

## Ancient World

### Theme 1: The River Valley Civilizations

'River Valley Civilizations' aims at enabling children to understand how our present-day society has evolved. It will help them understand the reasons for development of the earliest societies near rivers. Children will be aware of and appreciate the rich and flourishing civilization on the basis of historical evidences. It will further help to develop in them a world historical perspective of the contribution made by various cultures to the heritage of mankind.

#### Learning outcomes:

Children will be able to:

- ☑ identify and locate the sites of major river valley civilizations on an outline map of the world;
- ☑ discuss and understand with reason the development of early civilizations near river beds;
- ☑ question, discuss and appreciate the sources to know these civilizations;
- ☑ compare the society then (in the past) and now;
- ☑ discuss, debate and appreciate the development in early civilizations;
- ☑ draw a comparative analysis between Indus valley civilization and Mesopotamian, Egyptian and Chinese civilization;
- ☑ appreciate the contribution of these civilizations in today's world.

### The River Valley Civilizations

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ <b>'Civilization'- meaning</b></li> <li>➤ <b>Reasons for settlement near rivers.</b></li> <li>➤ <b>Major Civilizations:</b> <ul style="list-style-type: none"> <li>☛ Indus Valley</li> <li>☛ Mesopotamian</li> <li>☛ Egyptian</li> <li>☛ Chinese</li> </ul> </li> <li>➤ <b>Main Characteristics:</b> <ul style="list-style-type: none"> <li>☛ Origin</li> <li>☛ Location (*Map)</li> <li>☛ Rivers</li> <li>☛ Society</li> <li>☛ Social life – Family, Community</li> <li>☛ Town Planning</li> <li>☛ Occupations</li> <li>☛ Trade</li> <li>☛ Art and (Craft), Architecture</li> <li>☛ Religious Beliefs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Organising</b> discussions (whole class/group) on the different civilizations, important features and the decline.</li> <li>➤ <b>Organising</b> Audio Visual shows on: <ul style="list-style-type: none"> <li>☛ Map of Ancient civilizations</li> <li>☛ Bharat Ek Khoj</li> <li>☛ Sources – excavated sites, remains etc. followed by a discussion with the children.</li> </ul> </li> <li>➤ <b>Providing</b> opportunities to: <ul style="list-style-type: none"> <li>☛ analyse cause, effects and relationship between different river valley civilizations.</li> <li>☛ identify and define world's earliest civilizations.</li> </ul> </li> <li>➤ <b>Providing</b> opportunities to discuss: <ul style="list-style-type: none"> <li>☛ Reasons for river settlements.</li> <li>☛ Geographical significance to location of ancient civilizations.</li> <li>☛ Sources to know these civilizations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Documentaries on different civilizations.</li> <li>➤ PPT on the sources to know these civilizations.</li> <li>➤ The documentary "The Masters of Rivers".</li> <li>➤ Guest lectures by local historians</li> <li>➤ Outline map of the world.</li> <li>➤ Maps showing River Valley Civilizations.</li> <li>➤ Clay</li> <li>➤ Audio-Visual materials.</li> <li>➤ Charts and pictures on different civilisations.</li> <li>➤ Museum.</li> </ul>

## The River Valley Civilizations

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<p>➤ <b>Decline</b></p>	<p>➤ <b>Assigning</b> a Project work as a group activity on undertaking a comparative study between river valley civilizations in different parts of the world.</p> <p>➤ <b>Making</b> models by children based on the Seal, Great bath (<i>using only environmental friendly materials</i>) - Clay models.</p> <p>➤ <b>Preparing</b> a Scrap Book by each child – on pictures related to the civilization.</p> <p>➤ <b>Enacting/ role plays</b>, for example: children can imagine themselves as traders from Harappa on a business trip and give an account of the trading systems.</p> <p>➤ <b>Making</b> projects (group/individual) on the Planning in Indus Valley Civilization /tracing the rise and decline of any ONE of the four civilizations in the theme.</p> <p>➤ <b>Showing</b> the extent of related civilizations and rivers through Map Work.</p>	

**Integration:** Geography

**Life Skills:** Appreciation for Heritage



## Theme 2: The Vedic Civilization

The aim of the theme 'Vedic Civilization' is to acquaint and inform children of India's glorious past dating back to 3500 years ago. They will understand and appreciate how ancient literatures like Vedas and Epics provide an insight into our past and the genesis of our present-day society.

