



UNIT-3 HISTORY

Structure:

- 3.0 *Introduction*
- 3.1 *Learning Objectives*
- 3.2 *Meaning of History*
- 3.3 *Nature of History*
- 3.4 *Contents of History at Elementary Level*
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3.0 INTRODUCTION

In the last unit, you have gone through geography as an essential components of social science curriculum (i.e. Unit-3 of this block). This unit basically describe meaning and nature of history. Further this unit explain briefly the content, importance of teaching of history in the concept of social science curriculum. Subsequently, unit reflects the process adopted by social scientist to understand the past and also acquaint you with how to illustrate historical events through mapping technique.

3.1 LEARNING OBJECTIVES

After going through this unit, you should be able to:

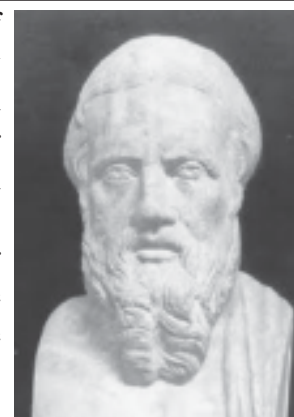
- explain the meaning of history;
- describe the nature of history;
- justify the content of history at elementary level;
- explain the importance of history in social science curriculum in the present context;
- state the role of historians in investigating the past and sharing it with others; and



- illustrate ideas, thoughts and information of historical facts through concept mapping technique.

3.2 MEANING OF HISTORY

You might have read about Aristotle teacher of Alexander. He was a native of Greece. Do you know that Greeks were great seekers of knowledge and wisdom? One of the subjects which added to their knowledge and wisdom was history. The English word ‘History’ has been derived the Greek noun ‘Historia’ which means enquiry, research, exploration, or information. Learning by enquiry or research about the past of mankind was later developed into a discipline by the ancient Greece historians, **Herodotus (484 B.C.-425 B.C.)** and **Thucydides (460-401 B.C.)**. Herodotus popularly known as ‘Father of History’, wrote about the *Graceo-Persian* wars, which contained a mine of information , particularly those relating to the ancient Egyptians and Persians.



Herodotus (484 B.C.-425 B.C.)
Image by Marsyas, GFDL



Battle of Marathan



Graceo-Persian war

Thucydides developed this subject on scientific lines. He wrote the *Peloponnesian* wars purely on the basis of evidence and showed the relationship between causes and effects.

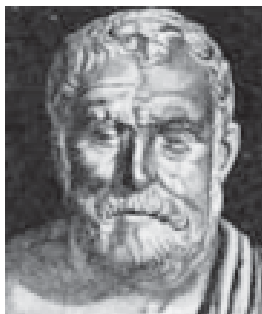


Image of Peloponnesian War



Map of the Peloponnesian War.
Peloponnesian



Image of Thucydides (ca. 460-ca. 401 B.C).
History of the Peloponnesian War, he focuses on
a factual

In the words of **Henry Johnson** (1969) “History is a detailed account of the events that have taken place”. From this definition it becomes quite clear that history mainly deals with the events of the past. In history there is description of events only.

Thomas Carlyle (1895), a famous historian of French Revolution viewed history as “biography of great men” and that it is a record of human accomplishment, particularly of great souls. A single virtuous action of someone has many a time elevated a whole village, a whole city or whole nation to great name and fame.

Prof. Maitland (1898) has further improved our knowledge by saying, “what men have done and said, above all what they have thought-that is history”. In the ultimate analysis, it is thought process, the reflective activity and the image formation of all that happened in the past that become the main business of history.

Prof. Renier (1950) has a new dimension to add when he says that “History is the story of men living in societies”. A new concept in which group activity, collective response to creative thoughts and sociability and the will to serve the interest of all, gains greater prominence.

In the words of **Prof. Ghose** (2007), “History is a scientific study and record of our complete past”

The most significant definition among all the scholars is that of Ernest Bernheim (1889), who says, “History is a **science** that **investigates** and **presents** in their **context** of **psycho-physical causality** the facts determined by **space and time** of the evolution of men in their individual as well as typical and collective activity as social beings”. This definition has touched on all fundamental activities of historical pursuits. It is a **science** because it embodies systematized knowledge based on the realities of life and about occurrences and happenings that have actually taken place and is not based on myth or imagination. Secondly, its main job is to **investigate** those facts of life with the intention of **PRESENTING** them in their **proper context**. But the more important task is to explain their **causality**, find out the problem, examine the issue in its depth and interpret the phenomenon from the origin to its final end. The origin lies in the combination of mental and material factors determined at a particular point of **TIME** and in a particular **place**. The facts are, thus investigated, relate to the progress or change in the position of man so far as his individual activity is concerned.

However history in India has an oral tradition. The achievements of ancient Indian heroes were preserved in the form of ‘sagas’ and ‘gathas’. The bards and other



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people used to learn by heart various events and deeds of the people, because the art of writing and printing books were unknown. The historical events were used to literary, artistic, political and religious purposes. 'Purans' and other historical writings of India have not been arranged in a systematic and chronological order. There is more of praise of kings and warriors. It was only under the English system of education that history was introduced as a school subject in India. Therefore, most early text books were written by the European scholars.

In the end it would suffice to say that history deals with all the worldly affairs pertaining to human beings.

Check Your Progress-1

Notes: (i) Write your answer in the space given below.

(ii) Compare your answers with those given at the end of the unit.

1. State True or False in the bracket.

- a) The English word 'History' has been derived from the Greek noun 'Historia'. ()
- b) The proceedings Peloponnesian war has been written by Herodotus. ()
- c) Thucydides is known as the father of history. ()
- d) The achievements of ancient Indian heroes were preserved in the form of 'sagas' and 'gathas'. ()
- e) English system of education introduced 'history' as a school subject in India. ()

2. List down the main conclusions regarding the meaning of history.

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3. Why were ancient Indian achievements preserved in the form of 'sagas' and 'gathas'?

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3.3 NATURE OF HISTORY

After going through above discussion, it will be easy for us to list out the true nature of history.



1. **History is the study of human beings:** it is concerned with the endeavours and achievements of human beings through the ages. It traces the fascinating story of how human civilisation has developed through the ages. For example, our Indus valley civilization, Aryan civilisation, Dravidian civilization, etc. shows the efforts of man in establishing an orderly society in the past.
2. **History explains the present:** A question may arise in your mind that how the present has been evolved out of past. Let us take an example from daily our daily life experience i.e. the present system of transport is the result of gradual evolution of so called rolling timber used by ancient man in jungle. The task of history is to study this evolution. The causal relationships among the selected happenings are to be unearthed which help in revealing the nature of happenings and framing of laws. The function of historian is to master the past in order to understand its bearing on the present.
3. **Historical events are continuous and coherent:** No human event is born out of vacuum; it arises out of the foundations of previous events. In turn, the event so sustained by previous happenings give rise, along with other interconnected and interdependent events, to new events and the progressive process continues. For example, the failure of a Sepoy Mutiny in India (1857) give rise to various armed revolt at regional level in India, which further contributed to the rise of nationalist movement and formation of Indian National Congress.
4. **History is an unending dialogue between the present and the past:** As we know, past is not known to us and every historian attempts to discover a portion of it and comes closer to reality either by adding new information or by offering a new interpretation. All this involves a very intimate dialogue between the historian, who is in the present, and the events, which are in the past. As the object of past are not present before him, he collects information either from primary or secondary sources like personal diaries, eyewitnesses or records or accounts prepared by someone other than the person, or persons, who participated in or observed an event, and finally uses his/her imaginative power, reflects on the subject and thus enters into a dialogue with the past. The dead data of the past is brought back to life through his/her discursive and discerning power.
5. **History is the interpretation of the past with intention of predicting future:** History in this sense demonstrates the past as a meaningful preparation of the future. Historical events took the place in time and space. The nature of the historical events one of causal connection and its motivating force is the same human nature. For example, knowing the communal situation in India, Churchill predicted streams of blood in the wake of precipitate British withdrawal from the country. It did happen. Modern diplomacy and foreign policy of every country determined taking into account related past experiences.



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6. **Historical forces are linear as well as cyclical:** [linear view of history expresses] that history is a straight line from an unknown past passing through the known present to the unknown future. Further, it says that there is close continuity in history and making it a solid pipe from one end to the other. Cyclical view of history conveys that history moves in a circle. There is a starting point, and then it moves upward movement until it reaches the peak. Thereafter the downward movement sets in until it touches the lowest point where it disappears. The rise and fall of all cultures conform to this pattern. For example, all great civilizations like Egyptian, Babylonian, Indus valley, Harappan Chinese, Greek, Roman, Islamic, European etc., have been subject to this principle.
7. **Knowledge of history is incomplete:** To better understand the nature of history, we shall have to take a closer look at the historical method and particularly, its shortcomings. The method begins with an attempt to identify all relevant information about an historical episode. Since the historian cannot study the past directly, he/she must rely on available evidence. And here we must make a distinction between actual history and known history. Actual history is everything that actually occurred at the time and place of the historical event under study, while known history is merely the scanty evidence left behind. People die taking their memories with them. Few human artifacts survive the centuries. We have little or no evidence from many historical periods. Therefore, the known past is smaller than the actual fact.
8. **History is changing:** History is not static; our views of history are constantly changing as new discoveries, that cast doubt on previous knowledge are made. Before 1900 the Trojan War was considered entirely a myth; Machu Picchu and China's terra cotta army were unknown. New interpretations of historical events frequently come along to challenge older views. Was Winston Churchill the grand statesman of his age or, as has more recently been suggested, a less admirable figure? Such newer, alternative explanations are termed revisionist history. Even a popular film can do much to change public awareness about and attitudes towards the historical past.

The nature of history is very complex. It lends itself to various explanations. No one branch of history is more than a single glimpse of vast complex phenomena. However, no one can dispute the dynamic nature of history, which concerns itself with an ever changing drama of life that has a purpose and a meaning.



Check Your Progress-2

Notes: (i) Write your answer in the space given below.

(ii) Compare your answers with those given at the end of the unit.

4. Mention the nature of history.

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5. Explain how historical forces are linear as well as cyclical?

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6. Differentiate between primary sources and secondary sources of History.

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3.4 CONTENTS OF HISTORY AT ELEMENTARY LEVEL

As you know, history is the part of Environmental Studies (EVS) up to Class-V. The revised EVS syllabus has attempted to draw the child’s attention in Classes I-V to the broad span of time, space and the life in society and integrating this with the way in which she or he has come to see and understand the world around his/her. From Class VI-X, all students would read history as a component of Social Sciences curriculum.

The intellectual development of a learner undergoes important qualitative changes as he or she enters the years of later childhood and early adolescence. Later childhood is a time marked by relative harmony in the inner life of the child. Intellectually, most students enter this period at the level of Piaget’s “concrete operations,” and they negotiate, during these years with their transition into the early stages of logical thinking. Students’ thinking, during these years, becomes increasingly abstract and multidimensional. They are able to engage in comparative analyses across multiple sets of data, interprets on the basis of differences, the obtained data, and develop and test hypotheses through deductive



analysis. These are powerful analytical processes that challenge students' interest and attention. They can follow with interest the origin and development of Indian civilizations. But their skills must be supported by a wide variety of concrete instructional aids, maps, two- and three-dimensional charts for presenting data, and time lines. With such instructional aids students will be able to make critical comparisons and draw valid inferences.

The Class-VI to Class-VIII history content focuses on the past of Indian Society and provides students with a comprehensive overview of the development of their country and its role in the world. Students learn how lessons from the past can be used to make wise decisions for the present and the future. This component has been devised in a such way that it would help students develop a historical sensibility and awareness of the significance of history. The assumption has been that students need to study history not simply as a set of facts about the past – economic, social, political, and cultural – but that they have to learn to think historically i.e. based on historical evidence. Students have to acquire a capacity to make interconnections between processes and events, between developments in one place and another, and observe the link between histories of different groups and societies. In these three years (VI – VIII) the focus would be primarily on Indian History, from the earliest times to the present. Each year one chronological span of time would be studied. The effort would be to understand some of the social, economic, political and cultural processes within them. In these ways, the study of history helps prepare students to be contributing to the society and became responsible citizens in a complex society characterized by plurality of culture and, rapid technological, economic, political, and social changes.

The course titles and major subtitles for class-VI to Class-VIII of history are prescribed by Central Board of Secondary Education (CBSE, 2006) are as follows:

<i>Class-VI: Our Past-I</i>	
<p>When, Where and How</p> <ul style="list-style-type: none"> • The time frame under study. • The geographical framework. • Sources. <p>The Earliest Societies</p> <ul style="list-style-type: none"> • Hunting and gathering as a way of life, its implications. • Introduction to stone tools and their use. • Case study: the Deccan. 	<p>New Ideas</p> <ul style="list-style-type: none"> • Upanisads. • Jainism. • Buddhism. <p>The First Empire</p> <ul style="list-style-type: none"> • The expansion of the empire. • Asoka • Administration.



The First Farmers and Herders

- Implications of farming and herding.
- Archaeological evidence for crops, animals, houses, tools, pottery, burials, etc.
- Case study: the North-West, and the North-East.

The First Cities

- The settlement pattern of the Harappan civilisation.
- Unique architectural features.
- Craft production.
- The meaning of urbanism.
- Case study: the North-West.

Different Ways of Life

- The Vedas and what they tell us.
- A contemporary settlement.
- Case studies: the North-West and the Deccan

Early States

- Janapadas to Mahajanapadas
- Case study: Bihar, Magadha and the Vajji confederacy.

Life in towns and villages

- The second urbanisation.
- Agricultural intensification.
- Case study: Tamil Nadu.

Contacts with Distant lands

- The Sangam texts and long distance exchange.
- Suggested regions: the Tamil region, extending to south east Asia and the west.
- Conquerors from distant lands: north western and western India.
- The spread of Buddhism: north India to Central Asia.

Political Developments

- Gupta empire and Harshavardhana.
- Pallavas and Chalukyas.

Culture and Science

- Literature, including the Puranas, the epics, other Sanskrit and Tamil works.
- Architecture including early monasteries and temples, sculpture, painting (Ajanta); Science.

Class-VII: OUR PAST-II

Where, When and How

- Terms used to describe the subcontinent and its regions with a map.
- An outlining of the time frame and major developments.
- A brief discussion on sources.

Towns, Traders and Craftsmen

- Varieties of urban centres—court towns,
- Pilgrimage centres, ports and trading towns.
- Case studies: Hampi, Masulipatam, Surat.



