



**KENDRIYA VIDYALAYA SANGATHAN
ZONAL INSTITUTE OF EDUCATION AND
TRAINING, MUMBAI**

3-DAY ONLINE WORKSHOP

ON

**“COLLABORATIVE AND COOPERATIVE LEARNING IN
SOCIAL SCIENCE”**

FROM 07.11.2023 TO 09.11.2023

**COLLABORATIVE &
COOPERATIVE ACTIVITIES
(Prepared by Teachers)**

VENUE

**ZONAL INSTITUTE OF EDUCATION
AND TRAINING, MUMBAI
KVS, COMPLEX, NCH COLONY,
KANJURMARG (W), MUMBAI-78**

COLLABORATIVE AND COOPERATIVE ACTIVITIES

AHEMDABAD REGION

CLASS: X TOPIC: POWER SHARING

METHOD: THINK-PAIR-SHARE

"Think-Pair-Share" activity is an engaging strategy to promote discussion and critical thinking in the classroom. Here's a detailed plan for conducting a Think-Pair-Share activity on the chapter "Power Sharing" in a Class 10 social science class:

Objective:

To help students understand the concept of power sharing and its importance in a democratic setup.

Materials Needed:

- Whiteboard and markers (or digital presentation)
- Handouts with relevant information from the chapter
- Timer

Duration: Approximately 30-40 minutes

Step 1: Introduction (5 minutes)

- Begin by explaining the concept of power sharing briefly.
- Highlight the importance of understanding power sharing in a democracy.
- Provide a brief overview of the key points covered in the chapter.

Step 2: Think (5 minutes)

- Distribute the handouts or display relevant information on the whiteboard.
- Ask each student to individually think about one important aspect of power sharing in a democracy.
- They should write down their thoughts on a piece of paper.

Step 3: Pair (10 minutes)

- Divide the class into pairs or let students choose their partners.
- Ask them to share their thoughts with their partner and discuss their understanding of power sharing.
- Encourage them to exchange ideas and provide examples from the chapter or real life.

Step 4: Share (10 minutes)

- Bring the class back together and randomly select a few pairs to share their discussions.
- Each pair should summarize their key points and insights related to power sharing.
- After each pair shares, open the floor for questions and further discussion.

Step 5: Reflection (5 minutes)

- Summarize the key takeaways from the activity on the whiteboard or in a digital presentation.
- Encourage the students to reflect on what they've learned and how it relates to the chapter's content.
- Discuss the significance of power sharing in a democratic society and its real-world implications.

Step 6: Closure (5 minutes)

- Conclude the activity by emphasizing the importance of power sharing in maintaining democracy and ensuring the well-being of citizens.
- Encourage students to revisit the chapter for further reading and understanding.

Assessment:

- Assessment can be done informally through classroom discussions and the students' active participation.
- You can also assign a short homework assignment where students write a paragraph about A "Think-Pair-Share" activity is an engaging strategy to promote discussion and critical thinking in the classroom.

PRESENT AND PREPARE BY: Mrs. Sunita Parihar

TGT S.ST KV NO1 AHMEDABAD

Examples of Collaborative Learning or Group Work Activities



Stump Your Partner/Classmates

- **‘Stump your partner’** is based on an idea for consolidating learning from that session’s lecture, reading, or other didactic material. ask students to individually and silently come up with a question to test their partner and help them to learn.
- Instruct students to try to stump their partner with a challenging question, but to keep it based on important concepts from the lecture or reading.
- Students pose the question to the person sitting next to them.
- To take this activity a step further, ask students to write down their questions and hand them in. These questions can be used to create tests or exams. They can also be reviewed to gauge student understanding, collect the questions to get a sense of what students find central and/or challenging.
- *The goal of this activity is for each student to create a question based on the recent class content that they then ask a classmate. This is a way for students to take ownership of reviewing important material from class. Also these questions will be useful to deal with competency based questions.*

Class X- GEOGRAPHY

Chapter: MINERALS and ENERGY RESOURCES

- 1. Divide the class into groups of 2-3 students.**
- 2. Each group will choose 1 energy resource or mineral.**
- 3. Write 3 characteristics of their chosen resource.**
 - produced by fast flowing water with the help of turbines.
 - It uses renewable resources to generate electricity.
 - It is conventional source of energy
 - Answer: hydroelectricity
- 4. Now all the other students will guess the answer.**
- 5. In this way students will learn the characteristics of each source of energy or mineral and competency-based questions will also be prepared.**

Prepared by:

Sweta Nagar, Tgt (Social Science)

KV-1, Ichhanath, Surat, Ahmedabad Region

JIGSAW METHOD OF COLLABORATIVE LEARNING

RISE OF NATIONALISM IN EUROPE

The class can be divided into groups and allotted following topics

- 1.Impact of French Revolution on European Countries
- 2.Unification of Italy.
- 3.Unification of Germany.
- 4.Greek War of Independence.
- 5.Imperialism and the First World War.

Each group can have four to five members in it. They can work on various aspects such as ideas, map work, videos and concept maps, cartoons and picture. They can present their views.

The teacher will facilitate their learning and provide his/ her feedback. The members of other group can also give their feedback.

Once all the groups finish their presentation the teacher can correlate various topics and draw inference that there were several ways in which nations and nationalism emerged in Europe. It can be explained through the mind map of the chapter. Later on, teacher can conduct a small test to assess the desirable learning outcomes of the chapter.