### Learning outcomes:

Children will be able to:

- ☑ define the term 'Vedic' and list the various literature related to it;
- ☑ summarize the life style of the Vedic period by relating it to the epics;
- ☑ discuss and identify the differences and similarities between the early and later Vedic period;
- ☑ trace the changing position of woman in early and later Vedic society;
- ☑ analyze and appreciate the rich cultural heritage of India in terms of values, beliefs and traditions.

The Vedic Civilization		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Aryans in the Sapta Sindhu &amp; Gangetic valley</li> <li>➤ 'Vedas' and 'Vedic' - meaning</li> <li>➤ The four Vedas, Upanishads, Puranas</li> <li>➤ Epics Ramayana &amp; Mahabharata</li> <li>➤ Brahmavarta (Early Vedic age) <ul style="list-style-type: none"> <li>☛ Political Organization</li> <li>☛ Social life</li> <li>☛ Economic life</li> </ul> </li> <li>➤ Aryavarta (Later Vedic age) <ul style="list-style-type: none"> <li>☛ Political Org.</li> <li>☛ Social Life</li> <li>☛ Four Ashramas</li> </ul> </li> </ul> <p><b>Gurukul System</b> <b>Economic life</b></p>	<p><b>Providing opportunities for:</b></p> <ul style="list-style-type: none"> <li>➤ Sharing their personal experiences on Epic stories of <i>Ramayana</i> and <i>Mahabharata</i>, <i>Hawan</i> and chanting of <i>Shlokas</i>.</li> <li>➤ Explaining the terms "Vedas" and 'Vedic'.</li> <li>➤ Comparing the society, lifestyles and position of women and discuss their ideas and views.</li> <li>➤ Highlighting the differences between early and later Vedic period. (Economic, Social and Cultural).</li> <li>➤ Underlining the difference in the evolution of religion: open air – temple, Gods and Goddesses.</li> <li>➤ Discussing with each other and their parents briefly the teachings of <i>Shrimad Bhagwadgita</i>.</li> <li>➤ <b>Preparing</b> a slide show on the oldest city (Vedic city) of India, Varanasi.</li> </ul> <p><b>Organising Audio Visual shows on:</b></p> <ul style="list-style-type: none"> <li>- The Ramayana and Mahabharata through animated videos.</li> <li>- "Bharat Ek Khoj."</li> <li>➤ The early and later Vedic period – Comparing the society, lifestyles and position of women.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Narratives</li> <li>➤ Maps of ancient times – Indus, Sapt Sindhu and Gangetic valley.</li> <li>➤ Videos on the story of Ramayana and Mahabharata</li> <li>➤ Slide shows /Videos on Varanasi.</li> <li>➤ Animated version of Ramayana – "The Vedic Way".</li> <li>➤ Bharat Ek Khoj.</li> <li>➤ Documentary on 'Manual Scavengers'. – attend in later Vedic period.</li> <li>➤ PPTs on Vedic society.</li> <li>➤ Mapping skills</li> <li>➤ Visit to a museum</li> <li>➤ Role Play</li> <li>➤ Guest Lecture</li> <li>➤ Copy of the <i>Bhagwadgita</i></li> <li>➤ Amar Chitrakatha Series on: <ul style="list-style-type: none"> <li>☛ Ramayana.</li> <li>☛ Mahabhartha,</li> <li>☛ Krishna and</li> <li>☛ Bhagwadgita.</li> </ul> </li> <li>➤ Experts</li> </ul>