<p>New Kings and Kingdoms</p> <ul style="list-style-type: none"> • An outline of political developments B.C. 700-1200 • A case study of the Cholas, including agrarian • expansion in the Tamil region. <p>The Sultans of Delhi</p> <ul style="list-style-type: none"> • An overview. • The significance of the court, nobility and land control. • A case study of the Tughlaqs. <p>The Creation of An Empire</p> <ul style="list-style-type: none"> • An outline of the growth of the Mughal Empire. • Relations with other rulers, administration, and the court. • Agrarian relations. • A case study of Akbar. <p>Architecture as Power: Forts and Sacred Places</p> <ul style="list-style-type: none"> • Varieties of monumental architecture in different parts of the country. • A case study of Shah Jahan's patronage of architecture 	<p>Social Change: Mobile and settled communities</p> <ul style="list-style-type: none"> • A discussion on tribes, nomads and itinerant groups. • Changes in the caste structure. • Case studies of state formation: Gonds, Ahoms. <p>Popular Beliefs and Religious Debates</p> <ul style="list-style-type: none"> • An overview of belief-systems, rituals, pilgrimages, and syncretic cults. • Case Study: Kabir. <p>The Flowering of Regional Cultures</p> <ul style="list-style-type: none"> • An overview of the regional languages, literatures, painting, music. • Case study: Bengal. <p>New Political Formations in the Eighteenth Century</p> <ul style="list-style-type: none"> • An overview of the independent and autonomous states in the subcontinent. • Case study: Marathas
<p>Class VIII: OUR PAST-III</p>	
<p>Where, When, How</p> <ul style="list-style-type: none"> • An overview of the period. • Introduction to the new geographical categories. • An outline of the time frame. • An introduction to the sources. <p>The Establishment of Company Power</p> <ul style="list-style-type: none"> • Mercantilism and trade-wars. 	<p>Women and reform</p> <ul style="list-style-type: none"> • Debates around <i>sati</i>, widow remarriage, child marriage and age of consent. • Ideas of different reformers on the position of women and women's education. • <i>Regional focus: Maharashtra and Bengal.</i> <p>Challenging the Caste System</p>



- Struggle for territory, wars with Indian rulers.
 - The growth of colonial army and civilian
 - Administration. *Regional focus: Tamil Nadu.*
- Rural Life and Society**
- Colonial agrarian policies; their effect on peasants and landlords.
 - Growth of commercial crops.
 - Peasant revolts: focus on indigo rebellions.
 - *Regional focus: Bengal and Bihar. Some comparison with later developments in Punjab.*
- Colonialism and Tribal Societies**
- Changes within tribal economies and societies in the nineteenth century.
 - Tribal revolts: focus on Birsa Munda.
 - *Regional focus: Chotanagpur and the North-East.*
- Crafts and Industries**
- Decline of handicrafts in the nineteenth century.
 - Brief reference to growth of industries in the twentieth century.
- The Revolt of 1857-58**
- The rebellion in the army and the spread of the movement.
 - The nature of elite and peasant participation. *Regional focus: Awadh.*
- Education and British rule**
- The new education system – schools, syllabi, colleges, universities, technical training.
 - Changes in the indigenous systems.
 - Growth of ‘National education’.
 - *Case-studies: Baroda, Aligarh.*
- Arguments for caste reform. The ideas of Phule, Veerasalingam, Sri Narayana Guru, Periyar, Gandhi, Ambedkar.
 - Consequences and implications of the activities of the reformers.
 - *Region: Maharashtra, Andhra.*
- Colonialism and Urban Change**
- De-urbanisation and emergence of new towns.
 - Implications of colonial policies and institutions – municipalities, public works, planning, railway links, police.
 - *Case-study: Delhi.*
- Changes in the Arts: Painting, Literature, Architecture**
- Impact of new technologies and institutions: art schools, printing press.
 - Western academic style and nationalist art.
 - Changes in performing arts – music and dance enter the public arena.
 - New forms of writing.
 - New architecture.
 - *Case-studies: Mumbai, Chennai.*
- The Nationalist Movement**
- Overview of the nationalist movement from the 1870s to the 1940s.
 - Diverse trends within the movement and different social groups involved.
 - Links with constitutional changes.
 - *Case study: Khilafat to Non Cooperation.*
- India after Independence**
- National and regional developments since 1947.
 - Relations with other countries.
 - Looking to the future.



3.5 IMPORTANCE OF HISTORY IN SOCIAL SCIENCE

Why should we study history in social science curriculum at elementary level? This question has several answers. Before going to detail discussion on this query we should take a bird's eye view of the concerns of social science at macro level. As you know that social science deals with the study of the society and human relationships. Its study while on one hand helps in the desired knowledge and understanding of the society and the human relationship, it also on the other hand, fulfils the responsibility of preparing the youngsters for contributing towards the progress and well being of their society and nation. As educators in the field of history-social science, we want our students to perceive the complexity of social, economic and political problems. We want them to have the ability to differentiate between what is important and what is not important. The knowledge provided by disciplines in social science enables students to appreciate how ideas, events and individuals have intersected to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies. If this is the concerns of social science, now how does the teaching of historical happenings contribute to studying the human society and its relationships?

- Firstly, the world has become a small place due to scientific and technological revolution in the 21st century. For peaceful living and sustenance of human being on earth, there is need for mutual goodwill and understanding among the big and small nations across the globe. Therefore, there is a common desire among peoples to know each other better. In this respect the study of history fulfils their need.
- Secondly, it is logical to treat history a temporal canvas against which the facts learned in other subjects can be arranged. Science and mathematics are learned in other subjects from history in the mind of the child; yet a well-planned syllabus of history can help to set scientific discoveries and the invention of mathematical techniques in an historical perspective. For example the stories of transport and communication of tools and machines of foods and medicines, make it possible for the child to have a more broad understanding of science and mathematics.
- Thirdly, the teaching of history develops ethical values in the learners. It inculcates in young minds moral laws of right and wrong. It fosters patriotism in our children. They would feel a sense of pride by the knowledge of our rich cultural heritage and glory of the past, which would instill in them a sense of love for the motherland.
- Fourthly, teachings of history can generate in students the interest of studying the deeds of great men. This interest helps them study the lives of great



men and women. With this study, their feelings are directed towards the higher ideals and values.

- Fifthly, teachings of history helps our children understand how people in other times and places have grappled with fundamental questions of truth, justice and personal responsibility and ponder over how we deal with the same issues today. By studying the humanities and examining the ideas of great thinkers, major religions and principal philosophical traditions, our students will reflect on the various ways that people have struggled throughout time, and ethical issues, Based on reflections, they will consider what consequences are for us today.
- Lastly, it helps our children in gaining powers of memory, imagination and reasoning.

Check Your Progress-3

Notes: (i) Write your answer in the space given below.

(ii) Compare your answers with those given at the end of the unit.

1. How does history develop ethical and moral values in children?

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2. Mention three social values of learning history at elementary level.

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3. How science and mathematics can be learned in historical perspective?

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3.6 HISTORICAL APPROACH TO UNDERSTAND THE PAST

All of us study history for its own sake. We want to know about the past because we find it challenging, frustrating, exciting, exhilarating, and depressing. And all of us believe that, by expanding our experience to the lives of men and women



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in different times and places, history teaches us valuable things both about others and ourselves. Now you may be interested to know how historians retrieve the past (information, facts, events, etc.) How do they investigate and analyze the past? As you know that the past is not the present in solid form before anybody. To know about the past we usually depend on multiple sources. For example, Causes of First War of Independence in India. There is not a single source available in India which can genuinely describe all the causes of First War of Independence systematically. Therefore, we are supposed to consider multiple sources like letters between people, newspapers, bullets from battles, books written on a period, debate, and interviews with experts on a period, etc. Now you may raise a question why we will consider all these sources. Because none of us belong to that period nor do we have eye witnesses. Further, we cannot deny the arguments of any sources in support of causes. Hence, we may use lot of educated guessing and interpretations of information obtained from many sources to reach at the conclusion of causes. Similarly historians are people who investigate the past and take a lot of things into consideration like the ancient historical records written by the ancient people from time to time, use of technology like radiocarbon dating to determine the age of a particular monument, structure, inscriptions written, tales from old folks, old memoirs on scrolls, murals on wall, rock and in caves. There are some sources through which historians would scout to know the past. The above discussion made it clear that the social scientist uses a number of sources to dig the past objectively. All these exercises come under a major approach i.e. **historical approach** to investigate the past. Thus, all social scientists adopt historical approach to understand the past.

Let's discuss the different sources of history.

Different sources of history (on the basis of availability):

From the above discussion, it is clear that historians always depend on multiple sources to get clear cut information on past happenings. Let's have a bird's eye view of possible historical sources i.e. archaeological sources, literary sources, oral traditions.

1. **Archaeological Sources:** There include three types of sources such as:
 - a) Monumental findings including buildings, images, pottery and terracotta figures and other antiques.
 - b) Numismatic evidence is collected from the study of coins.
 - c) Epigraphic includes inscriptions on stone slabs, pillars, rocks, copper plates, walls of buildings, bricks of terracotta, stone seals and images.
2. **Literary sources:** These sources can be divided under three groups:
 - a) Sacred or religious literature- the Vedas, the Epics, the Puranas, Buddhist religious literature, the religious books of the Jains, etc.



- b) Secular literature- it can be divided into two classes- private literature and official literature. Private literature includes dramas, novels, poems, books on grammar and astronomy, medicine and art, biographies, autobiographies, diaries, travelers' account. Official orders, dispatches, sanads, decisions of the law courts come in the category of official literature.
- d) Foreign testimony-Accounts written by foreigners like F-Hein, Megasthenes, come in this category.

3. **Oral Traditions** are very helpful in imparting information about local history. Tod's annals, *Dipvamsa* and *Mahavamsa* come under this source.

Different sources of history (on the basis of evidence):

If we category all the sources of historical happenings on the recordings, they can be brought under two major headings-*Primary Sources* and *Secondary Sources*. Let's discuss in detail these sources.

- 1) **Primary Sources:** These sources are the accounts prepared by persons who were either directly connected with an event or were eye-witnesses to it. Minutes of parliamentary and judicial proceedings, laws, treaties, official papers of states, autobiographies come under this source. Evidence from the time, such as the census, letters between people, video film footage, radio, newspapers, witness accounts, books, artwork and physical discoveries i.e. tomb's, bullets from battles ,also come under this source etc.
- 2) **Secondary Sources:** These are the sources which were prepared by persons who were far away from the scene of actual happenings but who took help of the eye-witness accounts in preparing them. The standard historical works of various periods generally based on original accounts may be classified as secondary sources like books written on a period, debate, recent newspapers, interviews with experts on a period, etc.

Guidelines for historical approach

Historical evidence is derived from historical data by the process of criticism, which is of two types-External and Internal. The following summarizes the guidelines commonly used by historians in their work, under the headings of external criticism, internal criticism.

- **External criticism: (authenticity and genuineness)**

External criticism establishes the authenticity or genuineness of data. Is the relic or document a true one or a forgery? Various tests of genuineness may be employed. For example, to know the genuineness of Arthasastra written by Kautilya, we want to know age or authorship of document which require intricate tests of signature, handwriting, script, type, spelling, language usage, documentation, knowledge available at the time and



consistency with what is known. It may involve physical and chemical tests of ink, paint paper etc. Are these elements consistent with known facts about the person, knowledge available and the technology of the period in which the remain or the documents originated?

- **Internal criticism: (historical reliability)**

After the authenticity of historical documents or relics has been established, there is still the problem of evaluating their accuracy or worth. Although they may be genuine, do they reveal a true picture? Were they competent, honest, unbiased and actually acquainted with the facts or did they have any motives for distorting the account? How long, after the event, did they make a record of their testimony and were they able to remember accurately what happened? Were they in agreement with other competent witnesses?

3.7 CONCEPT MAPPING OF TWO CHAPTERS OF HISTORY AT ELEMENTARY LEVEL

A concept map is a type of graphic organizer used to help students organize and represent knowledge of a subject. When created correctly and thoroughly, concept mapping is a powerful tool for your students to reach high levels of cognitive performance. A concept map is also not just a learning tool, but an ideal evaluation tool for you. You can use it in assessing the performance of your students at the end of a unit/chapter. As students create concept maps, they reiterate ideas using their own words and help identify incorrect ideas and concepts; in that situation you will be able to observe what students do not understand, providing an accurate, objective way to evaluate areas in which students do not yet grasp concepts fully. The process of developing a concept map has been discussed below:

How to build a concept map in history

Concept maps are typically hierarchical, with the subordinate concepts stemming from the super ordinate main concept or idea. This type of graphic organizer, however, always allows change and new concepts to be added

- **Start with a main idea, topic, or issue:** A helpful way to determine the context of your concept map is to choose a focus question—something that needs to be solved or a conclusion that needs to be reached. Once a topic or question is decided on, building with the hierarchical structure of the concept map becomes easy.
- **Determine the subordinate concepts:** Find the subordinate concepts that connect and relate to your main idea and rank them; most general, inclusive concepts come first, then link to smaller, more specific concepts.
- **Finish by connecting concepts—creating linking phrases and words:** Once the basic links between the concepts are created, add cross-links, which connect concepts in different areas of the map, to further illustrate

