

PEDAGOGY OF SOCIAL SCIENCES (UPPER PRIMARY STAGE)

OVERVIEW

The domain of Social Sciences at the elementary stage forms an important part of general education. The content of the subject area includes a broad understanding of human interaction with natural and social environment across time, space and institutions. It is necessary to recognise that Social Sciences lend themselves to methods of scientific enquiry, which are distinct from the natural and physical sciences. Social Sciences teaching promotes human values namely freedom, trust and respect for diversity by enhancing children's ability to critically reflect on social issues having a bearing on individual and social well-being (National Focus Group Paper on Teaching of Social Sciences) NFGTSS, 2005. The subjects also inculcate other values such as empathy, equality, liberty, justice, fraternity, dignity, plurality and harmony. Every discipline in Social Sciences has its own method of investigation for arriving at conclusions through understanding, analysing, evaluating and applying a logical and rational approach to understand the cause and effect relationship of events, processes and phenomena.

The teaching and learning of Social Sciences attempt to integrate concerns pertaining to environment, peace oriented values, gender, Scheduled Caste and Scheduled Tribes and Minorities in an infused manner across disciplines. As part of the National Curriculum Framework (NCF 2005) and NFGTSS, 2005 the pedagogical processes of Social Sciences proposes an epistemological shift.

S. No.	From	To
1.	Textbook as the only source of information	Textbook as suggestive of a particular way of understanding issues
2.	Textbook as a closed box	Textbook as a dynamic document
3.	The 'mainstream' account of the past	More groups and regions are covered

It is envisioned that the pedagogical processes in Social Sciences would arouse curiosity and interest in children to share their ideas and experience, to listen patiently to other's ideas and to critically evaluate facts and experiences and express in their own language. This discipline exposes the children to varieties of concepts that they would understand through contextualising the same from their own lived experiences. As a facilitator of knowledge you can help in encouraging healthy discussions, organising debates, motivating children to read from variety of sources, to be informed about the latest development in their disciplines with the use of assistive

technology, etc. Some of the challenges that you may face while transacting the subject may be related to concept clarification in the language of the learner. You may use different teaching and learning materials or a bilingual/multilingual approach for better understanding and clarification.

LEARNING OBJECTIVES

- Understanding the relevance of Social Sciences in order to appreciate the phenomena of continuity and change.
- Recognising the relevance of the subject in establishing inter linkages with natural and social environment.
- Appreciating the values enshrined in the Constitution of India such as justice, liberty, equality and fraternity and the unity and integrity of the nation and the building of a socialist, secular and democratic society.
- Classifying and comparing the cause and effect relationship in the context of occurrence of events, natural and social processes and their impact on different sections of society
- Explaining the concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our culture and art.
- Discussing the need for evolving plurality of approaches in understanding natural and social phenomena
- Creating awareness and sensitivity towards diversity, gender disparity, needs of Children With Special Needs (CWSN) and marginalised sections of society.

BRIEF INTRODUCTION ABOUT THE SUBJECT AREA

At the upper primary stage the domain of Social Sciences consists of subjects such as Geography, History, Political Science, and Economics.

Geography

Geography attempts to promote the understanding of inter dependence of various regions and countries. The children at upper primary stage will be introduced to earth, as the habitat of humankind and other forms of life. They will be initiated to study their own region, state and country in the global context. Contemporary issues such as global distribution of economic resources, gender, marginalised groups and environment is

also emphasised. They will be familiarising with the ongoing process of globalisation.

History

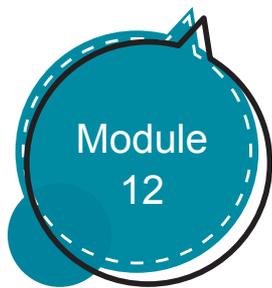
History as a subject at the upper primary stage focuses on studying Indian history from the pre-historic times till the present time. Class VI textbook of History covers a broad spectrum of time that spans from the hunting and gathering stage, to the establishment of empires in the ancient period including the culture, heritage and lives of people. The class VII textbook includes events that occurred in the medieval period and the class VIII textbook covers socio-economic and cultural processes from the establishment of East India Company's power to post-independent India.. The objective is to give children a general idea of development in each period along with relevant sources. Children are introduced to variety of teaching aids such as maps, timelines, case studies to encourage them to represent facts and events creatively for better understanding.

Social and Political Life

This subject focuses on key concepts and knowledge for understanding the functioning of Indian democracy and economy. The thrust is on real functioning of institutions like identifying the role of government in providing public facilities such as water, sanitation, road, electricity, etc. and recognise their availabilities. Draw inter-connection between political, economic and social factors that impact on different sections of society. The main object is to encourage children to imbibe the ideals of Indian Constitution, the working of democracy and its institutions.

CLASS SPECIFIC LEARNING OUTCOME IN THE SUBJECT AREA — AN OVERVIEW

The learning outcomes in Social Sciences at the end of upper primary stage would enable the learners to acquire knowledge, skill and attitude to meet the following curricular expectations- recognises ways in which political, social and economic issues affect their daily lives across time and space, understand about the earth as the habitat of humans and other forms of life, becomes familiar with one's own region and realizes interdependence of various regions (local to global), understands spatial distribution of resources and their conservation, understand historical developments in different periods of Indian history, comprehends how historians study the past using different types of sources, understand historical



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diversity to relate developments of one place/region with those of another, imbibes the value of the Indian Constitution and their significance in everyday life, gains a sense of the working of Indian democracy, its institutions and processes at the local, state and union levels, becomes familiar with socio-economic role of the institutions such as family, market and government, recognises the contributions of different sections of society to political, social, cultural and environmental processes. The learners will be able to analyse different phenomena/events like natural disaster, agriculture and livelihood from the perspective of history, geography, economics and political science.

A BRIEF ON THE PEDAGOGIES FOR ACHIEVING THE LEARNING OUTCOMES — CLASS SPECIFIC

The suggested pedagogical processes that you may design, can provide opportunities to learners in diverse context to work individually, in pairs and in group.