## The Vedic Civilization

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"> <li>➤ <b>Preparing</b> a Scrap Book (by each child) on – Musical Instruments during the Vedic period.</li> <li>➤ <b>Using</b> maps to show the spread of the civilization along Saptasindhu and Gangetic valley through Map Work.</li> <li>➤ <b>Organising</b> a visit to a museum and interacting with a guide. Discuss what all children saw and their views on the same after the visit is over.</li> <li>➤ <b>Inviting</b> Experts/ special guests to class to discuss the ideas in the Vedic literature, the epics and the Bhagwad Gita.</li> <li>➤ <b>Enacting/ role plays</b> by children on the main characters from the Ramayana &amp; Mahabharata.</li> <li>➤ <b>Organising</b> a Skit – on the basic Gurukul System.</li> </ul>	

**Integration:** Arts Education and Mathematics



## Theme 3: Mahavira & Buddha - Great Preachers

The theme on 'Mahavira and Buddha' will enable children to understand and appreciate the teachings of Gautam Buddha and Mahavira. Use of interesting pedagogy can help them compare and find the similarities and dissimilarities between the two ideologies. It will also develop their understanding on the importance of Ahimsa and tolerance which will in turn help them become responsible citizens.

### Learning outcomes:

Children will be able to:

- ✓ discuss the social conditions that led to the rise of new religions ideology – Buddhism and Jainism;
- ✓ explain the teachings and ideologies of the two great preachers;
- ✓ compose and analyze the reasons that led to the spread and decline of Jainism and Buddhism;
- ✓ critically analyze the importance of Ahimsa and tolerance in today's society.

### Mahavira & Buddha - Great Preachers

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Social conditions for rise of Jainism and Buddhism.</li> <li>➤ Vardhamana Mahavira <ul style="list-style-type: none"> <li>☛ Jainism</li> <li>☛ Early life</li> <li>☛ Teachings (Ahimsa, Caste system, Karma, Rebirth, Search for truth)</li> <li>☛ Sub Sections of Jainism</li> </ul> </li> <li>➤ Gautama Buddha <ul style="list-style-type: none"> <li>☛ Buddhism</li> <li>☛ Early life</li> <li>☛ Teachings (Four Noble Truths, Eight-Fold Path, Ahimsa, Karma, Nirvana, Caste System)</li> <li>☛ Sub Sections of Buddhism</li> </ul> </li> <li>➤ A comparative study between Jainism and Buddhism <ul style="list-style-type: none"> <li>☛ Spread and Decline.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Organising discussions</b> on: <ul style="list-style-type: none"> <li>☛ Explaining the social conditions during the later Vedic period.</li> <li>☛ Comparing the teachings of Mahavira and Buddha.</li> <li>☛ Explaining the ideas of Ahimsa, the Four Noble Truths, Nirvana and the Eight-fold path.</li> </ul> </li> <li>➤ <b>Narrating stories</b> on: <ul style="list-style-type: none"> <li>☛ The period of these times through Amar Chitra Katha.</li> <li>☛ The lives of Gautama Buddha and Mahavira.</li> </ul> </li> <li>➤ <b>Organising</b> a field trip to visit and explore caves like Ajanta, Ellora, Karla caves, and many more. (Buddhist era).</li> <li>➤ <b>Preparing charts</b> (by children) on: <ul style="list-style-type: none"> <li>☛ The Four Noble Truths</li> <li>☛ The Eight-Fold Path</li> </ul> </li> <li>➤ <b>Conducting</b> a Seminar and inviting resource person/s to enable children to understand the significance of 'Ahimsa' in today's world.</li> <li>➤ <b>Organising:</b> <ul style="list-style-type: none"> <li>☛ a debate on Ahimsa</li> <li>☛ a quiz competition/games on Buddha and Mahavira.</li> </ul> </li> <li>➤ <b>Enacting/ Role Plays</b> by children: <ul style="list-style-type: none"> <li>☛ of stories from the Jataka tales.</li> <li>☛ as Gautam Buddha and Mahavira on the stories based on their lives.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Videos and Films— films and life story of Gautam Buddha.</li> <li>➤ Experts.</li> <li>➤ Charts, pictures on Buddha and Mahavira.</li> <li>➤ Quizzes.</li> <li>➤ Guest lectures</li> <li>➤ Role Play</li> <li>➤ Creative expression - preparing Charts on: <ul style="list-style-type: none"> <li>☛ Four Noble Truths</li> <li>☛ Eight-Fold Path</li> </ul> </li> <li>➤ Comics – Amar Chitra Katha &amp; Jataka Tales.</li> <li>➤ Books on stories from the life of Gautama Buddha and Mahavira.</li> </ul>

