everyday life, most importantly, children should be able to identify situations where the rights of children are violated. It is important for facilitators to emphasize these concepts in children.

Assessment Activity: Learning Sheet 54 & 55 can be utilized for assessment activities.

Learning Theme -18 Local Government

Learning Outcome 18: To recognize elections of local governments and its major responsibilities.

Objectives:

- To understand the role of the local government and become participants.
- To become a responsible citizen by learning about the responsibilities of local governments.

Process: Facilitators help the children to visit local panchayats or its members and ask to gather information. Ask them to consolidate the gathered information of the interviews and let them to present it.

Learning Sheet: 56

Activity: 1 Talk about the picture

The primary objective of this summary is to help the child understand the concept of gram panchayat and the idea of Gram Sabha. Through questionnaires get the information about them.

Activity: 2 Let's know about our village/ ward meeting.

Children get help from their village representatives or their parents and learn about the village/ward meeting.

Activity: 3 Let's organize children's meeting.

Facilitator should organize a children's meeting with the help of authorities of the Panchayat.

Activity: 4 How much do you know? Let's check?

This Activity is used to test children's preconceptions, and then the students will interview local people with a questionnaire to help them collect information on cleanliness, drainage, sanitation and transportation.

Learning Sheet: 57

Learn about our local government, where children visit a local agency and interview with the panchayat authorities. (Pre-assigned)

Learning Sheet: 58

Instruct the students to visit any Gram Panchayat and collect information related to their duties, and to inform the students to collect information about the ward number, the councilor and the mayor to which they belong to.

Learning Sheet: 59

Let's answer the questions can be used for evaluation.

Learning Sheet: 60

With the help of the facilitators list the functions of Taluk and District Panchayats. The similarities and differences between these two panchayats must be recognized.

Summary: Children visit the Gram Panchayats / Town Panchayats / Taluk Panchayats and hold discussions with officials, and its representative. Students interview with a questionnaire and understand about cleanliness, drainage, sanitation, transportation. With the help of related information, the facilitators ask the children to fill the items mentioned in the worksheets with the practical experience gained during this visit to gram panchayat.

Assessment Activity: Activity 4 of Learning Sheet 59 can be used.

Part-4 Business Studies

Learning Theme - 19 Bank Transactions

Learning Outcome 19: To classify the various business organization and institutions based on the tasks. Example: Bank, Partnership etc.

Objectives:

- To know the minimum requirements for bank transactions
- To understand the document required for bank transaction

Learning Material: Cheques, bills, payment and withdrawal slips, DD, ATM, application form, models of pass books

Process: Take the children to the nearest bank and tell them to watch the proceedings, introduce written materials (application form, pass book etc.) If possible, Have an interview with bank employees, answer children's questions, and provide them with information when needed.

Summary: Real-time display of cheques, remittance slip, paying slip, ATM, DD, etc. used by people dealing with banks. The facilitators will facilitate the children to be briefed on the purpose of the documents used in these banks.

Assessment Activity: Learning Sheet 62 can be used for assessment. Children identifying the forms related to bank, as well as learn how to fill them out with the help of facilitators.

Economics
Learning Theme - 20 Introduction to Economic Sectors

Learning outcome 20: To understand the Sectors of the Indian Economy and its role in the Economic development of India.

Objectives:

- To know the factors of Primary, Secondary and Tertiary sectors of economy
- To understand how each of the sectors complement each other and their role in the progress and development of the country

Learning Materials: Textbook, Picture of classification of sectors of economy, Pictures, Videos

[https://youtube/qXTR\)7DiLno](https://youtube/qXTR)7DiLno)

Process: Facilitator makes the children to understand the meaning of economic system, by introducing the economic sectors one by one. Mainly to understand agriculture is related to primary sector, industries are related to secondary sector and the service sector as a tertiary sector. Logically inform the children about the activities covered by each sector and to strengthen the concept, conduct simple assessment.

Summary: Introducing the major economic sectors of India. Facilitator helps the children to understand the activities involved in primary, secondary, and tertiary sector. Facilitating the child to recognize the percentage of contribution of these sectors to India's economic growth. Make the children to understand the significance of organizations and the harmony of village lies in the mutual economics co-operation of the villages and their personal co-operation. The feeling of harmony among the different type of diverse people should be made to reach the children.

Assessment Activity: Learning sheet 63 can be used.

Learning Theme - 21 Self Help Groups (SHG)

Learning outcome 21 : To know the role of Self-Help Groups in the lives of the people of the village.

Objectives:

- To understand that the Self-Help Groups can help to improve the financial status of the people.
- To know how the self-help groups helps the people to uplift their financial status.

Learning Materials: Pictures, Videos, and Questionnaires for interviews etc.

Process: To help the children understand about these SHG it is better to quote examples of the SHGs of the village. Otherwise, the facilitators should identify any self-help association and ask the children to collect information about it the previous day itself. The next step is for facilitator to gather the necessary information for the children by providing them with an excellent sample of interviews. Make the children to understand the significance of organization and the harmony of village lies in the mutual economic co-operation of the village and their personal co-operation. The feeling of harmony among the different types of devised people should be made to reach the children.

Learning Sheet: 64

Give sample questions to the children and ask them to visit the nearest Self-Help Association.

Summary: Children need to know the importance of organization in the hometown. Mutual Economic Cooperation and Personal Cooperation in the Town There should be a sense of harmony among the different types of people there.

Assessment Activity: Activity 2 of Learning Sheet 64 Can be utilized for evaluation.

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. 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 entered)
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 'the palms are wide and the oceans need to know', we must be aware that there is much to learn. 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, weekly, monthly, technical equipment such as radio, television, computer, etc.

It is also a good practice to use OHPs as appropriate sources of learning. Teachers should also read the source in the textbook.

Some sources / texts

1. Geography Partner - Part 1, 2 and
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- centered 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 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 everyone 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. Eg:

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 following 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.