Class	Suggested Pedagogical Processes	Learning Outcomes
VI	<ul style="list-style-type: none"> • Use diagrams, models, and audio-visual materials to understand motions of the earth. • Observe stars, planets, satellites (Moon), eclipse under the guidance of parents/teachers/elders, etc. to understand astronomical phenomena. • Use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India. • Undertake map activity: for locating important places, sites of hunter-gatherers; food producers, Harappan civilization, janapadas, mahajanapadas, empires, places related to events in the life of the Buddha and Mahavira; centers of art and architecture—areas outside India with which India had contacts. • Participate in discussions on the concepts of diversity, discrimination, government and livelihood. 	<ul style="list-style-type: none"> • Identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on the globe and the world map. • Draws a neighbourhood map showing scale, direction, and features with the help of conventional symbols. • Identifies different types of sources (archaeological, literary, etc.) and describes their use in reconstruction of history of this period. • Locates important historical sites, places, etc. on an outline map of India. • Recognises various forms of discrimination and understand the nature and sources of discrimination. • Differentiate between equality and inequality in various forms to treat them in healthy way.

	<ul style="list-style-type: none"> • Observe examples of fair/unfair treatments to people meted out in the family, school, society, etc. 	
VII	<ul style="list-style-type: none"> • Explore globe and maps for identifying historical places/kingdoms, climate regions, and other resources. • Use diagrams/models/visuals/audio-visual materials for understanding interior of the earth, formation of different types of landforms, movements of water in the ocean, etc. • Identify different sources of history available in books/local environment e.g., extracts from manuscripts/maps/illustrations/painting/historical monuments/films, biographical dramas, teleserials, folk dramas and interpret these to understand the time. • Familiarise with the emergence of new dynasties and prepare a timeline to trace important developments during this time. • Express views, through descriptive and critical writing, about standards of living of girls and women in rural and urban areas. • Make oral and written presentations about women who worked for a better society. 	<ul style="list-style-type: none"> • Describe different components of environment and the interrelationship between them. • Analyses factors contributing to pollution in their surrounding and lists measures to prevent it. • Provides examples of sources used to study various periods in history. • Relates key historical developments during medieval period occurring in one place with another. • Identifies women achievers in different field from various regions of India. • Illustrate contribution of women to different fields with appropriate examples.
VIII	<ul style="list-style-type: none"> • Explore various farming practices carried out in the neighbourhood/district/state and interact with farmers. • Use pictures/news clippings/videos to be familiar with the availability of natural resources and their protection, various agricultural practices in other states/countries. • Raise questions on different issues and events like, 'Why the English East India Company felt it was necessary to involve itself in feuds amongst Indian rulers?' 	<ul style="list-style-type: none"> • Describe causes of forest fire, landslide, industrial disasters and their risk reduction measures. • Locates distribution of important minerals, e.g., coal and mineral oil on the world map. • Explains how the English East India Company became the most dominant power. • Explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'.

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| <ul style="list-style-type: none">• Visit places of historical importance particularly those associated with centers of colonial administration and Indian national movement.• Examine contents of a First Information Report (FIR) form.• Express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants. | <ul style="list-style-type: none">• Describes the process of making a law. (eg., Domestic Violence Act, RTI Act, RTE Act).• Describes the functioning of the judicial system in India by citing some landmark cases. |
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EXEMPLARS FOR TRANSACTION IN SOCIAL SCIENCES

Theme, Globe: Latitudes and Longitudes

Content Outline of the Module:

The module is based on the learning outcome related to the topic discussed in Class VI. It stresses on the conceptual understanding of latitude and longitude through interactive and participative learner centered approach. Continuous in-built evaluation has also been undertaken throughout the module.

Learning Objectives

Students will be able to identify

- latitudes
- longitudes
- the difference between Latitude and Longitude
- North Pole and South Pole
- Equator
- Tropic of Cancer
- Tropic of Capricorn
- Prime Meridian (0 Degree Longitude)
- places on the Globe with help of Latitude and Longitude
- places on Map and in Atlas through Latitude and Longitude

Class Specific Learning Outcomes in the subject area

Globe is a true model of the earth. The features of the globe include latitudes and longitudes which help to locate any place on the earth. There is a need to enhance spatial skill among students to identify and locate places on the earth.

A Brief on the Pedagogies for Achieving the Learning Outcomes

Several pedagogical methods may be adopted to make students identify latitudes and longitudes on the globe and

the world map. Students should be given opportunities to use globe and maps frequently. Models such as tactile globe, tactile maps, and 3D model of latitudes and longitudes along with diagrams of latitudes, longitudes and grid on paper or drawing on blackboard may be used to engage students during classroom transactions. Teachers should also make efforts to communicate with students in local language to explain the concepts. Students should be assessed by the teacher on their appropriateness in questioning and linking it to other related concepts, student's inquisitiveness and active participation in teaching-learning process, as well as problem solving skills.

Teachers may initiate the topic by showing the picture of the earth and may ask whether students have seen a picture of the earth from space in their books or on television? Also, inquire about colour and shape of the earth as seen in the picture.

Note the observation made by the students.



Fig. 1.1—Students are observing the Globe in the classroom

Now introduce them to globe which is a model of the earth. Make small heterogeneous groups of students and encourage each group to touch and feel the globe. Ignite their thinking by placing hands on different places, lines and colours on the globe. Ask students to share their experiences amongst themselves

Quiz – A set of cards may be developed by teachers. Write the name of any place located in India/ world on each card. Each student will collect one card through lucky draw and locate the place on the globe/ world map.

Note down their Observations on paper.

Assess students on

- Efforts put in by students in identifying important features shown on the Globe
- Cooperation, empathy and sharing of information among students.

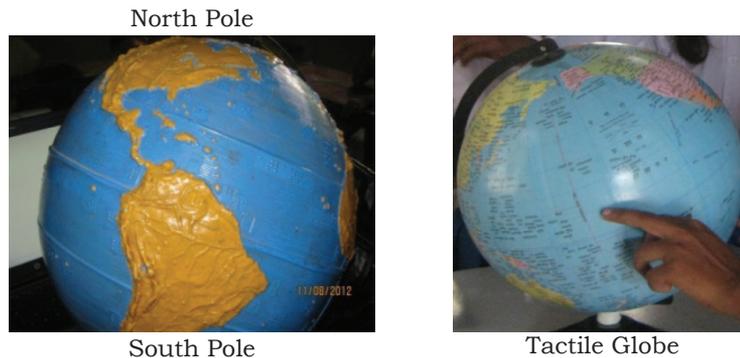


Fig: 1.2—Globe

In an inclusive classroom for Children with Special Needs, Tactile Globe and other related objects may be provided to understand the shape of the earth and latitude and longitude.