## Theme 4: Rise of Kingdoms & Republicans

'Rise of Kingdoms and Republicans' will enable children to understand the way men became rulers in the past and their ambition for expansion of their empires resulted in wars and invasions. This will help them understand how our present day social and political life has evolved through the kingdoms of the past.

### Learning outcomes:

Children will be able to:

- ☑ identify and locate Janapadas and Mahajanapadas on an outline map of India;
- ☑ explain the terms "Janapadas" and "Mahajanapadas" and list the major powerful kingdoms;
- ☑ draw a time line, mark the rise of Magadha and list the rulers who ruled it;
- ☑ question and give reasons for the Mahajanapada being so powerful;
- ☑ reflect critically on the invasion of Alexandra.

### Rise of Kingdoms & Republicans

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Introduction to terms – Janapadas &amp; Mahajanapadas.</li> <li>➤ Powerful Kingdoms: <ul style="list-style-type: none"> <li>☛ Vatsa</li> <li>☛ Avanti</li> <li>☛ Kosala</li> <li>☛ Magadha</li> </ul> </li> <li>➤ Mighty Kingdom of Magadha: <ul style="list-style-type: none"> <li>☛ Rulers (Bimbisara, Ajatashatru)</li> <li>☛ Rule of Nandas</li> <li>☛ Alexander's Invasion</li> <li>☛ Chandragupta Maurya (Brief Mention of his life before he became the ruler)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Organising discussions on:</b> <ul style="list-style-type: none"> <li>☛ Constructing a timeline to plot the rise of Kingdoms, republicans using an ancient map of India.</li> <li>☛ Identifying and naming the powerful Kingdoms of Vatsa, Avanti, Kosala and Magadha.</li> <li>☛ Describing the keywords and Janapadas and Mahajanapadas.</li> <li>☛ Outlining the different rulers of Magadha and describing Alexander's invasion.</li> <li>☛ The discovery and use of Iron ore and development of new kingdoms.</li> <li>☛ The reasons for foreign invasions.</li> <li>☛ Analysing critically the reason for some Republican Janapadas.</li> </ul> </li> <li>➤ <b>Organising audio visual shows</b> to show the extent of the powerful Magadha Empire and the invasions of Alexander the Great.</li> <li>➤ <b>Narrating stories:</b> <ul style="list-style-type: none"> <li>☛ Of Alexander and King Porus.</li> <li>☛ Folk tales</li> </ul> </li> <li>➤ <b>Using</b> Maps to show the extent of the powerful kingdoms of India during this period.</li> <li>➤ <b>Enacting/ Role plays/Skits</b> by children on: <ul style="list-style-type: none"> <li>☛ The War between Alexander and King Porus and the famous dialogues between them.</li> <li>☛ 'Ashwamedha yagna' and becoming 'Chakravarty Samrat'.</li> </ul> </li> <li>➤ <b>Inviting</b> Resource personnel/ Guest lecturers /Local historian to talk on the reasons for Magadha being the most powerful Mahajanapada during those times.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Audio/Visuals</li> <li>➤ Books – The story of Alexander and Porus.</li> <li>➤ Outline map of India.</li> <li>➤ Materials necessary for roleplay.</li> <li>➤ Related PPT's/Videos.</li> </ul>



## Theme 5: The Mauryan Empire

The 'Mauryan Empire' with special mention of Emperor Ashoka who gave up war provides an insight into the glorious traditions of non-violence and a welfare state. The children will get to know about 'Chanakya' a famous Indian thinker and appreciate his ideas in 'Arthashastra'. It will enable children to understand the relationship between the concept of Ashoka's welfare state and present-day society.