NATIONALISM IN INDIA

The class can be divided into small groups. Each group can have four to five members in it. The subtopics could be as follows:

- 1.Impact of First World War on Khilafat and Non -Cooperation Movement.
- 2.Role of Mahatma Gandhi in Non- Cooperation Movement and Civil Disobedience Movement
- 3.Role of Baba Ramchandra and Alluri Sitaram Raju in Non-Cooperation Movement.

The members of each group can collect pictures, snippets from movie or video clippings of First World War, Non- Cooperation Movement and Civil Disobedience Movement involving Gandhiji and other leaders and textual content. The students can make small presentation on the topics. The teacher can provide a feedback and conclude the chapter with the note that Gandhiji played an important role in transforming national movement into a mass movement. Later on he/ she can conduct a small test to assess the desirable learning outcomes of the chapter.

GEOGRAPHY

RESOURCE AND DEVELOPMENT

CLASS X - GALLERY WALK

Material needed

- ☉ Informational posters or charts about
 - a) different types of resources
 - b) Development of resources
 - c) Sustainable development
 - d) agenda 21
 - e) Resources planning
 - f) Land resources
 - g) Land degradation and conservation

Markers and sticky notes.

Blank sheets

Pencils or pens

Steps

Divide the class into small groups or pairs, depending on the number of posters available. Assign each group or pair to a specific poster.

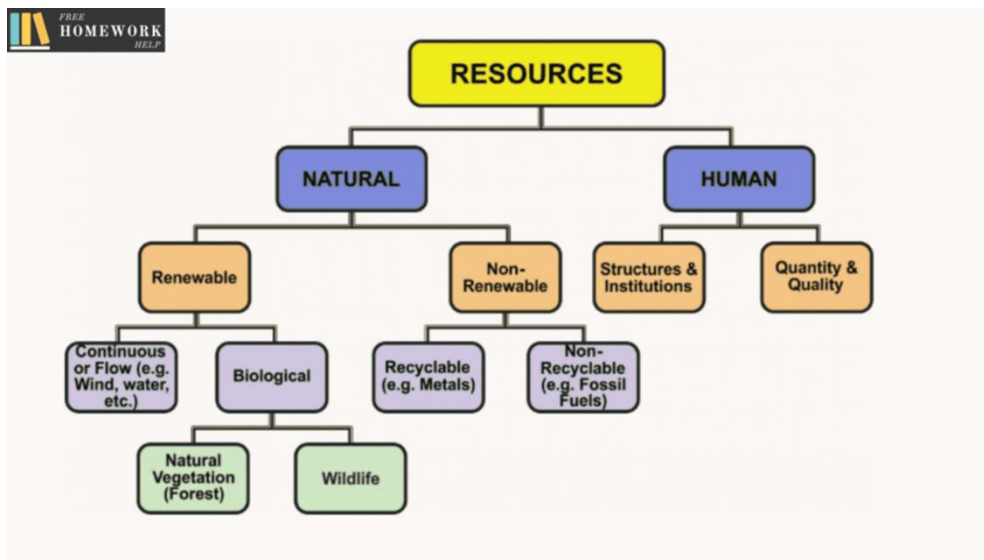
Give students a set amount of time to study the poster and take notes on the key points or information presented.

Encourage students to use markers and sticky notes to add any questions, comments, or additional information to the poster.

After the allotted time, have the groups or pairs rotate to the next poster, and repeat the process.

Continue this rotation until each group has had the opportunity to visit all the posters. Bring the class back together and have a discussion based on the notes, questions, and comments added to the posters

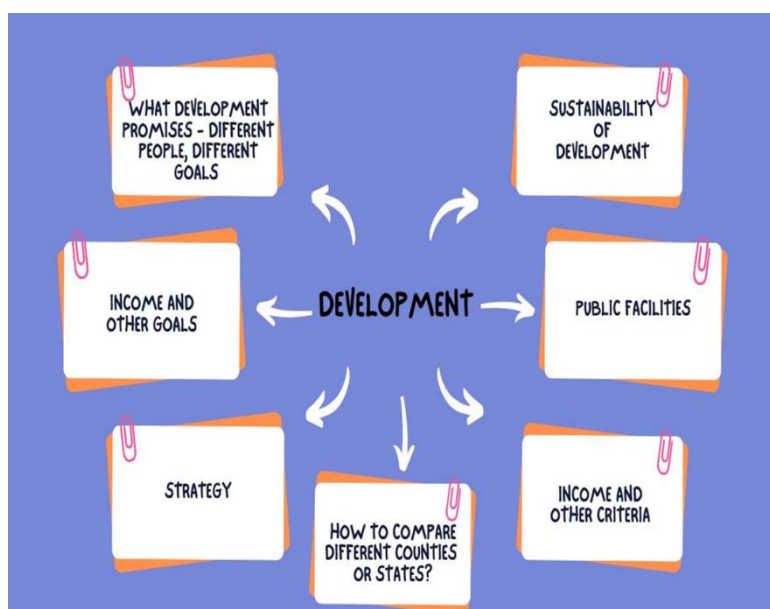
Encourage students to share what they've learned and any insights they've gained about the various types of resources.



CLASS X - ECONOMICS

Mind Map activity

Mind Map for Chapter 1 of Social Science Economics



Q.1. What do final goods and services mean?

Answer:

The various production activities in the primary, secondary and tertiary sector produce large number of goods and services for consumption and investment are final goods and services.