Children discuss among themselves

- If Globe is a model of the earth, where do we live on the Globe? (Most of the students may say that we live inside the Globe. Some students may say that we live on the surface of the Globe).
- Is the earth fixed on any stand and moves both sides like Globe?
- Why Globe is mostly coloured in blue?

*Here teacher provides support to students by answering their queries.
(Scaffolding)*

Teacher will clarify that we live on the surface of the earth and not inside it. Notice two points, one in the north (top) and another in the south (bottom). You will also notice that a needle is fixed through the Globe in a tilted manner, which is called its Axis. The end points of the axis are North Pole and South Pole respectively. But the real earth has no such needle. It moves around its axis, which is an imaginary line. The globe is also not fixed. It can be rotated the same way as a top spin or a potter's wheel is rotated. Thus, globe can be rotated in both directions - east and west, but the earth rotates only from west to east. Observe the different colours used to show land and water on the globe.

Facilitate the learning by posing question like; find out where do we live on the globe?

Children discuss among themselves

- Where is our country located on the Globe?
- Why Globe has so many vertical and horizontal lines?
- Are these vertical and horizontal lines drawn on the land too?
- How to find directions on the Globe?
- Why latitudes and longitudes are drawn on the Globe?
- There are more longitudes than latitudes. Why?

Teacher provides resources and opportunities to explore Globe. The teacher also helps the students to measure different lines on the Globe with the help of thread or tape or any other local available resources.

It is difficult to describe the location of a point on a sphere like the earth. We need certain points of reference to find out the location of places. North Pole and South Pole are the two reference points. All latitudes and longitudes are imaginary lines they are drawn on the globes and maps but not on the surface of the earth.

Latitude

Now move your fingers from North Pole to South Pole along any line joining the north and the south poles on the Globe. When your fingers reach the middle point, you see that there is a horizontal line encircling the globe. This line is called equator. The equator divides the globe in two equal parts/halves i.e Northern Hemisphere and Southern Hemisphere. The equator is also called the 0 degree latitude. Did you notice other lines of latitude on the globe? These lines of latitude tell how far north or south you are from the equator. Do you find any difference in length in latitudes from equator towards north and south? Students will observe carefully the Globe and express their views. All the lines of latitude are shorter than the equator. At the poles, the 90 degrees North and 90 degrees South are represented by a point. Latitude lines are called parallels of latitudes because they are parallel to each other. Hence, they do not touch each other. All the lines of latitudes are parallel to the equator. Do you notice any dotted line in the north and south of equator? Read the degrees mentioned on these dotted lines. You will note that 23.5 degrees North Latitude is Tropic of Cancer and 23.5 degrees South Latitude is Tropic of Capricorn. Children will move their fingers on Tropic of Cancer and Tropic of Capricorn and teacher will motivate them to list name of countries of the world through which these lines pass.

Activity: 2

1. Name the places lying in the north and the south of equator.
2. Find places using Latitudes from the Atlas.

Longitudes

Teacher will encourage learners to observe the lines extending in north-south direction and their convergence at the two respective poles. These vertical lines joining the north and south poles are called longitudes.

Measure the length of the Longitude with the help of thread.

Compare the length of latitude and longitude. Which one is bigger?

Unlike latitudes, all of these lines are of the same length. A line of longitude is also called a meridian and measure how far a place is located in the east or west direction from 0 degree meridian, which is also called Prime Meridian. The meridians of longitude, just opposite to Prime Meridian is 180 degree (East and West), thus to complete the count of 360 degrees. The meridians are given values with reference to the prime meridian (0 degree longitude) which passes through Greenwich, a settlement near London in UK. There are 360 meridians.



Fig: 2. Location of places in grids on the Globe and on Black board (2D)

Activity: 3 Take the challenge

1. Find out the prime meridian on the globe and name any place located on this line.
2. Name a place located on 180 degree longitudes.

Students may ask how to locate places such as countries on the globe? The grid is the simplest method to describe locations on the globe or on any other flat surface. On the Globe you observe longitude (vertical lines) and Latitude (horizontal lines) intersecting with one another at right angles thus making

grids. Use School Bhuvan –NCERT Geoportal for identifying and locating places on satellite imagery.

Activity: 4. Find the places on the Globe that are on or near the following locations

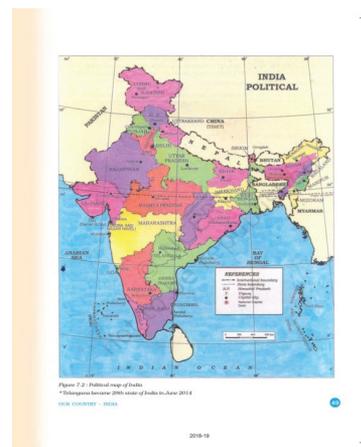
30 Degrees North Latitude, 90 Degrees West Longitude _____
60 Degrees North Latitude, 15 Degrees East Longitude _____

The following activity may be used for peer review.

Activity: 5. On the map of India locate the States with the help of given latitudes and longitudes.

Map of India, Source: The Earth Our Habitat, Class VI, p.49

Teacher may show neighborhood map using Bhuvan, a mobile application developed by Indian Space Research Organisation (ISRO).



Latitudes and Longitudes Locate the State

15 Degrees North Latitude, 80 Degrees East Longitude _____
24 Degrees North Latitude, 72 Degrees East Longitude _____

Students may exchange their sheets amongst themselves and evaluate it.