### Learning outcomes:

Children will be able to:

- ☑ infer and illustrate the features of the Mauryan empire through the sources of Indica and Arthashastra and list the notable rulers;
- ☑ discuss and analyze the features of Mauryan administration;
- ☑ trace the ascent and extent of the Ashoka empire and outline the causes and effects of the Kalinga war;
- ☑ analyze the effects of Ashoka's 'Dhamma' and reflect on the relevance of the teachings of Dhamma in present day society;
- ☑ appreciate the public welfare activities of Ashoka.

The Mauryan Empire		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Sources: Indica &amp; Arthashastra</li> <li>➤ Chandragupta Maurya <ul style="list-style-type: none"> <li>☛ <i>Role of Chanakya</i></li> </ul> </li> <li>➤ Bindusara</li> <li>➤ Ashoka (<i>Ascend to throne, extent of kingdom, Kalinga War, Welfare state</i>)</li> <li>➤ Ashoka's Dhamma &amp; Edicts.</li> <li>➤ Mauryan Administration <ul style="list-style-type: none"> <li>☛ <i>With reference to Pataliputra</i></li> </ul> </li> <li>➤ Mauryan Art and Economy</li> <li>➤ Decline.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Organising</b> Presentations / discussions on: <ul style="list-style-type: none"> <li>☛ The different sources from the Mauryan period and asking children to describe them.</li> <li>☛ Analysing the role and influence of Chanakya in the administration of Magadha.</li> <li>☛ Outlining the rule of Ashoka and the extent of his empire.</li> <li>☛ Critically analysing the reasons for Ashoka being called a great emperor.</li> <li>☛ Describing the influence of Ashoka's Dhamma and edicts.</li> <li>☛ The public welfare activities of Ashoka.</li> <li>☛ Exploring and analysing the reasons for the decline of the Mauryan Empire.</li> </ul> </li> <li>➤ <b>Conducting</b> Audio visual shows on: Bharat – Ek Khoj, Episodes on The Mauryan Empire, Ashoka the Great, Chanakya, followed by discussion.</li> <li>➤ <b>Tracing</b> the extent of Ashoka's Empire on an outline map of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Audio Visuals</li> <li>➤ Debate – Who was a greater King? Chandragupta or Ashoka</li> </ul>

## The Mauryan Empire

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"> <li>➤ <b>Enacting/ Role Plays</b> by children on:                             <ul style="list-style-type: none"> <li>☛ The Kalinga War;</li> <li>☛ Chanakya and Chandragupta Maurya.</li> </ul> </li> <li>➤ <b>Narrating:</b> <ul style="list-style-type: none"> <li>☛ stories on the Kalinga war.</li> <li>☛ short moral based stories.</li> </ul> </li> <li>➤ <b>Encouraging</b> children to write a brief report on the influences of Buddhism on Emperor Ashoka.</li> <li>➤ <b>Organising</b> a visit / field trip to any of Ashoka's rock edicts / local museum and then asking them to prepare individual or group reports.</li> </ul>	





## Theme 6: The Golden Age – Gupta Empire

'The Golden Age - Gupta Empire' will provide children an insight into the glorious past of India owing to advancements in trade, economy, literature, astronomy, Ayurveda, and mathematics. Interesting pedagogies will help children understand the reasons for this period of study to be known as the Golden Age in the History of India and they will learn to appreciate India's rich heritage.

### Learning outcomes:

Children will be able to:

- ✓ draw the extent of Gupta empire on an outline map of India;
- ✓ discuss and analyze the sources to know about Gupta rulers;
- ✓ identify and describe the important achievements of the Gupta rulers -Chandragupta I & II and Samudragupta;
- ✓ evaluate and appreciate the achievements during the Gupta period to summarize the golden age of India.