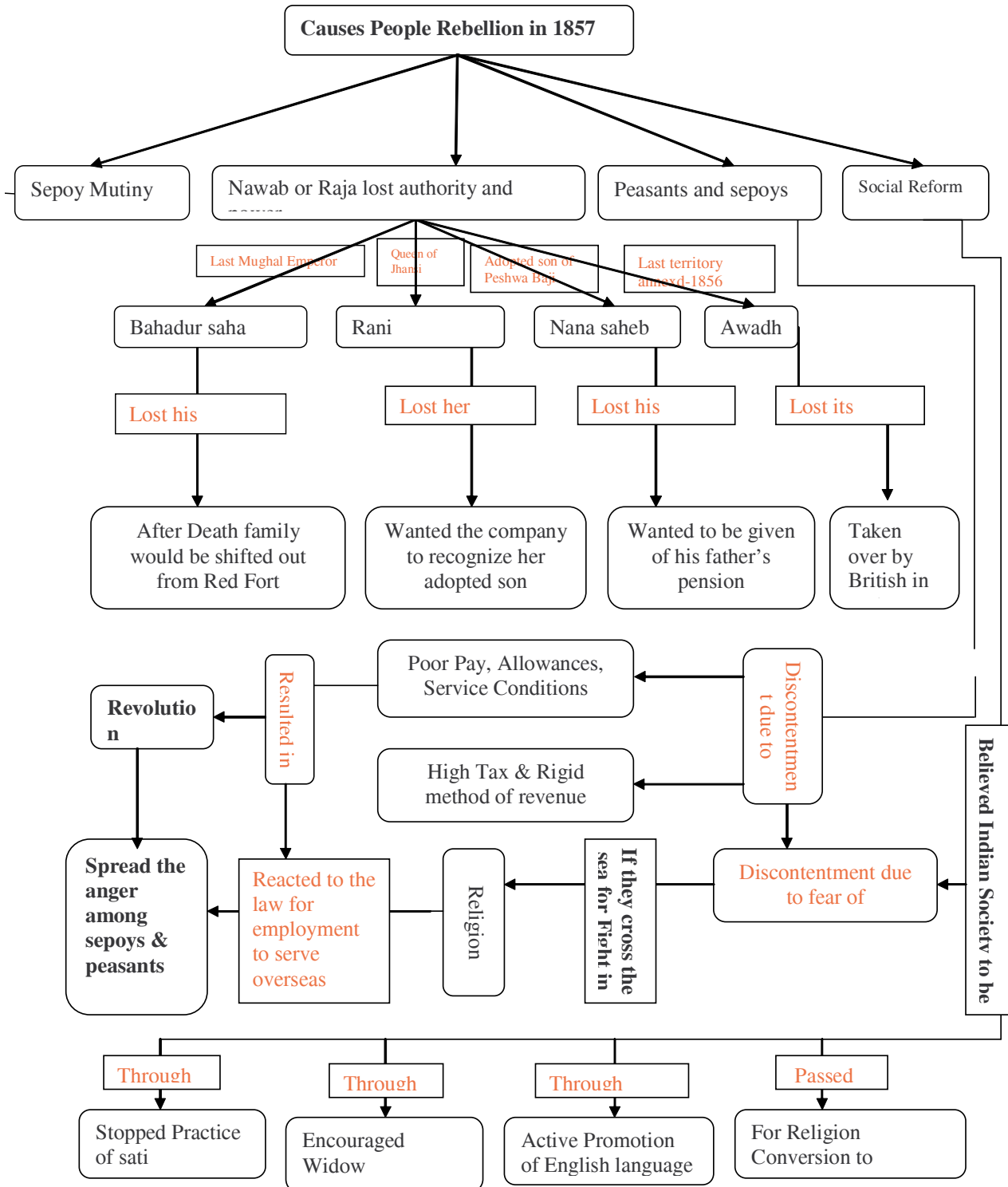


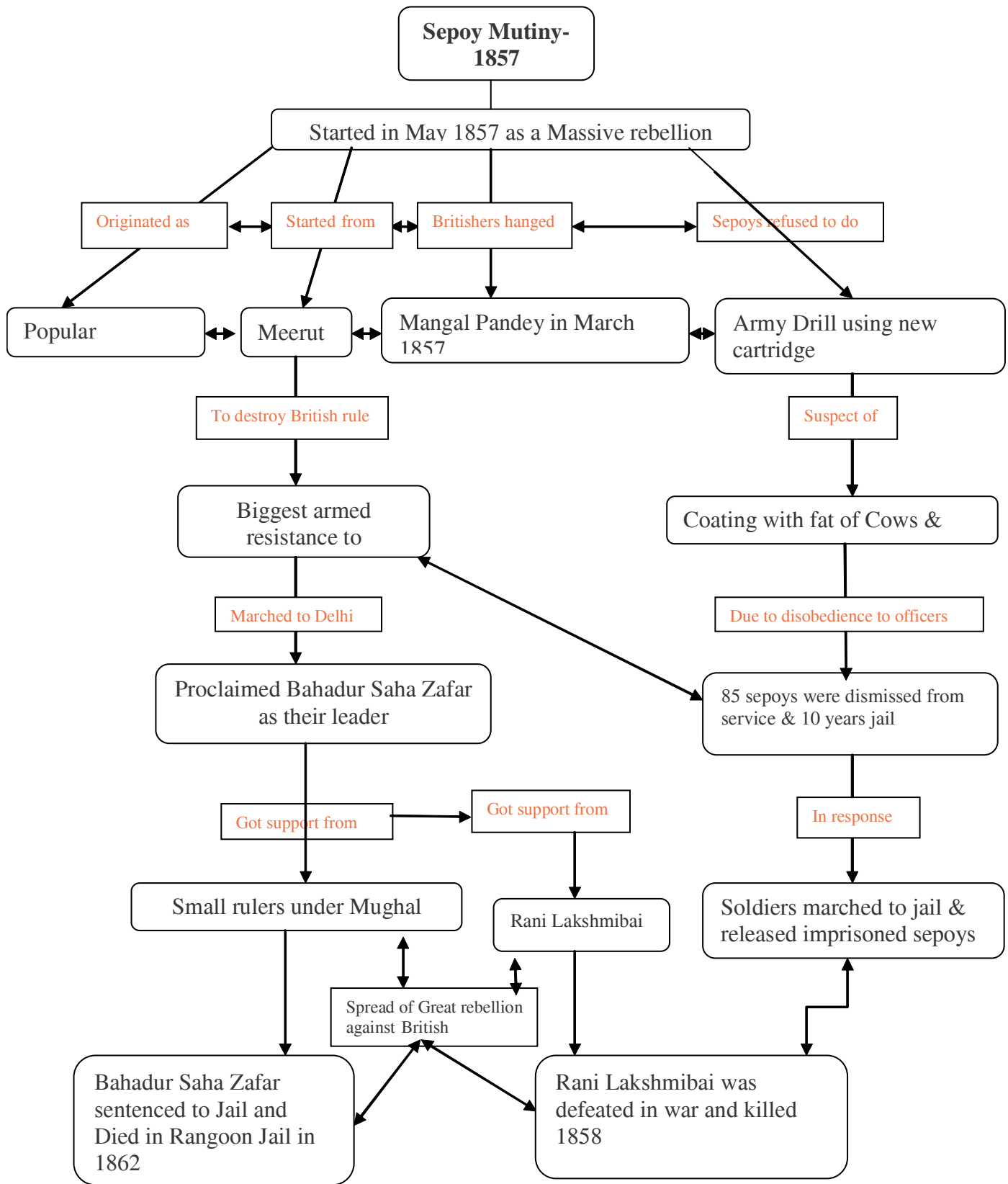
the relationships and strengthen student's understanding and knowledge on the topic.

Notes

Let's take an example from history text book of social science curriculum of Class-VII.

Topic: Causes of People Rebel and After 1857





Note: Matters written in red letters are the connectors to sub concepts.



3.8 LET US SUM UP

History is the study of human beings. It is concerned with the endeavours and achievements of human beings through the ages. It deals with a series of events and which have happened at a given point of time and in a physical and geographical environment. Historical events are continuous and coherent. No human event is born out of vacuum; it arises out of the foundations of previous events. History is the interpretation of the past with intention of predicting future. It has contemporaneity and it is an unending dialogue between the past and the present. It is a prophecy in reverse, as it helps to some extent in knowing what to expect in the future. It is linear according to some and cyclical others. It is incomplete as we have little or no evidence from many historical periods. Therefore, the known past is smaller than the actual past. History is not static; our views of history are constantly changing as new discoveries are made that cast doubt on previous knowledge. However, no one can dispute the dynamic nature of history which concerns itself with an ever changing drama of life which has a purpose and a meaning. The course titles and major subtitles for class-VI to Class-VIII of history are prescribed by Central Board of Secondary Education (CBSE, 2006). The knowledge provided by these contents enables students to appreciate how ideas, events and individuals have intersected to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies. Historians are people who investigate the past by taking a lot of sources into consideration like the ancient historical records written by the ancient people from time to time, use of technology like radiocarbon dating to determine the age of a particular monument, structure, inscriptions written, tales from old folks, old memoirs on scrolls, murals on wall, rock and in caves. These are some sources historians would scout to know the past.

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3.10 UNIT END EXERCISES

1. What is meant by the term history?
2. Who gave scientific approach to history?
3. Why do definitions of history differ? Justify.
4. Do you agree that history deals with all the worldly affairs pertaining to human beings? Explain.
5. "No one can dispute the dynamic nature of history which concerns itself with an ever changing drama of life". Discuss the nature of history in the light of this statement.

History

6. Do you think that syllabus of history in social science curriculum is suitable for elementary students as suggested by CBSE? Point out its weakness, if any. Give your suggestions to remove them.
7. Discuss the importance of history as a part of social science curriculum.
8. As a history teacher how will you guide your students to learn history by using primary and secondary sources?



Notes



UNIT 4 GEOGRAPHY

STRUCTURE

- 4.0 *Introduction*
- 4.1 *Learning Objectives*
- 4.2 *Purpose of Teaching -Learning Geography*
- 4.3 *Reflections on Geography*
- 4.4 *Approaches to Teaching Geography*
- 4.5 *Domain of Geography*
- 4.6 *Teaching Geography at the Upper Primary Level*
 - 4.6.1 *Rationale and Objectives*
 - 4.6.2 *Contours of Content*
- 4.7 *Lesson Plan on Transport*
- 4.8 *Let us Sum up*
- 4.9 *Glossary/Abbreviation*
- 4.10 *Suggested Readings and References*
- 4.11 *Unit-End Exercises*

4.0 INTRODUCTION

By this time, you must have realised that social sciences are one of the curricular areas, which enable students to develop a critical understanding of the society. You must have also realised that how social sciences encompass diverse concerns of society by including wide range of content drawn from the disciplines of History, Geography, Political Science, Economics and Sociology. As a teacher, you may have experience of teaching all these components of social sciences, though you may not have studied about these disciplines in your school or college days and might have felt uncomfortable on certain occasions, while handling these components. Keeping this in mind, an attempt is made to provide you with exposure to the major components of social sciences. In the previous unit, you were exposed to History as a component of social sciences; through that unit you got to know what had happened in history, how historians do their job, and why we need to teach history in our schools. In the present unit, you will get acquainted with another important component of social sciences i.e. Geography. You will be able to know more about two important questions; what is geography



and why should we learn and teach geography? Through this unit, you will also come to know that how different is the content matter and approaches of geography than the other components of social sciences. You will further learn that whether there is anything common between to subject matter of geography and other components of social sciences. Then you will be able to realise the importance of geography teaching at the upper primary level. You will also avail opportunity to note contours of content in geography at the upper primary stage. Further in this unit, you will be exposed to a sample lesson plan on the topic Transport.

4.1 LEARNING OBJECTIVES

After going through this unit, you would be able to:

- discuss the need of studying geography;
- explain the nature of geography;
- analyze the subject matter of geography;
- classify the branches of geography;
- appraise the position of geography in social sciences;
- justify the rationale of teaching geography at upper primary level; and
- design lesson plan in geography

4.2 PURPOSE OF TEACHING-LEARNING GEOGRAPHY

While teaching social sciences at upper primary stage, you must have known that often there are separate books for history, geography, economics, civics (now rechristened as political science), and economics. While it may happen that there is a single book with certain chapters on history, geography, economics, and still in some other cases, there is a single book on social sciences, where boundaries of history, geography political science economics and sociology are not easily visible; the content drawn from these disciplines is amalgamated to study certain social phenomena and processes. In most states of our country, there are multiple textbooks for social sciences and there is single teacher who is expected to transact those textbooks in classrooms. In such a situation, it is quite possible that you may not have studied geography during your school and college days, but with your experience and compulsion you may also be teaching geography to your students. While teaching, you must have come across various topics related to some phenomena of geographical nature in the world and their different parts.



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 **ACTIVITY-1**

List out various topics you have been teaching under the component 'geography'?

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You may have taught your students description of earth, solar system, atmosphere, hydrosphere, lithosphere, landforms, climate and weather, natural and human resources, regions countries, continents, economic activities, agriculture, industries trade, transportation and communication, various global issues such as climate change, global warming, desertification, El Nino, water resources, natural disasters, poverty, unemployment, environmental degradation, and so on.

You may raise a pertinent question that why these topics need to be taught to students? In other words, you may have a question of why we study geography. You may agree to the fact as human being we are curious to know about the earth as the habitat of humankind and other forms of life. Studying geography can provide an individual with a holistic understanding of our planets and its systems. Those who study geography are better prepared to understand issues impacting our planet earth. Those who study geography are well positioned to comprehend and explain global political issues that occur between countries, cultures, cities and their hinterlands, and between regions within countries. We are aware that our lives are affected by our surroundings in many ways. That is how, study of environment gains importance, along with man-nature relationship. We tend to depend on resources to sustain ourselves in the surrounding areas. We need to know the distribution of these natural and human resources. We need to know about region, state and the country in the global context. We need to understand the interdependence of various regions and countries for sustainable development. We need to understand various phenomena which vary over space. We need to know about diverse lands and people. We need to understand the changes which have been taken place over time. Geography plays a role in nearly every decision we make in our daily lives like choosing sites, targeting market sectors, planning distribution network, responding to emergencies. Since the geography equips us with to appreciate diversity and investigate into the causes responsible for creating such variations over time and space knowledge we need to study this important component of social sciences.



4.3 REFLECTIONS ON GEOGRAPHY

In the proceeding section, you have learned about why we study geography. Now the next question you may like to ask; ‘what is geography?’ How does geographer works? In this section, you will be acquainted with the attributes of geography. You are aware that the discipline of social sciences draws content from various components. One such component is geography. The discipline has long evolved history. Geography has been around for more than 2200 years, dating back to Greeks when Eratosthenese (276-194B.C) supposedly coined the term geography. Etymologically, the word has been derived from two roots from Greek language, geo (earth) and graphos (description). Put together, they mean description of earth. In the preceding section it was stated that we need to understand earth as our habitat. Have you ever noted that there exist variations over the surface of earth in its physical environment as well as cultural environment?



ACTIVITY-2

List out the variations over the surface of earth in its physical environment as well as cultural environment?

Physical Environment:..

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Cultural Environment:..

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You have listed out various variations over the surface of earth in its physical environment as well as cultural environment. You must have noted that various phenomena are similar while many other are dissimilar. You have also noted down that these phenomena vary from space to space or in other words we can say area to area in their topography (relief), climate, soils, vegetation, natural



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and human resources and culture. Can you now argue that geography as the study of ‘areal differentiation’? In geography, we do not study only the variations in the phenomena over the earth surface which we have referred to as space but also study associations with the other factors which causes these variations. For example, concentration of population differ from region to region but this variation in concentration of population, as a phenomena , is related to variations in physical features, climate, soils, natural vegetation, availability of mineral resources, religion, food habits, culture, attainment of educational level of people. Thus the concern of geography is to find out the casual relationship between two phenomena or between more than one phenomenon. Let us look at certain examples picked up from NCERT Textbooks in Geography from class VI-VIII

- Destruction of forests in Amazon basin has much wider implications. The top soil is washed away as the rainfall and the lush forests turn into barren landscape. (Class VII , Chapter VIII, Human –Environment Interaction). Can you note the cause and effect relationship in this case?
- Different crops are grown in different regions (Class VIII, Chapter 4, Agriculture). In geography, we tend to identify the causes. A geographer explains the phenomena in a frame of cause and effect relationship, as it does not help in interpretation but also foresees the phenomena in future.

You must have noticed that we live in dynamic, ever changing world and society. The geographical phenomena, both the physical and human, are not static but they are highly dynamic. They keep on changing; the pace of change can be fast or slow.



ACTIVITY 3

List out the changes which you have observed in your vicinity in last two decades?

In relief	
Temperature	
Rainfall	
Quality of soil	
Natural Vegetation	
Wildlife	
People	
Food habits	
Dress	
Technology	
Transport Facilities	
Communication facilities	
Trade	



You must have noticed these phenomena did not remain the same over the period of time; they have changed over the span of two decades. Now will you be able to comment on, why these changes have taken place? Is this because of the interaction between ever changing earth and untiring and ever active human beings? Or is there some other reason? You must have realised that this is because nature has influenced different aspects of human life. Its imprint can be noticed on food, clothing, shelter and occupation. Human beings have to cope up with nature through adaptation and modification. Thus, this characterises another aspect of geography. Now, we can make a comment that geography studies interactive relationship between human beings and their environment.

The subject matter of geography is different from other social sciences. Geography as a discipline is related to space, and thus it is also known as spatial science. Geography addresses what, where and why of phenomenon. We inquire about what are the features, phenomena, and processes as found on the surface of the earth. We are also interested to know distribution of these features, phenomena, and processes as found on the surface of the earth. Both these questions of what and where tries to answer the distributional and locational aspects of the natural and cultural phenomena. These questions provided inventoried information of what are the features and where are they located. This was a very popular approach during colonial period. These two questions did not make geography a scientific discipline. The third question of why provided explanation or the causal relationship between features and the processes and phenomena. This question of why has given scientific identity to the discipline of geography. These days with the developing technology such as Geographic Information System (GIS), remote sensing and computer assisted cartography had helped the discipline to seek explanations and causal relationships between features and the processes and phenomena. That is how geography has moved into the digital age, and is seeking explanations and understanding causal relationships.