	Rank
Reading the degrees	1. Latitude 2. Longitude 3. Both Latitude and Longitude
Identifying the latitude and longitude on the globe	1 Tropic of Cancer 2. Tropic of Cancer, 80°N Longitude 3 Tropic of Cancer , 80° N Longitude, State on Tropic of Cancer
Locating the place	15° North Latitude, 80° East Longitude _____ 24° North Latitude, 72° East Longitude _____ Correctly answers 1 and 2

Teacher will record all questions raised by students in portfolio to check their progress.

Rubrics for Assessment

Assessment	Needs assistance	Has potential to do better	Can assist and guide others
Identification and recognition Identifies globe, latitude and longitude and related terms	Unable to recollect the names	Recollect the name with ease	Recollects the name and relates them with the similar images given in Atlas and other maps

Understanding Explains the use of latitudes and longitudes	Unable to read degrees of latitude and longitudes	Able to read degrees of latitudes and longitudes but unable to relate with directions	Able to read latitudes and longitudes and directions, Important latitudes and longitudes , meridians ,etc.
Application Locates places with the help of latitudes and longitudes on the Globe	Unable to locate places with reference to latitude and longitude	Able to locate places with reference to latitude and longitude but with difficulty	Able to locate places with reference to latitude and longitude with ease. Locates other places along the major latitudes and longitudes.
Cooperation, active participation, empathy towards all members of the group	Not participating	Interacting with only a select members of the group	Interacts, participates as well as takes initiatives to help others.

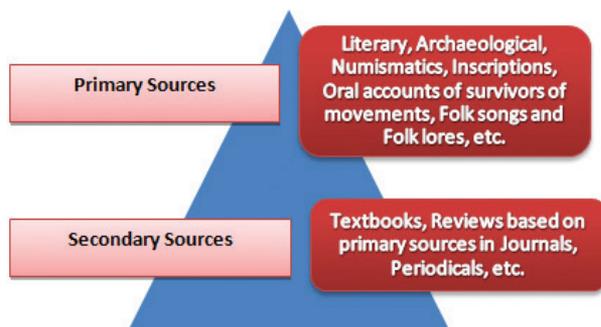
HISTORY

Theme: Sources

Introduction

The domain of Social Sciences is based on reservoir of sources that enable the learners to understand different subjects in-depth. Sources are mainly primary and secondary. They help the learners to get in-depth information with regard to human interactions with nature as well as individuals and society at different points of time. Sources are multiple, but it is important for you, to identify them as per the theme, so that learners get a holistic view of the topic under investigation. You should encourage them to critically explore each source so that they could draw their own conclusions. By assisting them, you can make their journey of exploring various events in the past; understand the interconnection between cause, effect and consequences of events and phenomena interesting. They

will also be able to draw linkages in relation to time, space and institution within and across discipline. They will be motivated to understand the phenomena of continuity and change. Diagrammatic representation of sources—



Pedagogical Processes

While discussing the theme on sources you may make the class room teaching participatory, joyful

and stimulating by linking it with the lives of the learners. You may constantly talk with the children, initiate activities in groups and pairs so that children are motivated to read more on sources, discuss sources critically, give their own interpretations, raise questions and add to the body of information. You may also take children for visit to museum, archaeological sites or interview a living legend in their family, neighbourhood and community especially in the context of getting information related to the India's freedom struggle and partition. While conducting activities you may include Children With Especial Needs (CWSN). You may use sources like tactile maps, diagrams, talking books, audio visual materials, Braille, etc.

Expected Learning Outcomes

The learners –

1. Identify variety of historical and archaeological sources
2. Interpret sources in their own language
3. Evaluate the sources used
4. Recognise the importance of using variety of sources to get a holistic picture

Types of Sources

Literary Sources: You may initiate a discussion on literary sources by informing students that before paper became important for penning down thoughts and ideas, people used birch barks or palm leaf for writing. Many of the written manuscripts documenting variety of happenings that took place in our historical past are available in temples, monasteries, museums and as private collections with some families. They mainly dealt with different subjects like religious beliefs, lives of kings, administrative matters, science, education and many more. They were written in Sanskrit, Prakrit, Tamil and other vernacular languages.



*Our Pasts-I : textbook in history for class VI,(2017), NCERT, p. 4

Activity that can be done individually, in pairs, or groups

1. Have you seen a manuscript?
2. Where did you locate it?
3. What is the material used?
4. Mention what other materials were used for writing.
5. What material are you using now for writing your thoughts?
6. Make a time line showing the degree of change in materials used for writing.

As the knowledge of metals came to be known to humans, gradually various forms of literary works were written on them like copper, bronze and so on followed by paper. Literary works were of various kinds they were religious text, administrative documents, educational and related to miscellaneous matters and were written at different points of time. Written texts were in diverse language and adopted different forms of literary styles. Few were in form of prose, poems, stories, dialogues and so on. You must have explained some of them to the children. Some of our well known law books are the *Dharmasutras* and *Smritis*. These well-known works contain duties for kings, administrators and people. They also deal with property matters and those prescribed for addressing civil and criminal related offences. In the domain of administration *Kautilya's Arthashastra* is considered to be a renowned work. Similarly, in the field of medicine you can give the examples of *Charaksamhita* written by *Charak* and *Susruta Samhita* highlighting elaborate surgical procedures. These examples can be added to as per the requirement of the theme under investigation. In the teaching and learning process you may discuss any theme from the textbook and try to explore whether some of the existing texts make a mention of it. You may add onto the literary sources that were authored by men and women. Some of the literary works of women that can be discussed while teaching the *Bhakti* movement are the compositions of saint poetesses of India like the works of *Andal*. She had authored *Thiruppavai* and *Nachiyar Thirumozhi*. Both her works are in Tamil language and focus on *Bhakti* as a means of achieving salvation. Similarly *Mirabai's Padavali* also focuses on devotion. Both the works portray society in which they lived and composed. The works of saint poets enriched vernacular language and literature and significantly contributed in

strengthening our art and culture. Many of the temples in northern and southern India are dedicated to women saints. The musical instruments used by saints, men and women, are popular to this day in all community singing.