### The Golden Age – Gupta Empire

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Sources: The history of the Gupta Empire</li> <li>➤ Rulers of the Gupta Empire: <ul style="list-style-type: none"> <li>☛ Chandragupta I</li> <li>☛ Samudragupta</li> <li>☛ Chandragupta II</li> </ul> </li> <li>➤ The Golden Age: <ul style="list-style-type: none"> <li>☛ Features / Characteristics</li> <li>☛ Administration</li> <li>☛ Economy</li> <li>☛ Religious Life</li> <li>☛ Scientific Progress</li> <li>☛ Art, Architecture and Literature</li> <li>☛ Education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Organising</b> discussions on: <ul style="list-style-type: none"> <li>☛ Exploring and understanding the term “Golden Age”.</li> <li>☛ Listing the names of the rulers during the Gupta reign.</li> <li>☛ Comparing the periods of the Mauryan dynasty vs Gupta dynasty.</li> </ul> </li> <li>➤ <b>Showing</b> audio visuals on: <ul style="list-style-type: none"> <li>☛ Kalidasa, Aryabhata</li> <li>☛ Samudragupta – A Great Warrior</li> </ul> </li> <li>➤ <b>Drawing</b> the extent of the Gupta Empire on an outline map of India.</li> <li>➤ <b>Guiding</b> children individually or in groups to make a Collage/Scrap Book of Mauryan age Coins, value of coins, metals used, figures, etc.</li> <li>➤ <b>Helping</b> children to make coin models of the Gupta Age, using clay.</li> <li>➤ <b>Making</b> a chart to highlight the scientific progress during the Gupta Age with reference to contributions of Aryabhata.</li> <li>➤ <b>Discussing and writing reports:</b> <ul style="list-style-type: none"> <li>☛ explaining the accounts of Chinese traveller ‘Fa Hein’.</li> <li>☛ on evidences of Gupta Age as seen in a Museum.</li> </ul> </li> <li>➤ <b>Organising</b> a visit to a Museum followed by writing either individual or group reports on the Visit.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Audio/Visuals</li> <li>➤ Mapping Skills</li> <li>➤ Research</li> <li>➤ Report writing</li> <li>➤ Visit to a museum</li> <li>➤ Bulletin Board-collate achievements of Golden age</li> <li>➤ Travellers account on India's Past &amp; Present</li> <li>➤ Children's history of India</li> </ul>

## Theme 1: Rural Local Self Government

The theme 'Rural Local Self Government' aims at children developing an understanding of the main features and functions of the Panchayati Raj System and other local bodies in India. Children will be able to understand the functioning of the three tiers of the Panchayati Raj System.

### Learning outcomes:

Children will be able to:

- ✓ describe the rural local self -government (Panchayati Raj system);
- ✓ explain the features and functions of local government at the village, block and district levels;
- ✓ appreciate the role played by the local bodies;
- ✓ initiate responsibilities to help local bodies.