Geography is concerned with the description and explanation of the areal differentiation of the earth surface. *Richard Hartshorne*

Geography studies the differences of phenomena usually related in different parts of the earth surface. *Hettner*

A discipline whose domains are 'space' and 'place' and anything that operates within them, or characterizes aspects of them, or flows among them people, water, beliefs, digital data can only be a vast and disparate one.

Peter Monaghan

When we characterize geography, certain attributes emerge. We will be throwing light on certain major ones.

In geography, place or the careful observation/examination/description of a particular environment is especially important. Until recently, most geographic



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works involved considerable field work. The location of place becomes important. The location of place is studied in terms of absolute and relative terms. We also study character of the place with respect to its physical and human aspects.

In geography, we tend to focus on the processes and patterns in the biosphere, atmosphere, and hydrosphere. Often, the focus is on the landscape and how natural and man-made forces impact it.

In geography, we tend to understand human - environment interactions and look at how the environment shapes human activity and how human activity shapes the environment. In other words, we can say that how people interact with natural environment. Does human being adapt to the environment or modify it or depend on the environment? Relationships within places, particularly how places evolve and develop, receive much attention. The movement of people and goods is also important.

Area studies focus on the attributes of a particular region, looking for unique qualities and comparing one region with another. How regions are formed and how they change are of continuing interest. Regions studied might have common characteristics like arid regions or a particular region such as the South East Asian region.

Spatial analysis looks at the relationship between elements in a geographic distribution and patterns. It also studies the movement in space. It tries to understand how people, goods and ideas move between places.

Now we can characterize geography as under:

- Geography as a discipline is related to space and takes note of spatial characteristics and attributes.
- It studies the patterns of distribution, location and concentration of phenomena over space, interprets them, and finds out explanations for these patterns.
- It takes note of association and inter-relationships between the phenomena resulting from the dynamic interaction between human beings and their physical environment.

Check your progress-1

Notes: (a) Space is given below for your answers.

(b) Compare your answers with those given at the end of the unit.

1. What is geography?

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2. Explain the reasons for studying geography?

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3. From your geography textbook illustrate examples two each which reflects the character of geography.

(i) Geography as a discipline is related to space and takes note of spatial characteristics and attributes.

.....
.....
.....

(ii) It studies the patterns of distribution, location and concentration of phenomena over space and interprets them explanations for these patterns.

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(iii) It takes note of association and inter-relationships between the phenomena resulting from the dynamic interaction between human beings and their physical environment.

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4.4 APPROACHES TO TEACHING GEOGRAPHY

While teaching geography you must have realised that there are many topics which are taught in other disciplines also. For example study of people and society is also taken up in sociology. Study of plants is also done by botany; Study of earth is also done by geology. Looking at the subject matter of geography it appears that it draws content not only from physical or natural sciences but also from social sciences and technological sciences. Thus geography is merged/ mingled or integrated science and a synthesis (combiner of parts) of knowledge.



Each specialised field in geography overlaps with other related branches of science. We will discuss domains of geography in the forthcoming section.

In the preceding section we have analysed and understood that discipline of geography draws its content from various natural sciences like Geology, Meteorology, Hydrology, Petrology, Botany, Zoology and Social Sciences like Economics, Demography, Political Science, History, Philosophy, Anthropology, and Sociology. It can be concluded that geography is an interdisciplinary and multidisciplinary subject of study. Each subject is studied through one or the other approach. When it comes to the study of geography there are two major approaches.

- **Systematic Approach:** In systematic approach a phenomenon is studied as a whole. This is also known as topical approach through which we study particular phenomenon in detail and in holistic manner in a given region. For example, if one has to study climate, then he/she will be studying various aspects of climate like concept, factors affecting climate, elements of climate, climatic types, and climatic regions of the world.
- **Regional Approach:** In the regional approach, the world is divided into regions at different hierarchical levels and then all the geographical phenomena in a particular region are studied. These regions may be natural, political or designated regions. The phenomena in a region are studied in holistic manner searching for unity in diversity. For example when we select a region, for example geography of our own state, then we tend to study relief, drainage, climate, soils, natural vegetation, minerals, human resources, economic activities, trade, transportation and communication of our state. The approach followed in this case is regional approach.

4.5 DOMAIN OF GEOGRAPHY

Domain of geography is vast enough. The subject matter of geography is studied through specialised number of branches. These branches are based on the two approaches systematic and regional. The branch which interfaces with natural sciences is known as physical geography, whereas the branch which interfaces with social sciences is known as human geography. Let us know more about these branches.

1. **Physical Geography:** It evolved from geology and other natural sciences. In fact, this is more of a natural science rather than a social one. Physical geography is concerned with environmental variables:
 - Climate
 - Landforms, including rock type and arrangement, relief and drainage
 - Fauna and flora



- Soils
 - Wild vegetation
 - Relationships between these variables.
- (i) *Geomorphology* is devoted to the study of landforms, their evolution and related processes.
 - (ii) *Climatology* encompasses the study of structure of atmosphere and elements of weather and climates and climatic types and regions.
 - (iii) *Hydrology* studies the realm of water over the surface of the earth including oceans, lakes, rivers and other water bodies and its effect on different life forms including human life and their activities.
 - (iv) *Soil Geography* is devoted to study the processes of soil formation, soil types, their fertility status, distribution, and use.
- 2. Human Geography** is concerned with the spatial organization of society. In the beginning, the focus was on the description of the places where people lived. More recently, economic activities receive more attention with some emphasis on the regional distribution of resources and economic activities. Environmental issues also receive attention, but the focus is more on how landscape affects people than the reverse.
- (i) *Social/Cultural Geography* study the society and its spatial dynamics as well as the cultural elements contributed by the society.
 - (ii) *Population and Settlement Geography (Rural and Urban)*. It studies population growth and distribution, density, sex ratio and migration age structure, occupational structure etc. Settlement geography studies the characteristics of rural and urban settlements.
 - (iii) *Economic Geography* studies the economic activities of the people including agriculture, industry, tourism, trade, and transport, infrastructure and services, etc.
 - (iv) *Historical Geography* studies the historical processes through which the space gets organised. Every region has undergone some historical experiences before attaining the present day status. The geographical features also experience temporal changes and these form the concerns of historical geography.
 - (v) *Political Geography* looks at the space from the angle of political events and studies boundaries, space relations between neighbouring units, delimitation of constituencies, election scenario and develops theoretical framework to understand the political behaviour of the population.



3. Biogeography

The interface between the physical geography and human geography has led to the development of Biogeography which includes:

- (i) *Plant Geography* which studies the spatial pattern of natural vegetation in their habitats.
- (ii) *Zoo Geography* which studies the spatial patterns and geographical characteristics of animals and their habitats.
- (iii) *Ecology/ Ecosystems* deals with the scientific study of the habitats and characteristics of species.
- (iv) *Environmental Geography* deals with environmental concerns and issues.

4. Regional Geography

- (i) *Regional Studies/Area Studies*: Comprising Macro, Meso and Micro Regional Studies
- (ii) *Regional Planning: Comprising Country/ Rural and Town/ Urban Planning*
- (iii) *Regional Development*
- (iv) *Regional Analysis*

Apart from these major branches, there are two aspects which are common to every discipline, these are:

- (i) Philosophy
 - (a) *Geographic Thought*
 - (b) *Land and Human Interaction/Human Ecology*
- (ii) Methods and Techniques
 - (a) *Cartography* Including Computer Cartography
 - (b) *Quantitative Techniques/Statistical Methods*
 - (c) *Field Survey Methods*
 - (d) *Geo-Informatics* comprising Technology such as Remote Sensing, GIS, GPS, etc.

Domain of Geography leased on systematic approach is presented in Fig. 4.1



Notes

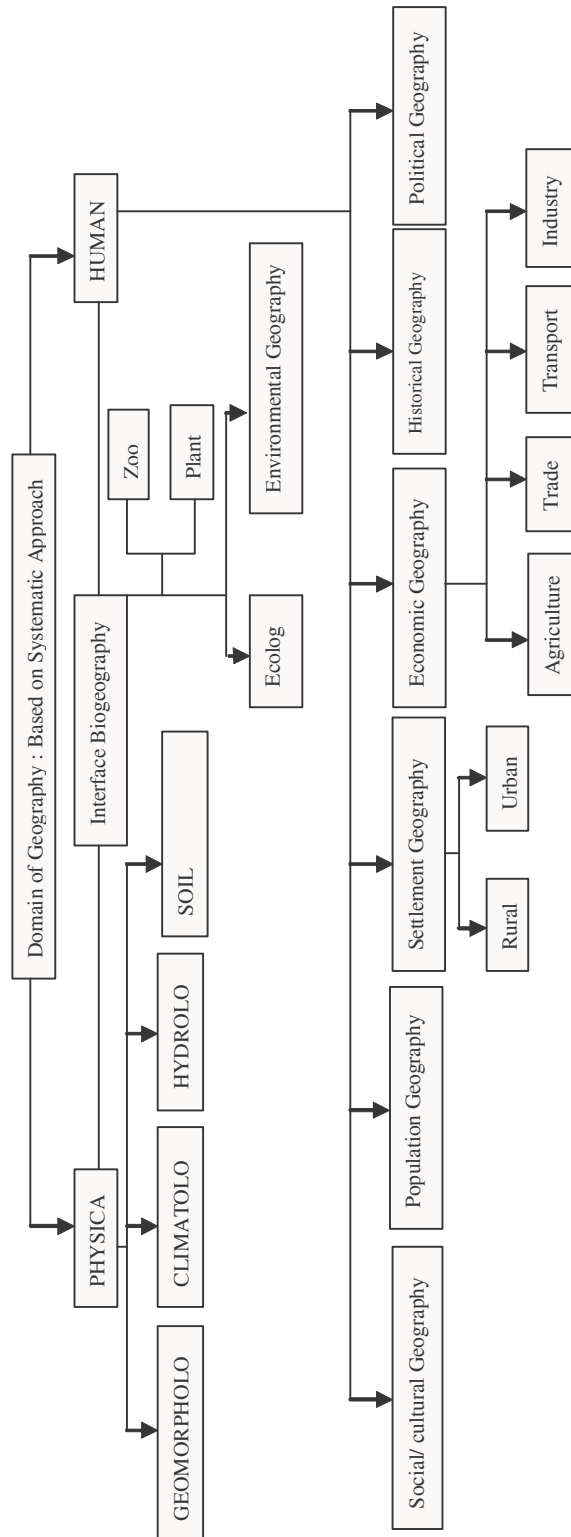


Fig. 4.1 Domain of Geography Based on Systematic Approach

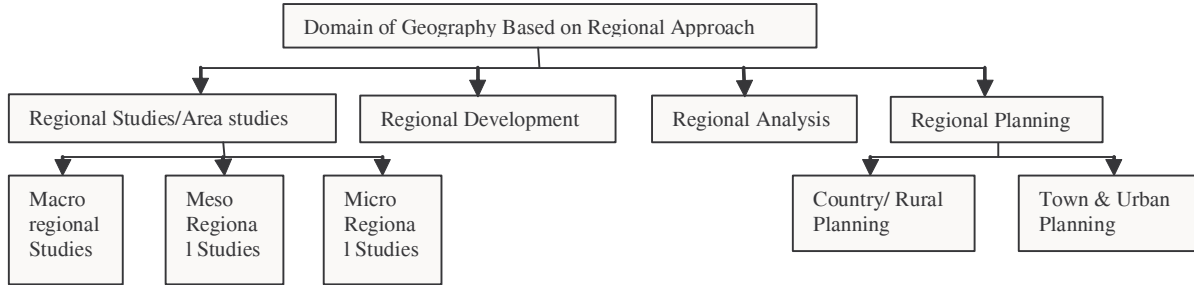


Fig. 4.2 Domain of Geography Based on Regional Approach

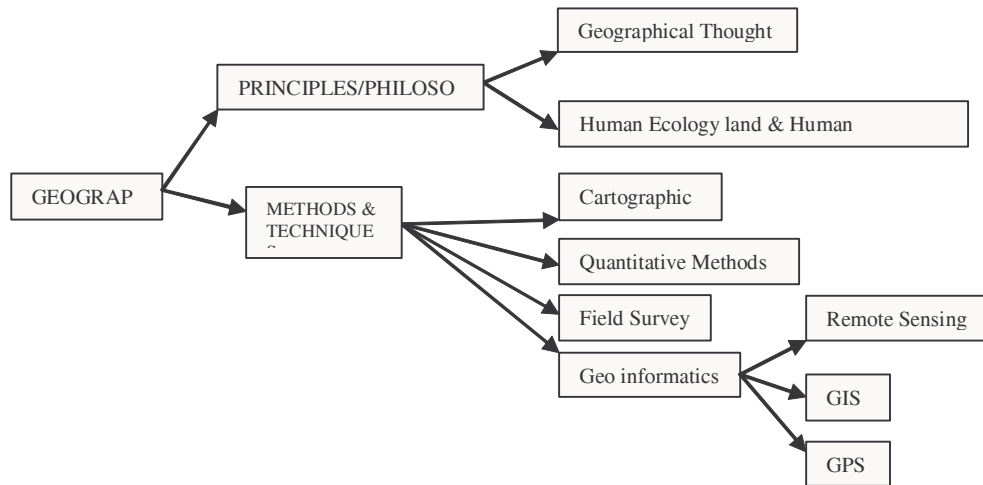


Fig. 4.3 Geography: Based on Thought and Methodologies

Check your progress-2

Notes: (a) Space is given below for your answers.

(b) Compare your answers with those given at the end of the unit.

- 1) Bring out the features of regional and systematic approach in teaching-learning geography.

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- 2) Make an observation of your geography textbook and try to make out the approach followed in dealing with geography.

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4.6 TEACHING OF GEOGRAPHY AT UPPER PRIMARY LEVEL

So far, we have studied about geography as a component of social sciences. By this time we have fair idea about the need, nature, content matter, approaches, and branches of geography. In this section, we will deal with the specific rationale of teaching geography at the Upper Primary Stage and also get ourselves acquainted with objectives of teaching geography at this stage. You may be aware of that teaching-learning of social sciences is an integral part of the curricular areas. The importance of this curricular area can be felt at all levels of school education, viz. primary, upper primary, secondary, and higher secondary. Of course, the nature, content matter, and approach keep on changing. At the primary level up to class V the subject is taught as Environmental Science. It is perceived as an integrated curricular area at the entire primary stage. At this stage the syllabus of environmental science is woven around six common themes close to the child's life such as family and friends, food and shelter, water, travel, and things we make and do. Can you relate how geography is very much related to environment? At lower primary Class I-II, EVS components are integrated with language and maths. That means EVS is also a part of the curriculum at lower primary level. The syllabus of EVS drawn on the basis of National Curriculum Framework 2005 has attempted to draw the child's attention to the broad span of time, space, and the life in society, integrating with the way in which she or he has come to observe and understand the world around him/her. At upper primary level, this process continues, but the greatest attention to specific themes and with an eye to the disciplines through which social sciences perspectives have evolved.