Women also find a reference in some significant works like the *Silappadikaram*, a Tamil epic. Also the great philosophical texts like the Upanishads make a mention to women thinkers like *Gargi*. She was a great scholar and participated in the debates held in royal courts. Literary text also included biographical works of rulers many of the authors were court chroniclers. *Bana* wrote the *Harashacharita*, *Bilhana* wrote about *Vikramaaditya* and *Kalhan's Rajatarangini* is an account of the History of Kashmir, *Chand Bardi* wrote *Prithviraj Charita*. You may add many more to this list while discussing empires in ancient India. You may also tell the learners that literary text should be used along with other sources, like archaeological, to get a holistic picture of our pasts.

Activity to be done in mixed groups

S. No	Authors	Text	Period to which they belong

Accounts of People Who Visited the Indian Subcontinent From Time to Time

The Indian sub-continent was visited by persons from time to time. The purpose of their visit varied; few came as travellers, and some wanted to enroll themselves in reputed universities like Taxila and Nalanda. Those who came as Buddhist pilgrims in search of knowing more about Buddhism, gave rich accounts about it in their works. All travellers who visited our country left rich accounts about our culture, heritage, educational systems, religion, and society and about the rulers. Their accounts are rich resources in knowing about our past. In the teaching and learning process you may also explain that the accounts of travellers have to be used along with other sources as there is an element of subjectivity attached to them as they understood society or any event of their interest from their own viewpoint. Hence their works may not always be fully authentic piece of information to be relied upon. You may give examples of Greek ambassador *Megasthenes* who stayed in the Court of *Chandragupta Maurya* and wrote his famous book *Indica*. Even

though this book is lost, its excerpts are found in the writings of other Greek writers. This work throws light on the *Mauryan* period and also mentions Alexander's invasion. Many Chinese pilgrims visited our country. Fa Xian visited India 1600 years ago, during the reign of the *Guptas*. XuanZang spent a lot of time in *Harsha's* court. He translated many Sanskrit works into Chinese. He studied at Nalanda and penned down his experiences. The other traveller who visited India much later was *Al Beruni*. His famous work *Kitab-ul-Hind* gives useful account of the people and society. You may give more examples as per the theme under discussion. You may also show map indicating the route they followed and important places they visited.

The ordinary people also composed different forms of literary expositions. You can read about them from the Jatakas and Panchatantra. Stories of Jatakas were often shown on the railing of stupas and in the fresco painting of Ajanta, thereby contributing to art and culture of our times. These stories were centered on different characters that included animals, men, women, and so on.

Activity that can be conducted in pairs and groups

Persons visiting Indian sub-continent in different capacities	Time span of their visit	Accounts	Aspects highlighted in their accounts

Numismatic

Numismatic is a study of coins, paper money and token. It throws light on the state of the economy and the well-being of the people. A large scale circulation of precious coins reflects that the economic condition is favorable. The coins that were used in our historical past were made of precious metals like gold, silver, copper, lead and later paper was used as currency. The earliest coins used were the punch marked coins that were generally rectangular, sometime square or round in shape. Later most of the coins were issued by ruling dynasties and hence many have the name of the rulers engraved on them. You may have seen coins in museums belonging to the Gupta and the Kushana or later period. Some interesting information you may like to share with learners—



Our Pasts–I: textbook in history for class VI,(2017), NCERT, pp. 86, 92
Our Pasts–II: textbook in history for class VII,(2019), NCERT, p. 54

You may give example of Jahangir of how he struck silver coins bearing his own title on one side and on the other the inscription in the name of the queen Noor Jahan.

Some coins contain religious and legendary symbols. You may continue the theme by organising the following activity:

Activity to be done in groups and in pairs

Show children some coins used presently. You may then:

1. Ask them to read what is written.
2. What symbol has been used?
3. What visuals are highlighted?
4. What metal is used?
5. What are commemorative coins?
6. Can they recall the name of any personality on whose name a commemorative coin has been issued?

Inscriptions

The study of inscriptions is called epigraphy. The earliest inscriptions were engraved on rocks, pillars, stone slabs, walls of buildings, monuments and temples. Inscriptions conveyed diverse messages. You may give example of the Ashokan inscriptions that were found in different parts of the country. Most of the Ashokan inscription were in Prakrit and were written in Brahmi script. You may add that one of his inscriptions was written in Kharoshti found in Kandahar, Afghanistan. This was

written in Greek and Aramaic script. You may show pictures from textbooks or other visuals, e-resource etc.

Thus, sources are important resources for knowing our historical past, its diversities, uniqueness and the rich repertoire of our culture heritage. Archaeological remains in form of artifact's, objects and building add information to theme under investigation. You may show children the remains of early human, stupas, paintings, and so on .Together; they give a glimpse of the theme under investigation.

You may give children following activities, encouraging them to pen their ideas in a bilingual manner.

- Identify a theme for the project.
- Explore sources, find out whether they are locally available.
- Classify them and mention the period to which they belong.
- You may also collect oral accounts from the survivors of the Quit India movement or Partition by locating them in your neighbours, family, and community.

While using sources as a resource you can make the entire classroom teaching participatory and interesting. You have to constantly dialogue with them by posing questions after each activity, encouraging them to voice their doubts, add information, if required. You need to find out about those who are not interested, defiant and disturb the class. Encourage collaborative learning with mixed group formation. Use of teaching aids in form of maps, visuals, models and so on can be thought about. This will help the learners understand sources and their relevance of understanding our historical past.

The learners may be assessed through project work, essay and short answer questions. You may encourage them to pen the answers in their own language.

Theme: Livelihoods

Introduction

There are different ways in which people make their livelihoods in rural and urban areas. The opportunities people get to earn their livelihood may not be the same for everyone. The kind of work they do may also vary depending on several factors such as— the regions they live, the area they inhabit, the culture of a particular region, and so on. Some may be engaged in a work that provides them income throughout the year, like— those engaged in small scale, cottage industries and service sectors of the economy. Few may be engaged only for some time in a year such as those involved in agricultural activities like sowing, weeding, harvesting, and transplanting. Different jobs

may also entail different issues and challenges which again may vary from person to person or one group to another.