Q-2 Why is sustainable development essential? Give one reason.

Answer:

Sustained development aims at economic development without damaging the environment and at the same time conserving for the future. Resources are to be used in such a way that they are not overexploited.

Q-3 What is meant by sustainability of development?

Answer:

This signifies that the level of economic development of a country should be maintained or sustained in all the years. Development in the present should not compromise with the needs of the future generations.

Q-4 What is per capita income?

Answer:

The total income of a country divided by its total population gives the Per Capita Income.

Q-5 Why do people look at a mix of goals for development? Explain.

Answer:

Though income is one of the most important components of development, but there are other important goals which people look at for development—

1. People also seek things like equal treatment, freedom, security and respect.
2. Women need a safe and secure environment to take up a variety of jobs or to run businesses as entrepreneurs.
3. People seek a pollution free environment.

4. Students seek better education and equal opportunities to learn.

GLOBALISATION AND THE INDIAN ECONOMY

Case based activity

Q-1 Read the source given below and answer the follow. Tax on imports is an example of trade barrier. It is called a barrier because some restriction has been set up. Governments can use trade barriers to increase or decrease (regulate) foreign trade and to decide what kinds of goods and how much of each, should come into the country. The Indian government, after Independence, had put barriers to foreign trade and foreign investment. This was considered necessary to protect the producers within the country from foreign competition. Industries were just coming up in the 1950s and 1960s, and competition from imports at that stage would not have allowed these industries to come up. Thus, India allowed imports of only essential items such as machinery, fertilisers, petroleum etc. Note that all developed countries, during the early stages of development, have given protection to domestic producers through a variety of means.

Q-1 A. Define the term 'TAX BARRIER'.

ANS: Trade barriers are restrictions set-up by the governments in order to increase or discourage trade

Q-2 . Why do government use trade barriers?

ANS Governments can use trade barriers to increase or decrease (regulate) foreign trade and to decide what kinds of goods and how much of each, should come into the country.

Q-3 How do internet facilities help to share information?

ANS Since computers connect to each other within networks and these networks also all connect with each other, one computer can talk to another computer in a faraway network thanks to the Internet. This makes it possible to rapidly exchange information between computers across the world.

Prepared by:

MR. A. K. SENGAL

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COLLABORATIVE AND COOPERATIVE ACTIVITIES

JAIPUR REGION

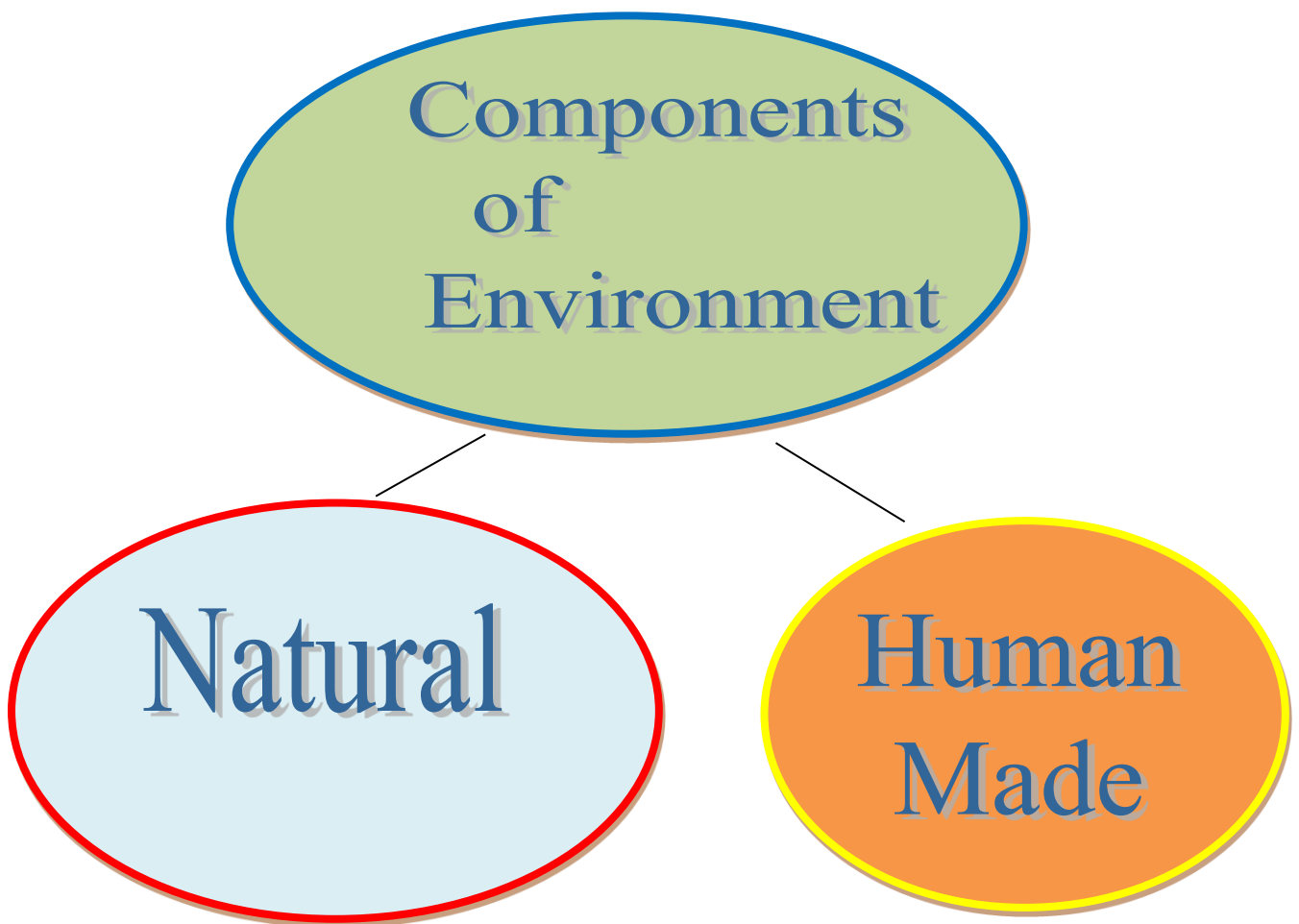
WORKSHOP on “Collaborative and Cooperative Learning”