4.6.1 Rationale and Objectives

In this subsection, we acquaint you with the rationale of teaching geography at the upper primary level drawn on the basis of National Curriculum Framework 2005. We are aware of that Geography is an integral component of social sciences. At this stage learners are introduced to the basic concepts necessary for understanding the world in which they live. Geography is introduced to enhance the understanding of interdependence of various regions and countries. The child is introduced to the contemporary issues such as global distribution of economic resources, gender, marginalised group, and environment and ongoing process of globalisation. The course, at this stage, comprises the earth as the habitat of humankind, study of environment, resources, and development at different level-local, regional/national and the world.

Let us know objectives of teaching geography on the basis of National Curriculum Framework (2005).



The major objectives of the course are as under:

- Develop an understanding about the earth as the habitat of humankind and other forms of life.
- Initiate the learner into a study of her/his own region, state and country in the global context.
- Introduce the global distribution of economic resources and the ongoing process of globalisation
- Promote the understanding of interdependence of various regions and countries.

4.6.2 Contours of Content

In this sub-section, we provide contours of the content to be taught under geography component of social sciences at the upper primary stage. The outline of the course structure is based on National Curriculum Framework (2005). Let us get acquainted with the learning objectives framed by the syllabus designers.

CLASS VI: The Earth Our Habitat

Topics	Objectives
Planet: Earth in the solar system. Globe: the model of the earth, latitudes and longitudes, motions of the earth, rotation and revolution. Maps: essentials components of maps distance, directions and symbols. Four realms of the earth; lithosphere, hydrosphere, atmosphere and biosphere; continents and oceans. Major relief features of the earth. India and the world: physiographic divisions of India- mountains, plateaus and plains; climate; natural vegetation and wild life; need for their conservation.	To understand the unique place of the earth in the solar system, which provides ideal conditions for all forms of life, including human beings; To understand two motions of the earth and their effects; To develop basic skills of map readings; To understand interrelationship of realms of the earth; To comprehend the influence of land, climate, vegetation and wildlife on human life; To appreciate the need for conserving natural vegetation and wildlife.



CLASS VII: OUR ENVIRONMENT

Topics	Objectives
Environment in its totality; natural and human environment.	To understand the environment in its totality including various components both natural and human
Natural Environment: Land- interior of the earth, rocks and minerals, earth movements and major land forms. (One case study related with earthquakes to be introduced)	To explain the components of natural environment To appreciate the interdependence of these components and their importance in our life
Air- composition, structure of the atmosphere, elements of weather and climate- temperature, pressure, moisture and winds. (one case study related with cyclones to be introduced)	To appreciate the develop sensitivity towards environment To understand about atmosphere and its elements
Water- fresh and saline, distribution of major water bodies, ocean waters and their circulation. (one case study related with tsunamis to be introduced)	To know about distribution of water on the earth To find out the nature of diverse flora and fauna
Natural Environment: settlement, transport and communication.	To explain the relationship between natural environment and human habitation
Human- Environment Interaction; Case studies- life in deserts- Sahara and Ladakh; life in tropical and subtropical regions- Amazon and Ganga-Brahmaputra; Life in temperate regions- Prairies and Veldts.	To appreciate the need of transport and communication for developments making today's world which is an outsource of interaction, between human beings and their environment;

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CLASS VIII, RESOURCES AND DEVELOPMENT

TOPICS	OBJECTIVES
Resources; resources and their types- natural and human.	To know the meaning of resources, their variety, location and distribution.
Natural resources; their utilisation and conservation, land and soil, water, natural vegetation, wildlife, mineral and power resources (world patterns with special reference to India).	To understand the importance of resources in our life; To appreciate the judicious use of resources for sustainable development.
Agriculture: types of farming, major crops, fibres, beverages, agricultural development-two case studies- one from India and the other from a developed country/ a farm in US/ Netherlands/ Australia.	To develop awareness towards resources conservation and take initiative towards conservation process; Learn about various type of farming and agricultural development in two different regions.



Notes

Industries:: classification of industries based on size, raw material, ownership; major industries and distribution; infrastructure and development. Iron and steel (a comparative study of Jamshedpur and a center in USA e.g. Detroit). Textiles industry (Ahmedabad and Osaka) Information Technology (Bangalore and Silicon Valley) Human Resources- composition, population change, distribution and density.	To understand important forms of manufacturing industries. To understand the role of human resources in development of nation's economy.
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4.7 LESSON PLAN: TRANSPORT

Overview

In this section, we deal with a topic on 'transport' as an issue in its geographical perspective. An attempt is made to help you to prepare a lesson plan by identifying teaching points, stating learning objectives and adopting appropriate teaching strategies including evaluation. Though examples of some states are given in the module, you are free to take examples of your state and its neighbourhood to help the students understand about transport. It is also necessary that students are given opportunities to go beyond the textbook and enrich their experiences.

Objectives

By studying this lesson plan, you will be able to:

- to analyze the content on transport
- to sequence the content for facilitating learning
- to frame the learning objectives of the chapter
- to suggest the strategies for facilitating learning
- to identify and use teaching learning resources
- to write and execute the activities to achieve the learning objectives
- to draw flow charts, diagrams
- to use maps at all stages of the lesson

Teaching Points

Modes of transport – Roadways, Railways, Water ways and Air ways



Factors responsible for availability of modes of transport in a given place

Influence of transport on population distribution, economic development and cultural change.

Teaching learning Resources

Maps-physical, tourist map of a city, modes of transportation

Pictures - means of transport, human settlements, terrain, landslides, road-blockage

Life experiences.



Fig. 1 India: National Highways



Fig. 2 India Air ways



Fig. 3 : India: Railways



Notes

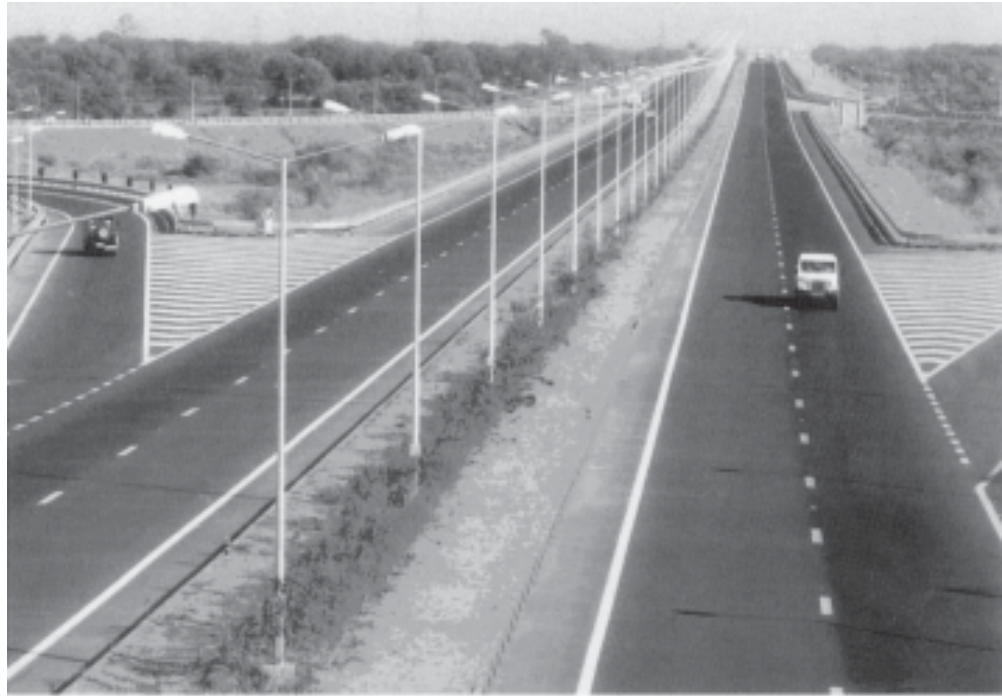


Fig : 4 Express Highway



Figure5: Showing Hilly tracts



Sequence of Activities:

Usually, every teacher will go to class after making enough preparation. Planning a lesson is as important as teaching a lesson. Please look into the chapter on transport and identify the focal points. A few of them are given below:

- Transport plays a very important role in our daily life.
- Availability of transport depends on various factors.
- There are different ways and means of transport.
- Roadways are common means of transport in north-eastern states.
- Roadways are of different ways – International highways, national highways, state highways, district roads and village roads.

Would you now identify other focal points from the chapter and write them in the box given below:

After identifying the teaching points, they are required to be sequenced for the purpose of teaching. Look at all the teaching points written above and sequence them in the space given below.

Having identified and sequenced the content points, it is necessary to state the learning objectives based on the content, which are as follows.

- To explore the importance of transport
- To identify the different modes of transport
- To identify the types of roads

Hope, you know how to formulate the learning objectives. Would you frame some learning objectives for the rest of the content on ‘Transport’? You may write them in the box given below:



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Let us now frame activities related to the learning objectives and facilitate the students in constructing knowledge on 'Transport'.

Before discussing any topic in the class, it is advisable to use the experiences of the students related to that topic. Let us see how to generate discussion using their experience.

Students would have experienced 'road blockage' due to land slide/ human action or any other. Let them talk about reasons for and the effect of road blockage.



Discussion may begin with some questions. Few examples are given below:

Who have experienced road blockage?

Where was the road blockage?

How long was it?

Why did the road blockage happen?

How did it affect your movement?

How does it affect the regular work of the people?



After answering the above questions, students are required to make intelligent guessing. Therefore, ask them ‘suppose the road blockage continues for a week, what will happen to the daily life of the people? In what ways can we overcome road blockage?’

The above activity will enable the students to understand the importance of transport.

Let us now ask the students to name some materials of daily use. Let it be listed on the Black board. Get it classified into locally grown/made and non-local. Ask them from where they get those things. How do they procure them, how do those things reach the shops and so on? These questions to be asked with the intention of getting the term ‘transport’ explained the students.

Display the maps of transport- Roadways, Railways, Waterways and Airways of India. Allow them to find the mode of transport available in North-east India, Jammu and Kashmir, Himachal Pradesh, Uttarakhand, etc. List them on the black board. You may help the students in drawing the diagram i.e. Fig.6 after sufficient discussion on modes of transport.

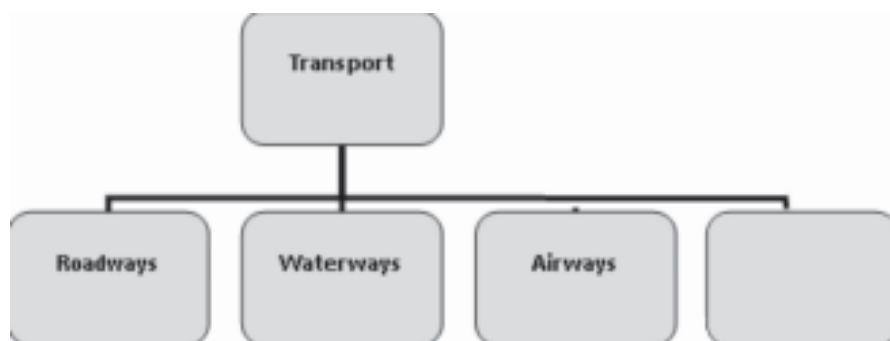


Fig. 6: modes of transport

They may also be asked to name important places connected through different modes of transport.

Once the learners are introduced to the modes of transport, they may be allowed to plan for **exploration** and discussion on ‘transport in India. Students can be asked to group themselves in to desired number of groups to work on four modes of transport with approximately equal number of students in each of the groups. Give them enough time and freedom to choose one way of transport. They are to be asked to collect information, pictures and maps showing the availability of mode of transport chosen by them. You will guide them at appropriate intervals. At the end of investigation each group will arrange the materials and information collected by them and presents it to the class followed by a discussion.

You may now move to advantages of transport by conducting a brainstorming session. Ask every student to tell at least one advantage of transport. List them



Notes

on the black board. You can underline three to four advantages on the black board, which lead to economic development (like transport of minerals, consumer goods) and ask the students how transport contributes to the development of the Country. Let the students know that all places are not self-sufficient in terms of production of different goods. They are always inter-dependent. Inter-dependence can be at any level – local, regional, national, and international. Let the students find out what things are sent out from their place and what things are brought into their place from other places. This can be made known to the students through a survey, which is described below:

Survey of vehicles on the road:

Class may be divided into groups and you allot the groups different areas of your location. In each group every individual may be asked to count different types of vehicles for 10 minutes(count the number of animal carts, two-wheelers, three-wheelers, light vehicles/cars, heavy vehicles/trucks and buses). Let them also note the registration of vehicles if it is other than their state. They can also collect information from elders about the things transported by the trucks which move in the state.

After the students complete the survey, let them sit in groups and consolidate the observations in terms of number of vehicles and the type of vehicles as given in the table below.

Role of local transport:

Group no:

Observations spot:

Time:

Duration: 10 minutes

Type of vehicle	No. of vehicles observed	Registration State vehicles	Registration Other State
Animal carts			
Two-wheelers			
Three-wheelers			
Light vehicles/Four wheelers			
Heavy vehicles/Buses			
Heavy vehicles/Trucks			

The data obtained from the survey may be consolidated for the whole class and discussed in terms of transport of people and goods. Discussion may also be held on pollution caused by different vehicles leading to suggestions for reducing pollution.



The above survey data can also be used for discussion on role of transport in economic development. Frame some lead questions which will be asked by you to the class to begin discussion in the box given below.

Use the transport map of India. Let the students identify the ways of transport in their state and find reasons for the availability and non-availability/scarcity of different ways of transport. A discussion can be held in the class supported by additional information and visuals other than what is given in the text book. Some questions which may be asked to initiate discussion are:

Why has Assam good network of water ways?

Why has Sikkim no railways?

All the North East States have more of road network than any other, why?

Animals are used in some places for transportation, why?

The discussion is expected to help students understand that several factors are responsible for availability and non-availability of different modes of transport in a given place.

Now you may take the example of your state and make the student understand why all modes of transport are not available in every part of the state. How will you do this? Please explain it in the box given below.

Students always like to know more than what is given in the textbook. You can ask them to talk to the elderly people at home or in the neighbourhood and find about the transport facility during their early days. Allow the learners to reflect on why it was so. Why is it different now? Encourage them to compare the past and the present in terms of transport and let them appreciate the progress that has been made in the region. After the discussion about transport in the past, learners have to be introduced to 'transport in India'. Maps on transport will have to be displayed and ask learners to read the maps. You can ask leading questions to help the students find out specific information from the maps. Some questions that can be asked are listed below.



- Which part of river Ganga is navigable?
- Why is the whole course of river Ganga not navigable?
- Observe the network of railways and airways in Jammu & Kashmir and North-eastern region. What difference do you observe? Why is it so?
- Identify the National Corridors and the Golden Quadrilateral. List the States through which they pass. What are the advantages of these routes?

Like the questions given above, you may ask some more and elicit answers from the students based on their experiences.

You may display the pictures of human settlements (showing the roads also) – compact and scattered.

Compact settlement	Scattered settlement
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Ask students to observe pictures and give reasons for such settlements. Refer to migration of people from one place to another due to availability of transport. Please give some local examples, where there is some uneven distribution of population – dense and sparse and try to get reasons from students for such a distribution of population. This should help the students understand that transport influences population distribution. As you know that transport also change culture of a place. To make your students understand this, what activity would you suggest to be taken up in the class. Please write it down in the box given below.