### Rural Local Self Government

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Local-Self Government-meaning</li> <li>➤ Panchayati Raj System:               <ul style="list-style-type: none"> <li>☛ <i>Panchayats (Features and Functions)</i></li> </ul> </li> <li>➤ Gram Sabha:               <ul style="list-style-type: none"> <li>☛ <i>Gram Panchayat</i></li> <li>☛ <i>Nyaya Panchayat</i></li> </ul> </li> <li>➤ Block Samiti:               <ul style="list-style-type: none"> <li>☛ <i>Composition</i></li> <li>☛ <i>Functions</i></li> </ul> </li> <li>➤ Zila Parishads:               <ul style="list-style-type: none"> <li>☛ <i>Composition</i></li> <li>☛ <i>Functions</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Working</b> with children to create a web chart of the Panchayati Raj System.</li> <li>➤ <b>Discussing</b> the composition and functions of each unit of the Panchayati Raj system.</li> <li>➤ <b>Assigning</b> groups, the activity of listing and discussing the composition and functions of each unit of the system.</li> <li>➤ <b>Conducting</b> a mock panchayat (role play) to – solve a money lending issue between two members of a village.</li> <li>➤ <b>Encouraging</b> children to write an essay on – 'A day in your area without supervision'.</li> <li>➤ <b>Asking</b> children to prepare a PowerPoint presentation on the role and responsibilities of a Zila Parishad (after accessing information on the related topic).</li> <li>➤ <b>Assigning</b> project to groups of children to show the working of all the tiers of the Panchayati Raj system.</li> <li>➤ <b>Organising</b> a field trip to a nearby village to see the working of the Panchayat.</li> <li>➤ Assigning groups of children, the task of conducting an interview with a member of Panchayat and the Sarpanch to discuss the common problems faced by them at the village level and the role of the Panchayat in solving them.</li> <li>➤ <b>Conducting</b> a survey in the locality to find the existing problems of the area and ways to solve them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learner's daily life experiences</li> <li>➤ Web chart</li> <li>➤ Writing essay, report, application</li> <li>➤ Mock Panchayat</li> <li>➤ An interview with a member of panchayat</li> <li>➤ Media and ICT on the Panchayat elections, and self-government.</li> <li>➤ Tracking the municipal elections</li> </ul>

## Theme 2: Urban Local Self Government

The theme 'Urban Local Self Government' aims at providing information and developing children's understanding of the composition and functions of Municipal Corporations. Transactional processes will help children in taking up responsibilities and solving common problems in their surroundings. These will also enable them to be proactive citizens who will give back to society through an understanding of their duties.

### Learning outcomes:

Children will be able to:

- ✓ explain the term 'Metropolitan' and state the names of four major cities;
- ✓ locate and identify metropolitan cities on an outline map of India;
- ✓ describe the functioning of Municipal Corporations;
- ✓ demonstrate the ability to take initiatives and responsibility in solving community problems such as sewage, traffic jam, pollution, cleanliness;
- ✓ create simple awareness programmes in the vicinity on public welfare issues.

### Urban Local Self Government

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Define the term – 'Metropolitan'</li> <li>➤ Names of major cities– Kolkata, Delhi, Mumbai, Chennai</li> <li>➤ Municipal Corporations</li> <li>➤ Composition</li> <li>➤ Functions (Water Supply, Public health Sanitation, Education, Lighting, Public Security, Public Works, Maternity and Child Welfare)</li> <li>➤ Municipalities</li> </ul> <p><i>*Brief Mention.</i></p>	<ul style="list-style-type: none"> <li>➤ <b>Sharing</b> of prior knowledge and experiences children have of small and big cities, and the city they live in.</li> <li>➤ <b>Building</b> on children's previous learning.</li> <li>➤ <b>Providing opportunities</b> to children for participating in activities such as: <ul style="list-style-type: none"> <li>☛ Describing the term 'Metropolitan' and listing the major cities of India.</li> <li>☛ Showing and locating the major cities on an outline map of India.</li> <li>☛ Listing and explaining the composition and functions of the Municipal corporations.</li> <li>☛ Principles and practices of local governance among officials and elected members.</li> </ul> </li> <li>➤ <b>Assigning</b> children, the task of conducting an interview with the local municipal corporation on common problems of the area. E.g. garbage collection, unsafe water, poor street lighting, etc.</li> <li>➤ <b>Writing</b> a report (individually or in groups) on problems faced by people in metropolitan cities, such as the water logging during monsoons.</li> <li>➤ <b>Organizing</b> a cleanliness drive in the school - under the Swachh Bharat Initiative.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collate data to compare population in towns and in cities (any four)</li> <li>➤ Newspaper, ICT.</li> <li>➤ Mapping skills.</li> <li>➤ Hands on experience.</li> <li>➤ Map of India.</li> <li>➤ Local Municipality Office and people working there.</li> <li>➤ Questions to conduct an interview.</li> <li>➤ Tracking the municipal elections</li> </ul>