1. Think-Pair-Share Activity

Class – 7th

Chapter – Environment (Geography)

Show this diagram to students and ask students to think 3-3 examples of Natural and Human made Environment and share.



Collaborative and Cooperative Learning in Social Sciences

2. CASE BASED ACTIVITY FOR CLASS – VII

ACTIVITY	TIME	Skills Enhanced / Learning Outcomes
The Making of Regional Cultures 1. Case Study Case study of any classical dance form. It should include the following: Its re-emergence. Its basic features Its difference from other classical dance forms	15–20 minutes split in 2 days	*Identification *Inquisitiveness * Knowledge * Exploration
Human Environment Interactions: The Tropical and the Subtropical Region 2. Case Study The River Ganga in what ways has industrialization in India affected the Ganges River? How does water pollution affect the health and daily lives of people, aquatic lives etc. GAP (Ganga Action Plan) by 2010. Mark/Locate river Ganga on India Political map.	15–20 minutes split in 2 days	*Critical *Thinking *Recognize Social Thinking
The Creation of an Empire: Mughal Dynasty 3. Suppose you are an Emperor and want gold coins to be used in your kingdom. Design both sides of the coin you want to get circulated in your kingdom.	15–20 Minutes	*Analysis *Identification *Observation *Creativity

3. JIGSAW ACTIVITY FOR CLASS – VII

1. **Objective:** To educate students about the layers of the Earth and the types of rocks found within these layers using the Jigsaw teaching technique

Here are a set of themes – you will be getting one theme out of these to work on in a group of 4 and students will discuss and research their specific layer and the types of rocks. Encourage them to create a visual representation of their layer on their poster board.

Break the class into four expert groups, each focusing on a different layer:

1. Crust
2. Mantle
3. Core
4. Rocks

How do these different layers interact and influence each other?	Can you provide real-world examples or applications related to these Earth layers?
What are the major types of rocks found in the Earth's crust, and how do they differ from those found in the mantle and core?	What is the Earth's mantle made of, and how does it behave differently from the Earth's crust and core?

2. Objective: The objective of this activity is to provide students with a comprehensive of the Mughal Empire in the Indian subcontinent. Through the Jigsaw teaching technique. understanding

LEARNING OUTCOMES: By the end of this activity, students should be able to:

1. **Demonstrate Knowledge:** Understand the historical background of the Mughal Empire, including its origins and key rulers.
2. **Analyze Military Campaigns:** Analyze the major military campaigns and conquests undertaken by the Mughals and their impact on the empire's expansion.
3. **Explain Succession Traditions:** Explain the methods of succession within the Mughal dynasty and recognize the significance of succession in the empire's history.
4. **Interpret Diplomatic Relations:** Interpret the diplomatic relationships between the Mughal Empire and other regional rulers, assessing alliances and conflicts.
5. **Assess Empire's Evolution:** Assess the status and challenges faced by the Mughal Empire in the seventeenth century and its subsequent influence on the Indian subcontinent's history and culture.

Break the class into four groups, each focusing on a different aspect:

- a) Mughal Rulers

- b) Mughal Architecture
- c) Mughal Culture
- d) Mughal Legacy.

Students can explore a specific Mughal ruler or piece of architecture in more detail. Students will explore various aspects of the Mughal Empire, including its history, military campaigns, traditions of succession, diplomatic relations with other rulers, and its status in the seventeenth century and beyond.

What were the traditional methods or systems of succession within the Mughal dynasty?	How did the Mughal emperors maintain diplomatic relations with other rulers?

What were some of the contributions of the Mughal rulers to Indian history and culture?	Could you highlight some of the major military campaigns?

4 THINK PAIR SHARE ACTIVITY

HISTORY

Think-pair-share is a technique that encourages and allows for individual thinking, collaboration, and presentation in the same activity. Students must first answer a prompt on their own, then come together in pairs or small groups, then share their discussion and decision with the class. Discussing an answer first with a partner before sharing maximizes participation, and helps to focus attention on the prompt given.



Think



Pair



Share

HISTORY CHAPTER

Making of Global world

How the World shrank after Globalization of world? Give your point of view.

Why Use Think-Pair-Share?

Using the think-pair-share technique allows students time for individual reflection, thinking, and processing new information before they may be influenced by other students' answers. This process also teaches students how to explain their thoughts first to a peer, and then to a larger audience (the entire class).

How to Use Think-Pair-Share

Explain the technique to the students before beginning the exercise — describe the purpose, set discussion guidelines and time limits, and model the strategy to ensure that students know what is expected of them.