4.8 LET US SUM UP

In this unit, you were exposed to one of the important components of social sciences. It is expected that you must have definitely broadened your understanding of this particular component. You have realised that geography is a spatial science through which we study various phenomena (natural and human) operating on the surface of the earth. We have also learnt about how geography is studied with the help of systematic and regional approaches. Thereafter, you were acquainted with various reflections on geography and learnt that Geography as a discipline is related to space and takes note of spatial characteristics and attributes, It studies the patterns of distribution, location and concentration of phenomena over space and interprets the explanations for these patterns, It takes note of association and inter-relationships between the phenomena resulting from the dynamic interaction between human beings and their physical environment.



In this unit, we have also tried to explore the extent of domain of geography and realised that there are number of specialised branches of geography drawing content from various natural and social sciences. In this unit, you got to know the place of geography in social sciences curriculum at the upper primary stage. You were acquainted with contour of content and objectives of teaching geography at upper primary stage. You must have noticed that the content matter of geography at this stage revolved around three major themes- Our Earth, Our Environment and Resources and Development which were taken up separately in classes Sixth, Seventh and Eighth respectively. In forthcoming units you will be enriching your knowledge by learning about strategies to deal with these topics. You will also be made aware of resources which can be used to teach these topics.

4.9 GLOSSARY AND ABBREVIATION

Cartography: The art, science and technology of map making.

Remote Sensing: It is the acquisition of information about an object or phenomenon, without making physical contact with the object. In modern usage, the term generally refers to the use of aerial sensor technologies to detect and classify objects on Earth (both on the surface, and in the atmosphere and oceans by means of propagated signals (e.g. Electromagnetic radiations emitted from aircraft or satellites).

Geographic Information System (GIS): It is a system designed to capture, store, manipulate, analyze, manage, and present all types of geographically referenced data. In the simplest terms, GIS is the merging of cartography, statistical analysis and database technology. It is modern technology used to seek better spatial explanations in Geography.

Global Positioning System (GPS): It is a space-based global navigation satellite system (GNSS) that provides location and time information in all weather, anywhere on or near the Earth, where there is an unobstructed line of sight to four or more GPS satellites.

Quantitative Techniques: refers to the systematic empirical investigation of social phenomena via statistical, mathematical or computational techniques

Spatial Science: It is an academic discipline incorporating fields such as surveying, geographic information systems, hydrography and cartography. Spatial science is typically concerned with the measurement, management, analysis and display of spatial information describing the Earth, its physical features and the built environment.

Areal differentiation: It is an approach of studying geography, it explains how areas of the earth's surface differ; how human and physical phenomena vary over the earth's surface, which is aimed at interpreting the variations in the



character of the settled world.

Pedology: Science of studying soil

4.10 SUGGESTED READINGS AND REFERENCES

Adhikari, Sudeepta(2004): *Fundamentals of Geographic Thought*, Chaitanya, Allahabad.

Dikshit, R.D.(2000) : *Geographical Thought : A Contextual History of Ideas*, Prentice Hall,

Hartshorne, Richard (1959): *Perspectives on the Nature of Geography*, Rand, McNally and Co.,Chicago.

Minshull, R.(1970) : *The Changing Nature of Geography*, Hutchinson University Library, London.

NCERT (2005): National Curriculum Framework, NCERT, New Delhi.

NCERT (2006): Class VI Social Science; *the Earth our Habitat*, NCERT, New Delhi.

NCERT (2006): Class XI, Geography Text Book, Fundamentals of Physical Geography, NCERT, New Delhi.

NCERT (2006): Position Paper, National Focus Group on Teaching of Social Sciences, NCERT, New Delhi

NCERT (2007): Class VII, Social Science; *Our Environment*, NCERT, New Delhi.

NCERT (2008): Class VIII, Social Science; *Resources and Development*, NCERT, New Delhi.

Spellman, Frank. R. (2010): *Geography for Non Geographers*, Published by Government Institutes, Plymoth, United Kingdom

4.11 UNIT END EXERCISE

- Based on the geography/social sciences textbook available in your state, write your observations with respect to following points:
 - (a) Need for teaching and learning of geography.
 - (b) Subject matter of geography.
 - (c) Approaches to teaching social sciences/geography.
- Prepare a lesson plan for teaching geography to class VIII. You need to clearly specify your learning objectives, learning resources, sequential learning activities and method of evaluation.



UNIT-5 SOCIAL AND POLITICAL LIFE AS AN INTEGRATED SUBJECT OF POLITICAL SCIENCE / ECONOMICS/SOCIOLOGY

STRUCTURE

- 5.0 *Introduction*
- 5.1 *Learning objectives*
- 5.2. *Contents of Social and Political Life in Social Science at Elementary Stage*
 - 5.2.1 *Social and Political Life- A Component of Social Science at Elementary Stage*
 - 5.2.2 *Social and Political Life – An integrated subject of Political science/ Economics/ Sociology*
 - 5.2.3 *Contents of Social and Political Life contributing to Social Science*
- 5.3 *Methods/Approaches adopted by Social Scientists in Political Science, Economics and Sociology*
 - 5.3.1 *Methods/approaches adopted by Social scientists in understanding Political science*
 - 5.3.2 *Methods/approaches adopted by Social scientists in understanding Economics*
 - 5.3.3 *Methods/approaches adopted by Social scientists in understanding Sociology*
- 5.4 *Importance of Social and Political Life as a part of Social Science Curriculum*
 - 5.4.1 *Significance of Social and Political Life as the part of Social Science curriculum*
 - 5.4.2 *Pedagogical principles of learning Social and Political Life : Social Science curriculum*
- 5.5 *Developing Lesson Plan for Teaching Social and Political Life aspect of Social Science curriculum*
- 5.6. *Let Us Sum Up*
- 5.7 *Glossary/Abbreviations*
- 5.8 *Answers to Check Your Progress*
- 5.9 *Suggested Readings and References*
- 5.10 *Unit-End Exercises*



Notes

5.0 INTRODUCTION

Social science curriculum at upper primary level basically includes three core components i.e. 'history', 'geography', and 'social and political life'. In two units (i.e. Unit-3 and Unit-4) of this Block, you have read somewhat in detail about 'history' and 'geography' as the core areas of social science curriculum at upper primary stage. In this unit, you would learn about 'social and political life' as one of the core areas of social science curriculum at upper primary stage. This unit will mainly acquaint you with these points: contents of social and political life in social science at elementary stage; methods/approaches adopted by social scientists in political science, economics and sociology; importance of social and political life

The pictures used in this unit are taken from the Doctoral Dissertation of Tapan kumar Basantia (2006) as a part of social science curriculum; and developing lesson plan for teaching social and political life aspect of social science curriculum. In this unit, along with theoretical discussions, simulated project based experiences are cited in order to present 'social and political life' as an integrated learning area of social science.

5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- differentiate 'social and political life' component from 'history' and 'geography' component of social science curriculum;
- justify 'social and political life' as an integrated subject of political science/ economics/ sociology;
- identify content areas of 'social and political life' in social science curriculum;
- describe the methods/approaches adopted by social scientists in understanding political science, economics and sociology;
- justify the significance of including social and political life a component of social science curriculum;
- illustrate the pedagogical principles of learning social and political life in social science curriculum.
- prepare lesson plan for teaching of social and political life inof social science curriculum.



5.2 CONTENTS OF SOCIAL AND POLITICAL LIFE IN SOCIAL SCIENCE AT ELEMENTARY STAGE

Learning of 'social science' is as old as humanity itself. In ancient society there was not any formal and systematic learning of social science. Learning of social science was quite informal, personal and voluntary in nature. But, in the contemporary world learning of social science has become more formal and organized, due to the complexity of social system, explosion of knowledge, multiplicity of needs and demands etc. At the primary level social science is included in our school curriculum in the form of '**environmental studies**' and at the upper primary level social science is included in our school curriculum in the form of '**social science curriculum**'.

At the upper primary stage social science curriculum includes three main learning areas i.e. 'history', 'geography', and 'social and political life'.

5.2.1 Social and Political Life- A Component of Social Science at Elementary Stage

At the elementary (especially upper primary) stage 'social science' is taught as a formal school subject like language, mathematics, etc. In the upper primary stage the social science curriculum includes three main learning areas i.e. '**history**', '**geography**', and '**social and political life**'. As upper primary stage generally covers from class VI to VIII, all these learning areas i.e. history, geography and social and political life of social science curriculum spread across class VI to VIII. At the upper primary level, social science curriculum has been prepared in an integrated fashion emphasizing on relationship across the component subjects and different grades. In other words, it means, social science curriculum at the upper primary stage has been integrated across the subject areas (i.e. history, geography, and social and political life) and across the grades (from class VI to VIII).

*Learning **history** at upper primary stage:* Learning history acquaints learners with the developments in different parts of India and in different parts of the world in relation to the time.

*Learning of **geography** at upper primary stage:* Learning of geography acquaints learners with the issues of nature, environment, resources, materials etc. in relation to space (starting from local to global level).

*Learning of **social and political life** at upper primary stage:* At upper primary stage social and political life acts as an integrated subject of political science/ economics/ sociology. How social and political life acts as an integrated subject of political/science/ economics/ sociology is given below.



5.2.2. SOCIAL AND POLITICAL LIFE- AN INTEGRATED SUBJECT OF POLITICAL SCIENCE/ ECONOMICS/ SOCIOLOGY

‘**Social and political life (SPL)**’ is a new learning area of social science curriculum at upper primary stage replacing the earlier learning area of ‘**Civics**’. NCF (2005) remarked that, “*Civics appeared in the Indian school curriculum in the colonial period against the background of increasing ‘disloyalty’ among Indians towards the Raj. Emphasis on obedience and loyalty were the key features of civics*”.

SPL is based on ‘*real life*’ situation, which uses practical situations to teach concepts because it recognizes that children learn best through concrete experiences. It uses materials that draw upon the experimental understanding of familial and social issues that middle school children bring to the classroom.

SPL draws its leaning experiences mostly from political science, economics and sociology. **Political science** makes the child familiar with democratic processes and participation. **Economics** enable the child to be familiar with economic activities like production, consumption, distribution, exchange etc. **Sociology** makes the child to be an important member of civic society, removing the barriers of caste, class, religion, etc.

5.2.3 CONTENTS OF SOCIAL AND POLITICAL LIFE CONTRIBUTING TO SOCIAL SCIENCE

‘Social and political life’ of social science curriculum at upper primary stage was previously taught as ‘civics’. How ‘social and political life’ replaced ‘civics’ is already discussed in above. Let us examine and differentiate between the model course contents as suggested by Ishwar Bhai Patel Committee(1977) and the model course contents as suggested by National Focus Group on Teaching of Social Science (2006).

Ishwar Bhai Patel Committee (1977) suggested the following model course contents in following way for the area ‘Civics’ of Social Science curriculum at upper primary stage (i.e. class-VI, VII and VIII),:

Civics (Class VI- Civic Life)

1. Development of the Community Scheme, Cooperatives, Community Development.
2. Local Government (Rural): Need, Structure and Functions.
3. Local Government. (Urban): Structure and Functions.
4. District Administration: Law and Order, Civic Amenities.



5. Preservation of Property of the Community: Public property, its preservation, historical monuments.
6. Project Work: Opportunities to develop abilities which are essential for any active citizen in India, Problems.

Civics (Class VII- Our or Indian Constitution)

1. Chief Features of our Constitution: Basic Principles, National Governments, State Governments, Rights, Duties, Directive Principles, National Symbols.
2. Law-Making Process: Parliament, State Legislature, How Laws are made?
3. Executing Laws: President, Prime Minister and the Council of Ministers, Governor, Chief Minister and the Council of Ministers, Public Services.
4. Interpreting Law: Supreme Court, High Courts and Subordinate Courts.
5. Project Work.

Civics (Class VIII- Independent India- Achievements and Challenges)

1. Our National Goals: Democracy, Socialism and Secularism, International Cooperation.
2. Strengthening our Democracy: Citizenship in a democracy, Literacy in India.
3. Social and Economic Reconstruction: Poverty, Population, Unemployment, Casteism.
4. Five-Year Plans- Achievements and Failures: Agriculture, Industries, Rural Life.
5. Defence of the Country: Armed Forces, Territorial Army, Border Security Force, NCC, ACC, Citizens and Defence.
6. India and the World: Need for cooperation, co-existence, the United Nations.
7. Project Work.

National Focus Group on Teaching of Social Sciences (2006) suggested the following model course content for the area ‘Social and Political Life’ of Social Science curriculum at upper primary level (i.e. class-VI, VII and VIII).

Class -VI (Diversity and Interdependence)

Unit -1 Diversity

Unit -2 Government

Unit -3 Local Government



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- Unit -4 Making a Living
- Class - VII (Democracy and Equality)**
- Unit -1 Democracy
- Unit -2 State Government
- Unit -3 Understanding media
- Unit -4 Unpacking Gender
- Unit -5 Market around Us
- Class -VIII (Rule of Law and Social Justice)**
- Unit -1 The constitution
- Unit-2 Parliamentary Government
- Unit-3 The judiciary
- Unit-4 Social justice and marginalized
- Unit-5 Economic presence of the Government

Check your progress – 1

Question: How ‘Social and Political Life’ is related with political science, economics and sociology?

(Note: Write your answer in the space given below and compare your answer with the model answer given in the end of the unit).

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5.3 APPROACHES ADOPTED BY SOCIAL SCIENTISTS IN POLITICAL SCIENCE, ECONOMICS AND SOCIOLOGY

It is already discussed earlier that ‘social and political life’ is an integration of political science, economics and sociology though Political sciences, economics



and sociology are three independent liberal sciences/disciplines having their own approaches to learning and understanding the contents. The contents, nature and scope of all these three subjects differ from one to others in many ways. Therefore, social scientists don't follow the same approaches/methods for understanding all these three subjects; rather, they follow the approaches for understanding these subjects according to their nature. We will discuss the methods/approaches adopted by social scientists in political science, economics and sociology in the following sub-sections.

5.3.1 APPROACHES ADOPTED BY SOCIAL SCIENTISTS IN UNDERSTANDING POLITICAL SCIENCE.

Though the approaches to understand political science are classified differently, but, prominent classification of approaches to understand political science is traditional and modern approaches. has become quite dominant. Traditional approaches emerged from the contributions of Socrates, Plato and Aristotle, and continued their dominance till the beginning of nineteenth century. Modern approaches started in 15th-16th centuries and became dominant in understanding political science in the twentieth century. Some of the common differences between traditional approaches and modern approaches are given below.

<i>Traditional approaches</i>	<i>Modern approaches</i>
Define political science as the study of state and its governmental institutions	Define political science as the study of power and decision making of political behavior
Concentrates on formal apparatus of politics : government, institutions, constitutions etc.	See politics as an activity or a process service.
Defines political science as a subjective, theoretical and purpose oriented task	Define political science as an objective, scientific and process oriented task
More philosophical in nature	More analytic in nature
See political science as non observable and value loaded subject	See political science as observable and value free subject
Prescriptive and normative. Aim at the achievement of good society	Insist on quantitative and inductive approach. Aim at making politics a scientific body of knowledge
Basically taxonomic and focus on institutions as the main instrument of social change and control	Focus on extra political factors and conditions which affect the behaviour of political events and institutes.

All these above mentioned differences between the traditional approaches and modern approaches aren't always absolute in nature. The relationship between



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traditional approaches and modern approaches is a continuum in many contexts. In many situations there is an interaction between both these two categories of approaches. There are many traditional approaches and modern approaches to understand political science. Here we discuss two important traditional approaches (philosophical approach and legal-institutional approach) and two important modern approaches (behavioural approach and psychological approach) to understand political science.