Learning Objectives are to:

- identify the different ways in which people earn their living in urban and rural areas
- examine whether people have equal opportunities to earn a living
- describe the similarities and differences in life situations and the challenges people face in different areas

Suggested Pedagogical Processes

The theme 'Livelihood' is expected to enable the children to describe and understand the factors responsible for availability of different livelihoods undertaken in rural and urban areas by men and women. You may engage children in mixed groups and discuss different sources of livelihoods in their district and villages. You may also motivate them to mention the issues and challenges associated with different types of livelihood. Case studies, audio-visuals on different occupations taken up by men and women from different socio-economic background may be shared and discussions can be organised to elicit children's perceptions on them. You may organise a visit to a nearby agricultural field to familiarise children with different type of agricultural activities performed by men and women. If your school is located in urban area, students can be taken to construction sites, factories, officer or market places.

In addition to the above participatory approaches, survey method, role play on different occupations can be conducted. Fairs can be organised in schools. Showcasing different products from rural and urban areas may be thought of while transacting the theme.

Activities to be done with mixed peer groups

A series of activity-linked discussion may be used as pedagogy. To begin with, the concept of livelihood itself may be introduced through discussion mode between teachers and students. The interaction may revolve around the occupation of parents of learners – the nature of work, the activities associated with the occupations, what they do with their earning, how it is spent? Based on the interactions, teacher may explain to the students that livelihood is a way people earn the money they require to pay for food, a place to live, clothing etc. This means any discussion on livelihood involves the details of various occupations or jobs in which people are engaged to meet the

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essential needs of life. In order to help the learner recognise different occupations, three activities are suggested.

1. Teacher can supplement print or hand-drawn visuals with what is already available in the textbook.
2. Children may be encouraged to make drawings of people engaged in various occupations.
3. Children may be guided to conduct a mini survey by posing set of questions.

Activity 1: Teacher can supplement the visuals (image) given in the text with pictures of persons doing a variety of occupations as a collage and show it to the students and put up on a board for easy reference for the students. You may also take help of newspapers mentioning livelihood given in visuals and texts. Audio visuals with a similar content may be included for differently-abled learners. Based on this, the following exercise can be done by the learners under the guidance of the teacher:

1. Write down or narrate the different activities or work people do in the picture or videos.
2. Identify which works are related to farming and which are not.
3. Find out different names in different languages for the various occupations you see near your school/home.

Works related to farming	Works not related to farming	Men/ women/ both	Rural/ urban	Paid/ unpaid

This will help them in developing different skill such as identification, classifications, writing, communication skill through visuals, audios, videos and audio visuals. It will help the learners to recognize linguistic diversity and encourage them to explore different languages. Different names may be prevailing in different languages for similar occupation. For example, labour contractor/theekhedar, mason – mesthiri, wage labour - cooli, mazdoor, etc. Teachers can help students document those names in different languages and present in the class in a chart paper. Students speaking different mother

tongue can expand this chart. This exercise can foster respect for linguistic diversity.

It may be noted that there are broad ways classification livelihood opportunities. There is no strict boundary that people are engaged only in the way described above. For the first time to young children we are introducing employment details of people in different locality. Some amount of simplification is required.

This can be followed by discussion on the occupation of people in rural areas that generally involves:

In urban areas, people are mostly engaged in non-agricultural jobs mainly in industries/factories and in service sector jobs. They can be broadly grouped into:

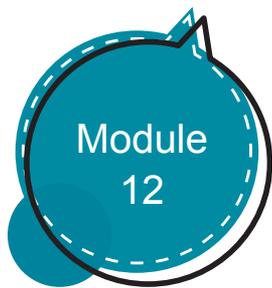
There two chapters provided in the textbook Social and Political Life I, give a bird's eye view of employment scenario in the whole country.

Activity 2: Students may step out of their classroom in pair (differently-abled students can be involved and included in this way) and observe around outside the school and come out with drawing and descriptions of people engaged in different occupations. These drawings can be pasted on the classroom notice board under various classifications. This activity can help learners to develop skills of identification, classification and observation.

It is possible that the chapter dealing with life in rural areas – may not be fully understood by students studying particularly in urban areas/cosmopolitan cities. Also children living in rural areas may find it difficult to imagine. What it means to be a garment factory or readymade textile shops and multistory shopping complexes. In both the situations, teacher can help to make the students to contextualise the scenario is important. One way to solve the issue it to show some videos, movie clips containing the scenario, farming, fish markets, people buying and selling in shopping complexes, garment industry work may be shown.

Activity 3: The narration technique used in the textbook involving persons who are actively engaged in may also be supplemented by another method of learning i.e. survey method or mini note book based survey:

Students can be asked to meet persons doing different jobs. Many children's parents may be doing these jobs. Either children can be encouraged to collect the work nature of their parents or the teacher can guide students to collect the following details.



1. Gender
2. Occupation
3. What are the activities in the occupation?
4. At what time they have to go from home and come back?
5. How do they reach out to work place?
6. How much they are paid in a day or week/month?
7. Do they get jobs regularly? Which month they get regularly? Why it is not regular?
8. Is income generated from work sufficient for family or not? If the answer to the above question is no then what alternative ways of earning is taken up? (More may be added to the list)

Many issues and challenges faced by people in different occupation will come up through this activity. Based on the survey, teacher can discuss with the students the different issues and challenges people face in their life. The teacher can also bring into focus-

- Importance and purpose of activity or a particular trade performed in order to inculcate dignity of labour in the minds of the learners
- No gender based division of work/activity
- Diversity of occupations
- Differences and similarities they noticed among different occupations
- Difference in wages paid for men and women

After conducting all the three activities, job details collected by students may be provided in the following table.

Sector	Name of the occupation (students may fill on the basis of visuals / hand drawn ones / mini survey)
Industrial Classification	
1. Agriculture and other allied activities	
2. Industry	
3. Service sector	
Occupational classification	
Rural Areas	
1. Agricultural Labourers	
2. Farmers	
3. Non-agricultural jobs	

▪ Self-employed nonagricultural jobs	
▪ hired or workers in non-farm jobs	
Urban areas	
1. Self-employed/Employers	
2. Regular salaried jobs	
3. Casual wage labourers	

Teacher can also integrate generic issues in the discussion.