Step 1: Think

Begin with this question, and give students time to individually think about an answer, and document their responses on their own, either written or in pictures. Students can be given 1-3 minutes for this part of the exercise.

Step 2: Pair

Students now get into pairs. Decide beforehand whether you will assign pairs or let students choose their own partners.

Remember when pairing to think of student strengths and their personalities. Ask the students to share what they came up with, with their partners and discuss. You can provide questions for the students to ask one another. This part of the activity can take at least 5 minutes.

Step 3: Share

For this part, come back together as a class and have a whole class discussion. You can either choose to have one person from each pair share with the class, or the discussion can be more open. Students can also share with the class what their partner said.

5. Jigsaw Activity (Economics)

A jigsaw is a collaborative



activity that involves the organizing of students dependent into various groups. Students are dependent on their peers to learn a new skill, and then teach the skill to another set of peers. A teacher will take a topic or set of skills and break it into pieces.

How we use Jigsaw Activities in the Classroom?

- The teacher will start by selecting topic. This must be a topic that can be broken down into subtopics.
- The teacher will then assign students into groups that we will call HOME groups.

- Within the Home groups, the teacher will assign each group member a number or



colour.

- The students with the same number or colour will form new groups that we will call the EXPERT groups
- The expert groups will research or learn a sub topic that has been assigned to them by the teacher
- Through research and/or practical activities, students will gather information and learn as much as possible about their given topic. These findings should be documented somewhere (paper, online doc, poster, etc...)
- Once students have been given enough time and feel that they have mastered the topic, students will regroup into their HOME groups.
- One at a time, students will teach their HOME group members about what they have learned. Group members should be recording this new information on the worksheet
- (optional) Students will then complete a final task to show what they have learned

For example, let's say we are starting a unit about the Money and Credit. we could have each EXPERT group research one of the following subtopics:

1. Money as a Medium of exchange.

2. Modern forms of Money.

3. Loan activities of Banks.

The expert student will research on the topic “**Loan activities of banks**” and collect the information and then share with the home group.

COLLABORATIVE AND COOPERATIVE ACTIVITIES

PATNA REGION

WORKSHOP on “Collaborative and Cooperative Learning”

Think-Pair-Share Activity on "In the Earliest Cities"

Learning Objective: To enhance students' understanding of the Harappan civilization and encourage critical thinking and collaboration.

Materials:

- * Whiteboard or flipchart
- * Markers or pens
- * Copies of Chapter 3, "In the Earliest Cities," from Class 6 History NCERT textbook

Procedure:

1. Introduction (5 minutes)

- * Begin by briefly reviewing the main points of Chapter 3, "In the Earliest Cities," with the class.
- * Explain the concept of the Think-Pair-Share activity, emphasizing the importance of active participation and collaboration.

2. Think (5 minutes)

- * Will Divide the class into pairs and provide each pair with a copy of Chapter 3.
- * Will Instruct each student to independently read and reflect on the chapter, focusing on the following questions:
 - * What were the characteristics of Harappan cities?
 - * How did the Harappans live their lives?
 - * What were the major achievements of the Harappan civilization?

3. Pair (5 minutes)

- * Encourage each pair to discuss their thoughts and reflections on the chapter, sharing their understanding of the Harappan civilization.
- * Prompt them to identify key points, ask clarifying questions, and draw connections between different aspects of Harappan life.

4. Share (10 minutes)

- * Invite each pair to share their insights with the class, summarizing their discussion and highlighting their key takeaways.
- * Encourage classmates to ask questions, challenge perspectives, and engage in further discussion.

* Facilitate the overall discussion, ensuring that all pairs have an opportunity to share their thoughts.

5. Conclusion (5 minutes)

* Summarize the main points of the Think-Pair-Share activity, emphasizing the importance of critical thinking and collaboration in understanding history.

* Encourage students to continue exploring the Harappan civilization through additional research and discussions.

Think-Pair-Share Activity

Topic: From Hunting-Gathering to Growing Food

Class: 6th Grade

Subject: History

Learning Objectives:

- * Students will be able to identify the key differences between hunter-gatherers and farmers/herders.
- * Students will be able to explain the reasons why people transitioned from hunting-gathering to growing food.
- * Students will be able to describe the impact of this transition on human society.

Materials:

- * Whiteboards or flip charts
- * Markers
- * Handouts with the following questions:

1. What are the characteristics of hunter-gatherer societies?
2. What are the characteristics of farming/herding societies?
3. What are the reasons why people transitioned from hunting-gathering to growing food?
4. What are the impacts of this transition on human society?

Procedure:

1. Introduction:

- * Will Begin by introducing the topic of the transition from hunting-gathering to growing food.
- * Briefly discuss the characteristics of hunter-gatherer societies, such as their reliance on wild plants and animals for food and their nomadic lifestyle.

2. Think Phase:

- * Will divide the class into pairs.
- * Will Distribute the handout to each pair.
- * Will instruct students to read the questions and discuss them with their partner for 2-3 minutes.
- * Encourage students to take notes both individually and with partner on the questions.

3. Pair Phase:

- * The pairs will share their answers to the questions with each other.
- * Students will be encouraged to listen to their partner's perspectives and ask clarifying questions.
- * Will instruct the pairs to work together to create a brief summary of the key points.

4. Share Phase:

- * Now each pair will share their summary with the rest of the class.
- * Discussion and debate will be encouraged among classmates.
- * Address any misconceptions or misunderstandings.