Philosophical approach

This approach is generally speculative and normative. Much traditional political philosophy '*was concerned only with a **priori** deductions, that is, conclusions reached with little observation*'. This approach is encyclopedic in nature. Plato's Republic, Hobbes's Leviathan etc. were intended to show an abstract, if not ideal, state of affairs. Many other political philosophers also clarified the concepts of state, justice, law, liberty, democracy, etc., using the thinking process of deductive reasoning. By deductive reasoning these political philosophers reached non-verifiable self evident conclusions about political behaviour, forms of govt. etc. But, advocates of modern scientific approach criticize that these philosophers very often took human nature for granted and rarely made an objective study. Though this political philosophy is criticized by modern thinkers, still it has great relevance in study of politics. The political philosophies of Locke, Aristotle, Chanakya, Plato and others are still relevant even today.

Legal-institutional (constitutional) approach

Legal institutional (or constitutional) approach is still a pre-dominant approach in contemporary politics, and the roots of this approach go back to the time of Aristotle's description of the constitution of Greek city states. This approach focuses on **formal apparatus of politics** – government, institutions, constitutions and states. According to this approach, '*a description and analysis of legal rules and conventions governing the operation and relationships between formal institutions, based on the readily accessible official sources and records, will provide valuable insight to make general conclusions about political activity*'. The functioning of Central and State Governments of India and the constitutional relationships and functioning among them can best be studied through this approach. This approach is criticized as static or lifeless, since it stresses the character of government at one fixed moment and neglects the fact that politics is an activity or a process. This approach fails to study underdeveloped and backward communities which don't have formal institutions and political behaviour. This approach fails to study international politics, since international politics mostly lacks formal institutions and is characterized by violence.

Behavioural approach

Behaviouralism as an approach to study the field of political science emerged in



1940s and till today this approach has dominance in the field of political science. While traditional approaches concentrate on ‘*events, structures, ideologies, institutions, etc.*’, behaviouralism concentrates on ‘*behaviour of individuals and / or relatively small groups as the basic unit of analysis*’. Robert Dahl clarifies behavioralism as a movement in political science which insists on analyzing (only) the **observable behaviours** of political actors. This approach summarizes the political behaviour on the basis of empirically verifiable data. Critics of this approach say that human behaviour is not subject to experimental enquiry and the generalization in political science can hardly be attained through degree of accuracy of mathematical equations. Further the critics say that only the overt behaviour can be observed which speaks about the part of a story. It is very difficult to study the covert behaviour which has also contribution to the story itself.

Psychological approach

Psychological approach became dominant in the field of political science after publication of Graham Wallas’s ‘Human Nature in Politics (1908)’ which laid emphasis on socio-psychological foundation of political science. The supporters of this approach defined political phenomena in terms of **psychological forces** rather than in terms of forms and structures. This approach claims that, ‘*man’s political actions aren’t totally guided by reasons and rationality rather they are guided to many extents by psychological factors like personality, attitude, motivation, etc.*’. Therefore, many political scientists in their studies of public opinion, voting behaviour, etc., consider personality, attitude, interests, self esteem, etc. as the determining factors/variables of research. The critics of this approach say that it is very difficult to study the personality and other psychological traits of political participants because psychology isn’t an absolutely empirical science.

Besides the above discussed approaches, there are many other approaches like comparative approach, system analysis approach, structural-functional analysis approach Marxian approach etc. which are quite popular in this field of political science to study the political behaviour and political phenomenon.

5.3.2 METHODS/APPROACHES ADOPTED BY SOCIAL SCIENTISTS UNDERSTANDING ECONOMICS

‘Economics’ is a body of knowledge which has no clear cut meaning. Since it is hard to define ‘economics’ in absolute terms, it has been understood /interpreted differently by different economists /social scientists from time to time. The subject ‘economies’ is in the process of growth and development. Though there are numerous approaches used by economists in understanding economies, but, among them few approaches are quite significant and they are discussed here for your understanding.



Notes

Wealth approach of Adam Smith

Adam Smith, the father of economics, defined economics as the '*science of wealth*'. In 1776, Adam Smith published a book entitled, "An Enquiry in to the Nature and Causes of Wealth of Nation." In this book, Adam Smith emphasized the production and expansion of wealth as the subject matter of economics. According to Adam Smith, economics deals with production, distribution and consumption of wealth and riches. Smith says, "economics enquires into the factors that determine the wealth and riches of a country and their growth". Production and expansion of wealth as the subject matter of economics has been stated by Adam Smith; but, the critics of this definition claimed that acquisition of wealth being the motive of human being's, is totally baseless. In a civilized society, human activities are guided by many other motives except acquisition of wealth. Further, critics opined that wealth definition of Adam Smith gave much stress on wealth but not on human welfare. In other words, wealth approach failed to prove human welfare as the main objective of economics.

Welfare approach of Alfred Marshall

Alfred Marshall, in 1890, published a book entitled, "Principles of Economics". In his book 'Principles of Economics', Marshall conceptualized economics as the **science of welfare**. Criticizing the wealth definition of Adam Smith, Marshall pointed out that, for economics wealth isn't end in itself but it is only a means to an end; the end being the promotion of human welfare. Marshall says, '*economics is the study of mankind in the ordinary business of life; it examines that part of individual and social action which is most closely connected with the attainment and with the use of the material requisites of well being*'. Marshall's definition of economics conveys basically three main points. Firstly, economics is the study of man who remains at the centre of all economic activities. In other words, it studies man's action regarding how he earns wealth and spends it. Secondly, economics is concerned with a particular aspect of man's life i.e. ordinary business of life. Ordinary business of life means how a man gets his living and how he spends it. Like this ordinary business of life, there are many other aspects of man's life-social, political, etc. Thirdly, the primary end of economics is the promotion of material welfare. It needs to be noted that economics isn't concerned with totality of human welfare rather a part of the totality i.e. material welfare (welfare relating to the use of materials means). Marshall laid much emphasis on material welfare as the key concern of economics. Some economists criticize Marshall's approach as 'vague' since he didn't/couldn't mention the things /activities which are to be included in the 'ordinary business of life'. Marshall's conception of economics is related with material things only. But the critique like Robbins pointed out that acquisition of immaterial things has no place in Marshall's concepts of economics, which also come under the study of



economics. Further Robbins criticized that economics isn't a study of welfare, because, all economic activities can't increase welfare. Harmful things like cigarette, wine, etc. are studied under economics but they can't increase welfare always in the sense that welfare is a relative concept which changes from person to person and situation to situation.

Scarcity and choice approach of Lionel Robbins

Lionel Robbins' approach to study economics is somewhat more refined and precise than the approaches of Adam Smith and Marshall. Robbins brought out a famous book on economics entitled, "An Essay on the Nature and Significance of Economics Science" in 1931. In his book, Robbins defined economics is the '*science of scarcity and choice*'. According to Robbins, "*economics is the science which studies human behaviour as a relationship between ends and scarce means which have alternative uses*". The approach of Robbins is based on following principles.

1. Human wants are unlimited
2. Resources are limited/ scarce in relation to wants
3. Resources have various alternative uses
4. Whether goods and services would promote welfare or not is not the concern of economics. Economics should study them (goods and services) if they satisfy the human wants
5. Economics deals with how resources of the society should be allocated to satisfy different wants

The approach of Robbins is criticized on many grounds. Robbins criticized the welfare definition of Marshall; but, from the careful analysis of definition of Robbins, it is found the idea of welfare is present in the definition of Robbins. Robbins' definition implies that allocation of resources has to be made in such a way that maximum satisfaction would be derived. Maximum satisfaction in many cases implies maximum welfare. Further Robbins approach doesn't cover economic growth and development which is considered very important in recent years.

Growth approach of Samuelson

Modern economist Samuelson puts forth a **growth oriented definition** on economics. According to him, "*economics is the study of how people and society end up choosing with or without the use of money, to employ scarce productive resources that would have alternative uses, to produce various commodities, and distribute them for consumption, now or in future, among various persons and groups in society. It analyses the costs and benefits of improving patterns of resources allocations*". From this definition, the following characteristics can be drawn.



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1. Samuelson gave importance on the scarcity of productive resources, which have impact on life of the common people.
2. Economics analyses the relative problems connected with the consumption and distribution of various scarce resources.
3. This definition is wider than the Robbins' definitions in the sense that it touches both scarcity and growth.
4. It includes both money as well as barter system in the analysis of the problems of man in respect of economic choice.

5.3.3. METHODS/APPROACHES ADOPTED BY SOCIAL SCIENTISTS IN UNDERSTANDING SOCIOLOGY

Sociology is the study of the society. Sociology studies the different aspects of the society i.e. social norms, regulations, processes, values, structures, functions, etc. But, there isn't a single method/approach which is used by the social scientists to study the society; rather, social scientists use numerous methods to study the society. Each method has its own strengths and limitations depending upon the context of studying the society. Here you will learn some of the important methods/ approaches used by the social scientists in understanding sociology.

Historical approach

The founding fathers of sociology like Auguste Comte, Herbert Spencer and Karl Marx vigorously used this method to study the society. In recent times, the sociologist like Hothouse, Westermarck and F. Oppenheimer strongly support this method. Historical method refers to, "*the study of events, processes and institutions of past societies, for the purpose of finding the origins or antecedents of contemporary social life and thus understanding its nature and working*". Historical sociology (sociology based on historical method) studies societies of remote as well as recent past to discover origins of, and find explanations for, our present way of life. Historical approach to study of the society basically follows two forms i.e. (i) historical approach is influenced by biological theory of evolution, and (ii) historical approach influence by economic interpretations. The first approach concentrates on the issues relating to the origin and development of societies. Comte and Spencer used this approach to study the society. The second approach is basically used by Max Weber in his studies of origin of capitalism, the development of modern bureaucracy and the economic influence of the world religions.

Comparative approach

Comparative approach uses/applies logical principles on social phenomenon in order to eliminate the factors which are not essential and arrive at the factors which are essential. Comparative approach in the field of sociology studies past or existing societies and social institutions by a process of selection, comparison



and elimination in order to arrive at proper generalization. Comparison is made among contemporary societies which have common historical, political and many other characteristics. In natural science, scientist can establish causal connection by experiment. But in study of social setting, experiment is hardly possible. Hence, social scientists establish causal connections by examining cases in which two or more phenomena are simultaneously present or absent. Thus, comparative method in the field of social science shows how certain social phenomena are frequently associated with each other or frequently occur in a regular order of succession. Durkheim, Max Weber and many other sociologists used this approach more frequently to study the social phenomenon. For example, Durkheim compared the suicide rates of different societies and of different groups within a society, to show that these rates varied inversely with the degree of social solidarity.

Functionalist approach

Functionalist approach has profound influence on modern sociological theorizing. This method, in fact, is an outcome of the reaction against evolutionary method. In fact, functionalist approach is considered more as an approach of interpretation rather than investigation. Functionalist approach to study society refers to '*the study of the society/social phenomenon from the point of the functions of the society /social phenomenon (or the elements of the society/ social phenomenon)*'. Functions of a system refer to the activities which are performed by the system (or its elements) in order to achieve healthy maintenance of the system. This approach is based upon the assumption that a system is based upon a number of its constituent parts. Each part of the system is interrelated with other parts of the system. The function of a part of the system is understood in relation to functions of the other parts of the system. In the same way, if society is a system, its constituent parts are religion, economy, politics, etc. When one studies the society from functionalist perspective, he has to understand society in relation to the relative functions of parts of the society like religion, economy, politics, etc. Auguste Comte and Herbert Spence laid the foundation for studying the society from functionalist perspective. Durkheim was the champion in using this method in studying the social phenomenon. The sociologist like Radcliffe Brown and Malinowski highly admired this approach in studying the social phenomenon.

Statistical approach

Starting from 17th century, statistical approach has been used in the study of social phenomenon. This approach is used to study the social phenomenon in quantitative and objective ways. The social issues relating to birth and death, divorce, crime, migration, economic condition, public opinion, etc. can nicely be studied through this approach. This approach is in much use in order to disclose relationship among different aspects of social phenomenon. It is true that



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most social data are qualitative, but, still the social scientists are trying their best to make such data quantitative and objective by the meaningful use of the statistical method. Sociologists like Giddings and many others have emphasized the use of this approach in conducting sociological researches.

Besides these approaches, there are many other approaches like case study approach, evolutionary approach, etc. which are in much use in studying the social phenomena.

Check your progress – 2

Question: What are the specific features of the scarcity and choice approach of Robbins to study economics?

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5.4 IMPORTANCE OF SOCIAL AND POLITICAL LIFE AS A PART OF SOCIAL SCIENCE CURRICULUM

The subject ‘Social Science’ has been included in our school curriculum in order to make the students aware of the socio-cultural system of the society and to help them face the social reality. It aims at developing certain basic qualities, competencies and values among students, so that they can solve divergent social, cultural, political, and economic and such other problems of the society. This subject helps the students to be effective members of the democratic society.

At the upper primary level, the social science curriculum includes three teaching learning areas, namely, ‘history’, ‘geography’ and ‘social and political life’. Now you will learn the importance of ‘social and political life’ as a part of social science curriculum.

5.4.1. SIGNIFICANCE OF SOCIAL AND POLITICAL LIFE AS THE PART OF SOCIAL SCIENCE CURRICULUM.

Earlier you have already learnt that the area ‘social and political life’ replaced



the area 'civics' in social science curriculum. Now we will discuss the significance of 'social and political life' as the part of social science curriculum.

'Social and political life' constitutes a significant aspect of social science curriculum like 'history' and 'geography'. While history has been included in social science curriculum in order to make the children aware their rich past at different points of time, geography has been included in social science curriculum in order to make the children aware of physical, environmental and socio-cultural features of their surroundings, social and political life has been included in social science curriculum in order to make the children aware of various aspects of their social, political and economic life. At the upper primary level, the learning of social and political life is generally concerned with these objectives:

- To promote social, political and economic values among the learners
- To develop the values of patriotism, co-operation and tolerance among the learners
- To make the learners active participants of society
- To help the learners solve different controversial socio-political and economic issues
- To inculcate the democratic and constitutional values in the learners
- To make the learners familiar with the social, political and economic institutions
- To promote the values of peace and understanding among the learners

Implication of NCF (2005) on Social Science curriculum at upper primary level:

'At the upper primary stage, social studies will draw its content from history, geography, political science and economics. History will take into account developments in different parts of India, with sections on events or developments in other parts of the world. Geography can help develop a balanced perspective related to issues concerning the environment, resources and development at different levels, from local to global. In Political Science, students will be introduced to the formation and functioning of governments at local, state and central levels and the democratic process of participation. The economics component will enable students to observe economic institutions like the family, the market and the state. There will also be a section that will indicate a multidisciplinary approach to these themes'.