- If there are any children engaged as labourers in the neighborhood, it can be discussed and children's views on involving child labourers can be debated in the class. Government policies relating to this may also be highlighted.
- A discussion on what kind of occupations men are generally engaged in and what activities in which women are engaged.
- Teacher can also pose questions on why some farmers possess a large amount of lands and many other possess only a small amount of land. In the urban areas, some people own houses and many others live in rented houses. Some family possesses many movable and immovable assets and a few other families possess a few of such assets. We need not go into the details. We can give children opportunity to notice these.
- Teachers ask students to collect the details from some shops, their size, goods sold in the shop, the price levels prevailing in different kind of shops. They can be posed with questions on why some people sell their goods on roads and some are selling in shops. Children can be encouraged to talk to their parents/guardians whether they migrated from one place to another, why did they migrate, what their grandparents were doing, is there any major benefit from migrating to the current place of residence and so on.

Exercises questions and their motives

After teaching the unit Livelihood the teacher can conduct formative assessment to know whether the students have understood terms such as occupations, wages, profit, loan, market, land, production of goods, seasons/climate, debt, lending, borrowing, farming, factory, call centre, transportation, and migration.

After completing the theme you will notice that there are many learning outcomes which are not explicitly referred to in the module but are achieved through participatory teaching. Learners communicate verbally and through words and visuals.

They also develop communication skills when they go and talk to their peers, neighbours and community members as part of their school activities.

Criteria for Self-assessment

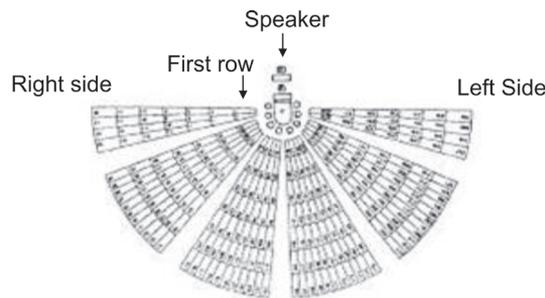
I will be able to	Some what	Good	Very good	Excellent
Use the module and examples and add more to it				
Interlink different domains of social sciences				
Conduct suggested activities and more				
Translate it in the language of learners				
Prepare Teaching-Learning materials- audio/video and so on				

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- Manual for In-Service Education of Teachers and Teacher Educators of Social Sciences.* Upper Primary and Secondary Stage. (2017-18). Department of Education in Social Sciences, NCERT, New Delhi
- Our Pasts – I : Textbook in History for Class VI.* (2017). NCERT, New Delhi
- Our Pasts – II : Textbook in History for Class VII.* (2019). NCERT, New Delhi
- Social and Political Life – I : Textbook for Class VI.* (2015). NCERT, New Delhi
- Syllabus for Classes at the Elementary Level. *National Curriculum Framework-* 2005. Vol-I, (2006). NCERT, New Delhi
- The Earth Our Habitat, Geography Textbook for Class VI.* (2006). NCERT, New Delhi

INTEGRATED EXEMPLAR — MOCK PARLIAMENT/ASSEMBLY ACTIVITY

- Right side to the speaker – Ruling party group
- Left Side to the speaker – Opposition party group



- Front rows seats to important leaders (number according to their strength in the house)
- Front row first seat in the left – Dy. Speaker

Introduction

Staging of mock parliament or assembly often prove to be helpful in learning Social Sciences. It invests Social Sciences with the sense of reality. The learners could play the roles of the parliamentarians or members of legislative assembly. They may not use the costumes, but the seating arrangements etc. of the class may be made as close to those of the sessions as possible. As a preparation for such parliaments, groups of learners should be assigned the responsibility of preparing the statements/speeches of different people participating in the parliament. One class period may have to be devoted to the task of division of groups and assignment of roles to them. Staging may take another class period. After the session has been staged, another class should be devoted to answer specific questions on the learning expected to be gained from the holding of such sessions.

A teacher can organise a mock parliament in the classroom to give a chance to the young learners to put forth their views on various contemporary issues and concerns. Learners can discuss together, brain storm on a problem, find ways to handle it and chalk out a plan for varied issues. This exercise will help the learners to express their opinion, strengthen their decision making abilities, develop cooperation and respect towards the views of others and promote team work.

What is a Mock Parliament?

A Mock Parliament is a recreation or imitation of the parliamentary proceedings of a legislature assembly, the Parliament or a Legislative Assembly. The Indian Parliament is based upon the Westminster model of parliamentary system, the Parliament of the United Kingdom.

This activity is an exemplar educational device to understand and explain some issues of teaching learning of history, geography, economics and social and political life. The device can also be used to promote community activities for social betterment.

General information about Lok Sabha

The Lok Sabha hall has a seating accommodation for 550 Members. The seats are placed in six blocks, each with eleven rows. Block No. 1 on the right-hand side of the Speaker's Chair and Block No. 6 on the left-hand side have 97 seats each. The remaining 4 blocks have 89 seats each. A seat is allotted in the chamber to each Member of the Lok Sabha. The seats on the right-hand side of the Speaker's Chair are occupied by the Members of the ruling party/ group and those on the left-hand side by Members belonging to the Opposition Parties/Groups. The Deputy Speaker occupies the first front row seat on the left side. The seats are allotted according to the party strength and by also the discretion of the Speaker, in case of very senior or prominent members even though their party strength is low or being independent member.

Important terms: Reflect and Ponder

Lok Sabha (also called House of the People, the Lower House of the Parliament) - Members of the Lok Sabha are elected by adult universal suffrage to represent their respective constituencies. Lok Sabha is constituted after the general election and works for five years or until the body is dissolved by the President on the advice of the council of ministers.

Speaker – The presiding office holder of the Lok Sabha in India.

Leader of the Lok Sabha - the Lower House of the Indian Parliament, is the Prime Minister by default if he is a member of the Lok Sabha. If the Prime Minister is not a member of the Lower House of Parliament he can nominate another minister as the Leader of the House.

Leader of opposition - The member who leads the official opposition in either House of the Parliament of India. The official status is conferred to the leader of the party having secured 55 seats (10%) of the seats in the Lok Sabha.