7. Conclusion:

- * Review the main points of the lesson.
- * Discuss the significance of the transition from hunting-gathering to growing food.
- * Encourage students to reflect on what they have learned.

JIGSAW ACTIVITY

CHAPTER RURAL LIVELIHOOD CLASS-6

Title: Exploring Rural Livelihoods - Jigsaw Activity*

*Objective: To understand various aspects of rural livelihoods and how they impact rural communities.

*Materials Needed:

1. Handouts with information on different subtopics related to rural livelihoods.
2. Markers and chart paper for each group.
3. Timer or stopwatch.

*Setup:

1. Divide the class into small groups, with each group consisting of 4-5 students. Ideally, have 4 subtopics related to rural livelihoods. If you have more students, you can add more subtopics.

*Procedure:

1. Assign each group one of the subtopics related to rural livelihoods. Subtopics can include:
 - a. Types of rural livelihoods (farming, fishing, handicrafts, etc.)
 - b. Challenges in rural livelihoods (drought, market access, etc.)
 - c. Importance of agriculture in rural areas.

- d. Government schemes and support for rural livelihoods.
2. Give each group the handout containing information on their assigned subtopic. Instruct them to read and discuss the information within their group.
 3. Each group should create a visual representation (chart or poster) of the key points of their subtopic.
 4. Set a time limit for this phase (e.g., 20-30 minutes).
 5. After the allotted time, rearrange the groups so that each new group has at least one member from each of the original groups (experts on different subtopics).
 6. In their new groups, each student should take turns presenting their group's subtopic and explaining the key points on their chart or poster to their peers.
 7. Encourage the other group members to ask questions for clarification.
 8. After all presentations, have a class discussion to synthesize the information from each subtopic and discuss the interconnectedness of rural livelihoods.

***Assessment:**

You can assess students' understanding through class participation, the quality of their visual representation, and their ability to answer questions during the group presentations.

This Jigsaw activity promotes teamwork, communication, and a deeper understanding of rural livelihoods among the students. It also encourages them to view the topic from different perspectives, enhancing their comprehension.

GALLERY WALK ACTIVITY

SOLAR SYSTEM



TOPIC: - Here's a simple plan for a gallery activity

TITLE: * "SOLAR SYSTEM"

***AIM:** * To introduce students to the concept of Solar System, Galaxy, Universe and other celestial bodies.

***MATERIALS REQUIRED:** *

1. Charts/posters with information and images related to SOLAR SYSTEM GALAXY.
2. Markers, coloured pencils, or crayons.
3. Sticky notes.
4. An empty wall or display area in the classroom.



Activity Plan:

1. ***Preparation:** * Create 6-8 informative charts or posters related to Solar System. Each poster should focus on different aspects, such as the planets in Solar System, Stars, Sun, Moon, asteroids, meteoroids, satellites, Galaxy, Universe etc. including relevant images and bullet points to make it visually appealing.
2. ***Setting Up the Gallery:** * Arrange the charts on the display area around the classroom.
3. ***Introduction (5 minutes):** * Start by giving a brief introduction to Solar System and its different aspects. Explain to the students that they will be exploring different aspects of Solar System through the gallery activity.
4. ***Gallery Walk (15-20 minutes):** * Allow students to walk around the gallery at their own pace. Encourage them to read the information on each chart and observe the images carefully. Provide sticky notes and markers for them to write down any questions, comments, or interesting facts they come across.

5. *Group Discussion (10 minutes): * After the gallery walk, divide the students into small groups. Each group should discuss what they've learned and share their questions and observations. Encourage them to interact and exchange ideas.
6. *Class Discussion (10 minutes): * Bring the class together for a discussion. Ask each group to share one interesting fact they discovered or a question they have. Use this as an opportunity to clarify doubts and provide additional information.
7. *Creative Expression (15 minutes): * Distribute blank sheets of paper to each student. Ask them to draw or write something related to Solar System and it's different members that inspired them during the gallery walk. This could be a different planet, Star, Moon, Earth etc. from a poster supporting the idea of Solar System.



8. *Presentation (10 minutes): * Invite a few students to share their drawings or writings with the class. This can lead to further discussions and insights.
9. *Closure (5 minutes): * Summarize the key takeaways from the gallery activity. Reinforce the importance of Solar System in Universe.
10. *Homework: * Assign a small project or essay on Solar System to encourage students to develop deeper into the topic.

This gallery activity will not only make learning about Solar System interactive and engaging but also cater to various learning styles within the classroom.

GALLERY WALK ACTIVITY

PANCHAYATI RAJ



TOPIC: - Here's a simple plan for a gallery activity

TITLE: * "Panchayati Raj Gallery"

***AIM:** * To introduce students to the concept of Panchayati Raj and its significance in local self-governance.



***MATERIALS REQUIRED: ***

1. Charts/posters with information and images related to Panchayati Raj.
2. Markers, colored pencils, or crayons.
3. Sticky notes.
4. An empty wall or display area in the classroom.