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National Focus Group on Teaching of Social Sciences (2006) states the Rationale And Objectives of ‘Social and Political Life’ in this way:

Rationale

At the elementary stage, the idea is to introduce students to various aspects of political, social and economic life. This will be done through a preliminary focus on certain key concepts, knowledge of which is essential to understand the functioning of Indian democracy. These concepts will be explained using imaginary narratives that allow children to draw connections between these and their everyday experiences. There will be no attempt made at this level to cover all aspects of India’s democratic structure, but rather the effort is more to provide an overview with which the child learns to critically engage by constructing herself as an interested citizen of a vibrant and ongoing democratic process. The focus on the real-life functioning of institutions and ideals is to enable the child to grasp the deep interconnectedness between the political and social aspects of her everyday life, as well as the impact of these two in the realm of economic decision-making

Objectives

- To enable students to make connections between their everyday lives and the issues discussed in the textbook;
- To have students imbibe the ideals of the Indian Constitution;
- To have children gain a real sense of the workings of Indian democracy; its institutions and processes;
- To enable students to grasp the interconnectedness between political, social and economic issues;
- To have them recognize the gendered nature of all of the issues raised;
- To have them develop skills to critically analyze and interpret political, social and economic developments from the point of view of the marginalized;
- To have them recognize the ways in which politics affects their daily lives.

5.4.2 PEDAGOGICAL PRINCIPLES FOR LEARNING SOCIAL AND POLITICAL LIFE ASPECT OF SOCIAL SCIENCE CURRICULUM.

Basically the learning of social and political life requires an interactive and experimental pedagogic situation. The learning must be related with the real life situations of the learners. The cultural and social contexts of the learner must be



given high priority in whole teaching learning process of social and political life. The pedagogy used for learning of this area must facilitate the creativity, critical understanding, and problem solving ability of the learners. The pedagogy of this area must follow the learning by playing, learning by enjoying and learning by doing. The pedagogy must be learner oriented by keeping the learner at the central place of teaching learning.

Just you remark below that how the learning of social and political life follows an activity oriented teaching learning pedagogy.

ACTIVITY-1 (ACTIVITY BASED LEARNING ON GOOD SOCIAL HABITS)

This is a classroom based activity. The purpose of this activity is to develop good social habits among learners and eradicate bad social habits among them. The details of the activity are given under the following headings/points.

(a) Activity Profile

- Class : VI level
- Learning Area : 'Social and Political Life' area of Social Science Curriculum
- Content of Learning : Good social habits
- Main learning objective : Developing good social habits among learners and eradicating bad social habits among them.
- Materials required : Some pictures relating to good social habits and bad social habits
- Strategy : Putting right (II) or cross (x) against appropriate pictures
- Mode : Individualized





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(b) Activity Followed

In this activity, the teacher will guide the learners in this way:

Dear learners. A number of pictures are given in the above box. All such pictures characterize some social habits performed by the individuals in the society. Choose the appropriate pictures which show the good social habits and put tick mark (II) in right side of those pictures, and put cross mark (x) in the right side of those pictures which are related to bad social habits.

(c) Activity based Learning Assignments

These learning assignments are for the learners. For performing these learning assignments the teacher will guide the learners in the following way:

Below is given a number of tasks for you (learners), which are very interesting. Do complete the tasks and submit them for discussion and analysis.

1. Prepare a small story and title the story as ‘ Good social habits’
2. Write an essay on ‘Evil effects of bad social habits’.
3. Prepare some posters on good social habits.
4. Enlist the bad social habits practiced in your school premise and report them to your class teacher

Check your progress – 3

Question: What should be the pedagogical principles of learning of ‘social and political life’ aspect of social science curriculum?

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**5.6 DEVELOPING LESSON PLAN FOR
LEARNING OF SOCIAL AND POLITICAL
LIFE ASPECT OF SOCIAL SCIENCE
CURRICULUM**

A lesson plan in the area of ‘social and political life’ of social science curriculum is presented here for your learning and discussion.



This lesson plan is prepared for teaching ‘**Diversity and unity in India**’ at class VI level. This plan is done following the constructivist approach to teaching learning. This plan expects the teacher to act as the guide of the whole learning process of the learners. The detail outline of the plan is given under the following headings.

(a) Context of the lesson

- Class : Class VI level
- Learning Area : ‘Social and Political Life’ area of Social Science Curriculum
- Topic : Diversity and unity in India
- Time : 1 period
- Approach to Learning : Constructivist approach

(b) Learning objectives of the Lesson

After learning this topic, you (learners) would be able to-

- identify different types of diversities (for example, religious diversity, caste diversity, class diversity etc.) prevailing in India;
- explain the nature and causes of all such diversities;
- justify how diversity of India acts as the basis of unity among Indians;
- find out the location of diversity features in Indian socio-cultural map; and
- prepare projects/plans relating to unity in diversity in India context;

(c) Learning procedure

After entering the class, the teacher will ensure whether the classroom arrangement is done properly or not. At first the teacher will maintain proper discipline in the class and then s/he will follow some motivational techniques to motivate the learners to the teaching learning process. The present class will basically follow constructionist approach to teaching-learning. The details of transactional procedures that the teacher would follow for transacting this lesson to the learners are given under the following headings.

(d) Introduction to the topic

For motivating the learners to the present learning task, the teacher will show some pictures

(given in the box-1) which signify different religions and ask the following questions relating to the pictures.



Notes



<i>Teacher's activities</i>	<i>Learner's Activities (Expected)</i>
Can you differentiate among these pictures?	Yes.
How these pictures differ among themselves (Basis of differentiation)?	Religion is the basis of differentiation.
Are these pictures related with single religion?	No. They are related to many religions
Whether all these religions are found in India?	Yes.

(e) Announcement of the topic

After having the above discussion with the learners, the teacher will say religious diversity is a main feature of India; and like this whether any other such diversity is found in India or not, let us have discussion.

(f) Presentation

At this stage, the teacher will follow different approaches/techniques in order to have discussion with learners regarding diversity and unity features of Indian sub-continent. Such approaches/techniques are discussed in detail under following two sections (**Section-A & Section-B**).



Section-A (Constructing Learning in Diversity context)

Box-2: Diversity Context-1

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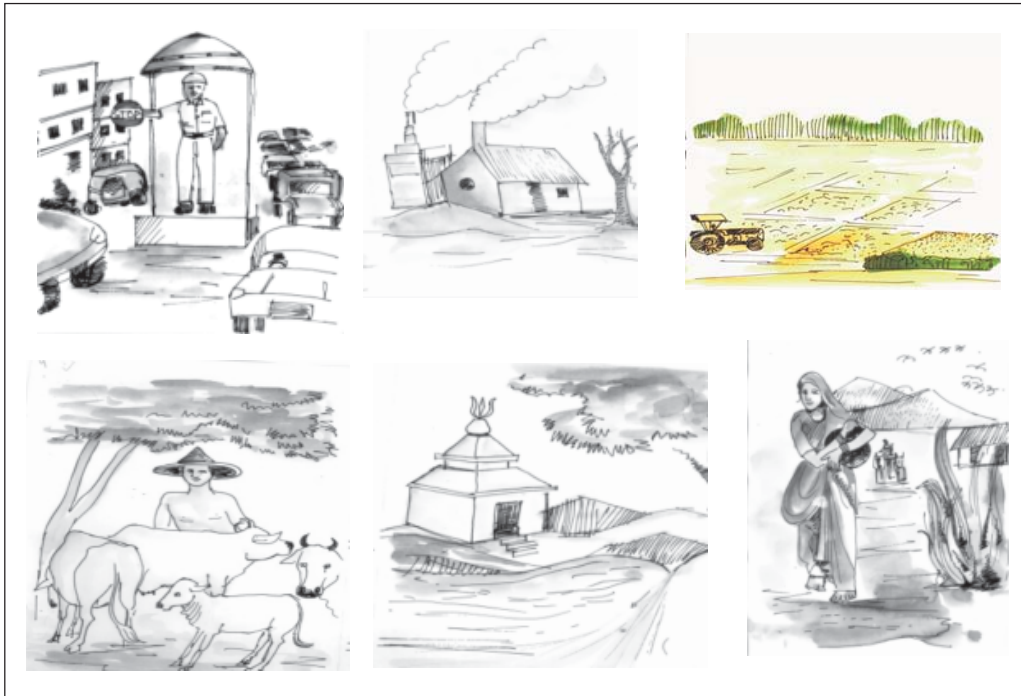
<i>Teacher's activities</i>	<i>Learner's Activities (Expected)</i>
Look at these four scenarios and tell how these four scenarios are different from each other.	The learners will find out the differences from their own experiences.
Write an essay with proper elaboration, how India experiences these differences in different times and at different places.	The learners will write the essay in this regard as per their experiences.

The teacher will discuss the essays written by learners. And, a thorough discussion will be made among teacher and learners regarding how Indians experience the diversity in their lifestyles.



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Box-3: Diversity Context-2



<i>Teacher's activities</i>	<i>Learner's Activities (Expected)</i>
<p>In box-3, some pictures are given. Out of all pictures, some are related to rural area and some are related to urban area.</p> <p>Differentiate among them in regard to their relation to urban area and rural area.</p> <p>Can you find out other differences we find between rural India and urban India?</p>	<p>The learners will differentiate looking at the pictures.</p> <p>The learners will find out the other differences.</p>

Constructive learning interactions (In corroboration to above two diversity contexts)

The learners will construct their learning regarding diversity (whatever they experienced in relation to the above two diversity contexts) in the following way.

<i>Teacher's activities</i>	<i>Learner's Activities (Expected)</i>
<p>What other types of differences do we find in India? Make a list of such differences.</p>	<p>Learners will tell about difference in caste, class, regional, language, culture, food habit, clothes, festivals, animals, birds, etc.</p>
<p>What are the different castes and existing in our Country?</p>	<p>Each learner will critically analyze it and provide the answer.</p>



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<p>Give your opinion on whether Casteism is a boon or a curse?</p>	
<p>Many times we find class struggle, language struggle, regional struggle etc. among the Indian people.</p> <p>Why such struggles are happening in our country and what are the evil effects of these struggles?</p>	<p>The learners will critically analyze the causes and effects of these struggles and share/ interact their views with each other.</p>
<p>India is very big and diverse country. In your view Indian diversity is a boon or a curse for Indian people?</p>	<p>The learners will debate on the issues statement and present their views in the class</p>

Section-B (Constructing Learning in Unity context)

Unity Context-1





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Teacher's activities

Look at this picture. What do you see in this picture? How good the picture to see? Do you find any unity feature of India from this picture?

Learner's Activities (Expected)

The learners in their answers will justify how far India is able to maintain unity in spite of all the differences.

Box-4: Unity Context-2



<i>Teacher's activities</i>	<i>Learner's Activities (Expected)</i>
Look at the pictures in box Box-4. Do you feel India is great for its cultural differences?	Yes
From above pictures, summarize how India maintains a cultural unity from its differences.	The learners will justify how India maintains cultural unity.



Notes

Constructive learning interactions
(In relation to above two unity contexts)

The learners will construct their learning about unity in India from its diversities in relation to the above two unity contexts.

<i>Teacher's activities</i>	<i>Learner's Activities (Expected)</i>
The teacher shows a ten rupee note and describes how India's features of diversity and unity are depicted in it.	Learners will look at the note and infer features of diversity and unity from such note.
World recognizes India for its linguistic, religious, and cultural unity- Give comment on this.	Learners will provide their comment on the basis of their experiences.
How do you recognize Indian metropolitan cities as the symbols of unity in diversity	Learners will find out the characteristics of unity in metropolitan cities.
Prepare a list of songs, pledges India etc. which reflect unity in diversity in India.	Learners may collect songs, pledges etc. which reflect unity in diversity in India. For example: <i>Sare jahan se achha.....</i>

(g) Evaluation

The following tasks are for you (learners). Complete these tasks.

- List the three major festivals, which are celebrated in your state. Name the religious and cultural groups, which take part in each of these three festivals.
- During the British Raj in India, different groups of people in India demonstrated the features of unity and made India free from the British hand – Give your comment on it.
- Prepare a project on the following theme.

'Go to your locality /village. Find out the people belonging to the different cultural, caste and religious groups who people live there. Find out the differences existing among them. Suggest some methods for achieving unity among them.'
- In the column-A, the name of four national leaders are given. The column-B contains the birth places of those leaders. Match the leaders from column-A with their birth places from column-B with arrow mark ().



Notes

Column –A

Subhas Bose
Jawahar Lal Nehru
Mahatma Gandhi
Bal Gangadhar Tilak
Assam

Column –B

Uttar Pradesh
Odisha
Gujarat
Maharashtra
Karnataka

5. In the question no.-4 the name of four national leaders are given. Illustrate how they had sacrificed themselves for the unity of our country.

Check your progress – 4

Question: What are the different types of diversities found in India?

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5.6 LET US SUM UP

In this unit, discussions have been made regarding ‘social and political life’ as an integrated subject of political science/ economics/ sociology. This unit mainly focused on three points i.e. contents of ‘social and political life’ in social science at elementary stage; methods/approaches adopted by social scientists in political science, economics and sociology; and importance of ‘social and political life’ as a part of social science curriculum. In the last part of this unit, a lesson plan relating to ‘social and political life’ aspect of social science curriculum has been presented.

5.7 GLOSSARY/ABBREVIATION

Social and Political Life (SPL): ‘Social and Political Life’ is a constituent part/ component of social science curriculum at upper primary level. The other constituent parts/component of social science curriculum at upper primary level are ‘History’ and ‘Geography’.



Raj: Raj here refers to the British Raj or administration.

Civics: Civics was earlier an area of social science curriculum at upper primary level. In present social science curriculum at upper primary level, the area ‘civics’ is replaced by the area ‘social and political life’.

5.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress -1 :

‘Social and political life’ draws its learning experiences mostly from political science, economics and sociology. Political science makes the child familiar with democratic processes and participation. Economics enable the child to be familiar with economic activities like production, consumption, distribution, exchange, etc. Sociology makes the child to be an important member of civic society, removing the barriers of caste, class, religion, etc.

Check Your Progress -2 :

Robbins defined economics as the science which studies human behaviour as a relationship between ends and scarce means, which have alternative uses. The specific features of the scarcity and choice approach to study economy of Robbins are as follows:

1. Human wants are unlimited
2. Resources are limited/ scarce in relation to wants
3. Resources have various alternative uses
4. Whether goods and services would promote welfare or not is not the concern of economics. Economics should study them (goods and services) if they satisfy the human wants
5. Economics deals with how resources of the society should be allocated to satisfy the different wants

Check Your Progress -3 :

The learning of ‘social and political life’ aspect of social science curriculum basically requires an interactive and experimental pedagogic situation. The learning must be related with the real life situations of the learners. The cultural and social contexts of the learner must be given high priority in the whole teaching learning process of social and political life. The pedagogy used for learning of this area must facilitate the creativity, critical understanding, and authentic problem solving ability of the learners. The pedagogy of teaching learning of this subject must follow the learning by playing, learning by enjoying and learning by doing.

Check Your Progress -4 :



In India different types of diversities are found. Those diversities may be in relation to caste, class, region, language, culture, food habit, clothes, festivals, animals and birds, rural urban context, climatic condition, etc.

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Notes

5.10 UNIT- END EXERCISES

1. Prepare a list of socio-economic issues, which you have experienced in your daily life, that have relevance to be included in Social and Political Life(SPL) component of Social Science curriculum at upper primary school level.

2. Prepare a project on following topic:

‘Go to your village/ municipality area. Find the number of families remaining below the poverty line there. Study their social life and living condition. Suggest remedies for their upliftment’.

Prepare a lesson plan for teaching learning of ‘Gender discrimination in India Context’ at class VI level.