Question Hour - The first hour of every day's sitting in Lok Sabha. During Question Hour members may ask questions of ministers on different aspects of administration and government policy. Every minister whose turn it is to answer questions has

to stand up and answer for his department's works or lapse, as the case may be.

Zero Hour - The time immediately following the Question Hour is known as "Zero Hour", because it starts at around 12 noon. During this hour, with prior notice to the Speaker, members can raise issues of importance.

Issue 1

Subject: Awareness on Cultural Heritage

Opposition leader: Question

Whether the Government is aware that our historical monuments/buildings are getting destroyed?

Whether having stringent laws will address the issue of intentional and unintentional destruction, neglect etc. What should be done for bringing awareness about the rich cultural heritage of our country among the masses.

Minister: Answer

We are aware that today our historical resources are vulnerable. Historical sites and monuments/buildings are destroyed in many different ways, from intentional vandalism to casual scribbling on the walls of our monuments. Most people are unaware of the great value of our heritage.

We already have many laws in this regard. But as one scholar has rightly pointed out that 'misuse and abuse of the physical heritage can never be stamped out fully by legislation, but only by raising the awareness of the general public through education. One of the most influential forces on the public today is their children themselves the general public of tomorrow'. Educating children about these resources not only helps create an informed public, but also indirectly educates parents and guardians and thus may help reduce looting, destruction and encourage them to protect it. Our children are taught about various historical monuments in our textbooks and sometimes they are also taken for field visits. We are doing some work in this area during the designated Heritage Week, but beyond that we have not been successful in doing much in terms of education, to create awareness and empower our younger generation with our rich heritage. The ASI and various museums do organize a few programmes to make students aware and sensitive towards our heritage, these meager, irregular and isolated efforts are nothing towards having a student population who is aware of its cultural heritage and is sensitive for its upkeep. Government, museums, educational institutions and citizen's groups need to come together on this issue as isolated efforts have not been

able to create awareness. There is need for all stakeholders to actively work in close collaboration towards promotion of heritage education. Heritage education should form an integral part of the children's learning process. In this way it will not only help students understand history and society but also inculcate values of respect in them and keep safe our heritage for future generations.

Issue – 2

Subject: Concern for Forest Cover

Opposition leader

Whether Government of India has taken any initiative to increase the forest cover in India?

If so, what efforts have been made by the government?

Minister: Answer (Ministry of Environment, Forest and Climate Change)

a) and b) To increase the forest cover in India, afforestation programmes are being taken up under various Centrally Sponsored Schemes such as National Afforestation Programme (NAP) and Green India Mission (GIM). These schemes are being implemented by the Ministry of Environment, Forest and Climate Change. GIM aims at protecting, restoring and enhancing India's forest cover and responding to climate change. NAP is a scheme for afforestation through people's participation. As a result of various afforestation programmes, the forest and tree cover in the country has increased.

Issue – 3

Subject: Agriculture

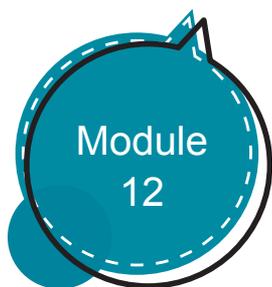
Q. Whether the agricultural production in our country is low compared to other countries? If so, please provide details.

Reply: The production in agriculture sector in India in different crops is higher than many countries. India has made a remarkable progress in increasing levels of production of different crops, which has increased to three times during last five decades. The total food grain production of 275.68 million tons has been achieved mainly due to rise in agricultural productivity. This has not only provided prosperity to farmers, but also ensured food and nutritional security to our country.

Q. Is there a proposal to provide identity cards to women farmers, so that they can be recognised as Independent farmers? If so, please provide details. Reply: Women farmers are already recognized as Cultivators in the Census of India held in 2011. They are included and duly reflected in the total

no. of cultivators. The Government has no proposal to provide separate identity cards to women farmers.

Learners can form groups of ruling party and the opposition party where one member of the opposition party will raise these queries which will be answered by the ruling party members and everyone will participate in the discussion. Teacher can observe and analysis learner's knowledge and understanding about the issues, ability to put forward their views and cooperation among them.



REFERENCES AND OTHER SUGGESTED READINGS (MODULE 1)

A. Recent NCERT Publications

Barkhaa: A Reading Series for All: Digital Version

Barkhaa: A Reading Series for All: Print Version

Education of Minorities - Policies, Programmes and Schemes - Frequently Asked Questions (Hindi, English and Urdu)

Educational Rights of Children with Special Needs - Frequently Asked Questions (under publication)

Including Children with Autism in Primary Classrooms: Teacher's Handbook

Including Children with Special Needs: Primary Stage (Hindi and English)

Including Children with Special Needs: Upper Primary Stage (Hindi and English)

Inclusion in Education: A Manual for School Management Committees (under publication)

Modules for Enhancement of Quality of Education- A Training Package

Tactile Map Book: Upper Primary Stage

B. Other interesting resources

<http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/ilfe-toolkit-in-bangla/> Toolkit UNESCO: getting all children in school and learning

Inclusive classroom observation checklist — <https://www.bristol.gov.uk/documents/20182/239176/Inclusive+teaching+checklist.pdf/c6e3124e-bb02-4979-8de4-6d31c66dfd53>

Inclusive Education - Loreto School, Kolkata — https://www.youtube.com/watch?v=iyKm_QiNIHo

Inclusive Education and Children with Disabilities | UNICEF — <https://www.youtube.com/watch?v=rfWhQUz2J70>

Inclusive Learning: Everyone's In - Overview — <https://www.youtube.com/watch?v=aTXtT05782Y>

Summary of the evidence on inclusive education — https://alana.org.br/wp-content/uploads/2016/12/Summary_of_the_evidence_on_inclusive_education.pdf

Video-clip (animation) about the concept of inclusion and inclusive education — <https://www.youtube.com/watch?v=MGPDqzhjtj0&t=6s>

Video clip about listening to children with disabilities — <https://www.youtube.com/watch?v=R-IQaN04PF4>

Understanding and responding to children in inclusive classrooms — <http://unesdoc.unesco.org/images/0012/001243/124394e.pdf>