*** Activity Plan: ***

1. *Preparation: * Create 6-8 informative charts or posters related to Panchayati Raj. Each poster should focus on different aspects, such as the history, structure, functions, significance, and role of Gram Panchayats, Panchayat Samitis, and Zila Parishads. Include relevant images and bullet points to make it visually appealing.
2. *Setting Up the Gallery: * Arrange the charts on the display area around the classroom.
3. *Introduction (5 minutes): * Start by giving a brief introduction to Panchayati Raj and its importance in local self-governance. Explain to the students that they will be exploring different aspects of Panchayati Raj through the gallery activity.
4. *Gallery Walk (15-20 minutes): * Allow students to walk around the gallery at their own pace. Encourage them to read the information on each chart and observe the images carefully. Provide sticky notes and markers for them to write down any questions, comments, or interesting facts they come across.
5. *Group Discussion (10 minutes): * After the gallery walk, divide the students into small groups. Each group should discuss what they've learned and share their questions and observations. Encourage them to interact and exchange ideas.
6. *Class Discussion (10 minutes): * Bring the class together for a discussion. Ask each group to share one interesting fact they discovered or a question they have. Use this as an opportunity to clarify doubts and provide additional information.
7. *Creative Expression (15 minutes): * Distribute blank sheets of paper to each student. Ask them to draw or write something related to Panchayati Raj that inspired them during the

gallery walk. This could be a scene from a Gram Sabha meeting or a poster supporting the idea of local self-governance.



8. *Presentation (10 minutes):* Invite a few students to share their drawings or writings with the class. This can lead to further discussions and insights.

9. *Closure (5 minutes):* Summarize the key takeaways from the gallery activity. Reinforce the importance of local self-governance and Panchayati Raj in India.

10. *Homework:* Assign a small project or essay on Panchayati Raj to encourage students to delve deeper into the topic.

This gallery activity will not only make learning about Panchayati Raj interactive and engaging but also cater to various learning styles within the classroom.

COLLABORATIVE ACTIVITIES BY RAIPUR REGION

Think and Pair Activity

Understanding marginalization

Q1) An Adivasi Family in Delhi Soma and Helen are watching the Republic Day parade on TV with their grandfather. They observed some of the things about Adivasi and displacement. Write your views/observation Using Think and Pair Activity

Activity Supported - Stand Up, Hand Up, Pair Up

Q2. Read the story of dadu. Why was Dadu forced to leave his village in Orissa? Write your views/observation Using Think and Pair Activity

Activity Supported - Give One, Get One

Q3.



The above two images of tribal communities in their traditional costumes are often the only ways in which Adivasi communities are represented. This

then leads us to think of themes being ‘exotic’ and ‘backward.’

Do you think so? Write your views/observation Using Think and Pair Activity

Activity Supported- Partner Scavenger Hunt OR Alphabet Scavenger

Q4) Read the Passage - This is a photo of Niyamgiri Hill located in Kalahandi district of Orissa. This area is inhabited by Dongarria Konds, an Adivasi community. Niyamgiri is the sacred mountain of this community. A major aluminium company is planning to set up a mine and a refinery here which will displace this Adivasi community. They have strongly resisted this proposed development and have been joined by environmentalists as well. A case against the company is also pending in the Supreme Court.

Using Think and Pair Activity write your observation on

Activity Supported - Weekend News

a) Displacement of Adivasi community b) Environmental Issues or Problem



Q5) Muslim women are an important part of the women's movement in India. Write your view Using Think and Pair Activity

Activity Supported - Skittles Game (The fantastic, open-ended questions in this game allow for plenty of class discussion. Have students discuss the questions in pairs, without needing to worry if they have got the correct answer)



Confronting Marginalization

Read the passage or Question and Write your views/ Observation Using Think and Pair Activity

1)Article 17 of the Constitution states that untouchability has been abolished – what this means is that no one can henceforth prevent Dalits from educating themselves, entering temples, using public facilities etc. It also means that it is wrong to practice untouchability and that this practice will not be tolerated by a democratic government. In fact, untouchability is a punishable crime now.

Activity Supported - Conversational Cube (handy cube is a great way to get students talking. The discussion questions give students an easy start and are an opportunity for students to find out more about each other in a fun and creative way)

2)Article 15 of the Constitution notes that no citizen of India shall be discriminated against on the basis of religion, race, caste, sex or place of birth.

Activity Supported - Weekend News (Student Choose news related Article 15)

3) Soyra Bai is questioning the idea of purity and arguing that since every human is born in the same manner, there is nothing that makes one body less or more pure than the other. She is possibly also trying to say that pollution, a key tool of the caste system to separate or deny people access to spaces, work, knowledge and dignity, occurs not through the nature of work done, but 'from within' - from your thoughts, values and beliefs.

Activity Supported - Growth Mindset Cards (Write Card related with given topic like the idea of purity and arguing that since every human is born in the same manner)

4) The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989

Activity Supported - Partner Scavenger Hunt OR Alphabet Scavenger Hunt (Mention the features of the above act)

AMIT DHIRTE

TGT (S.ST), KV NO 2 NTPC KORBA

Think and Pair Activity

Class VIII Geography -Industries

Read the passage or Question and Write your views/ Observation Using Think and Pair Activity

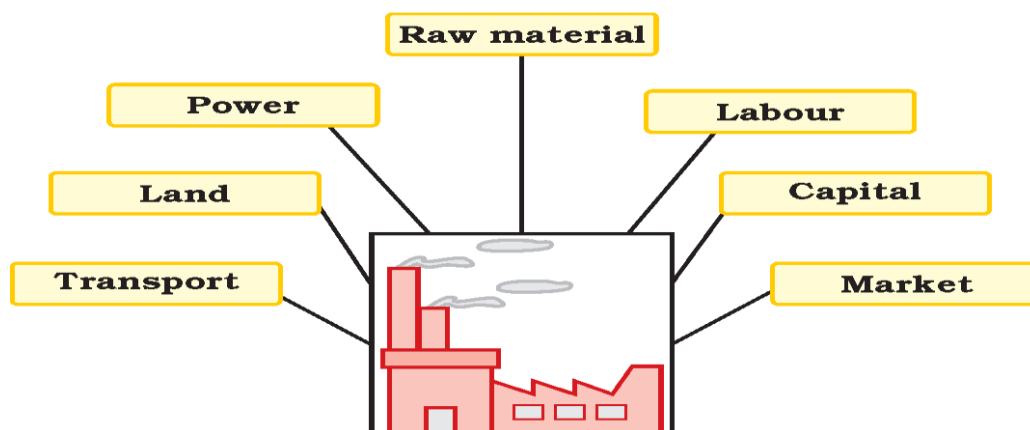
1) Trace the journey of your shirt from a cotton field to your wardrobe.

Activity Suggested -One Page Project (Write the details in one page or through poster or painting)

2) Find out the inputs, outputs and processes involved in the manufacture of a leather shoe.

Activity Suggested – Pull a Name (This fun popsicle stick holder is a great way to ensure everyone gets a turn whatever your class size! When asking a question to your class, simply pick a student's name from the holder. That student thinks or asks a friend for help and then shares the answer with the class.)

3) Write and draw about Factors affecting location of industries



Activity Suggested – Conversational Cube

4) With the help of an atlas identify some iron and steel industries in India and mark their location on an outline map of India. Write the factors affecting iron and steel industries

Activity Suggested – Map work / Written Work

5) How to identify a location for establishing an industry —

Divide your class into groups. Each group is a Board of Directors faced with the problem of choosing a suitable site for an iron and steel plant of Developed Dweep. A team of technical experts has submitted a report with notes and a map.

The team considered access to iron ore, coal, water and limestone, as well as the main market, sources of labour and port facilities. The team has suggested two sites, X and Y. The Board of Directors has to take the final decision about where to locate the steel plant.

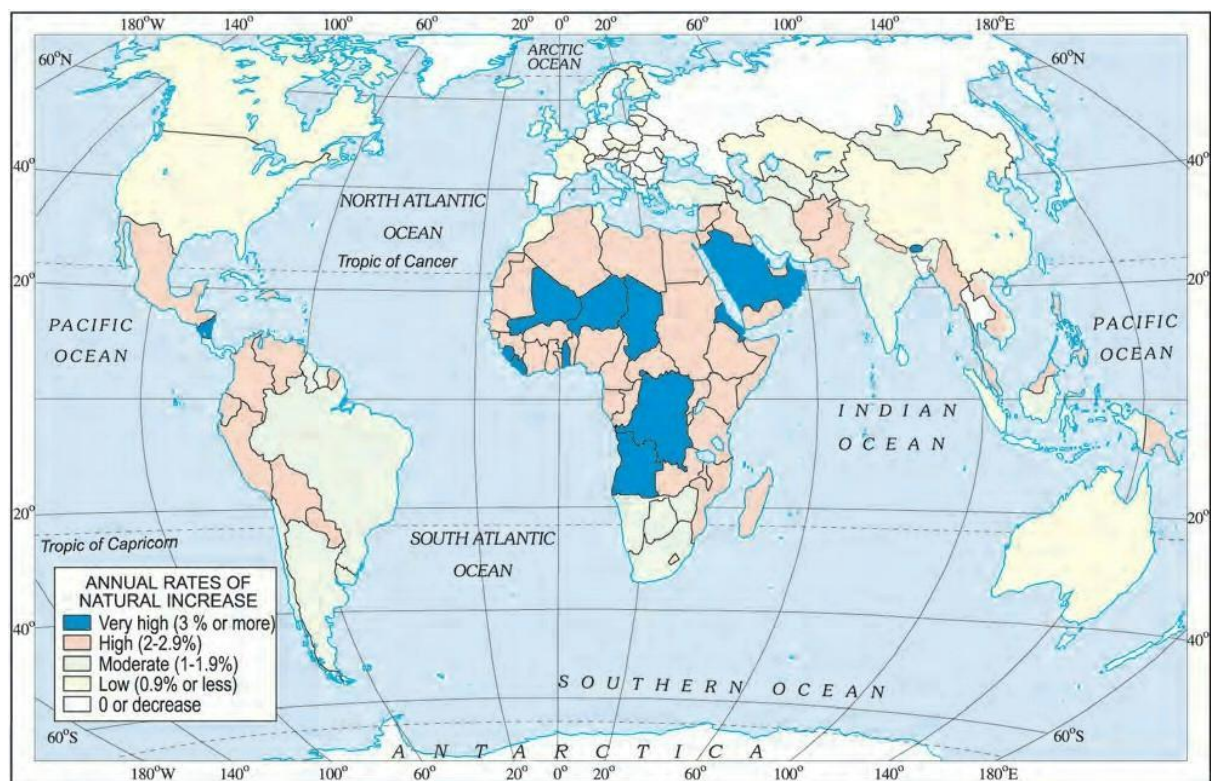
Activity Suggested – Open Discussion

Class VIII Geography - Human Resources

1. What are factors affecting distribution of population?

Activity Suggested – Role Play

2. See the map and Identify At least two country and Write Reason of Annual Rates of natural increase in different countries.

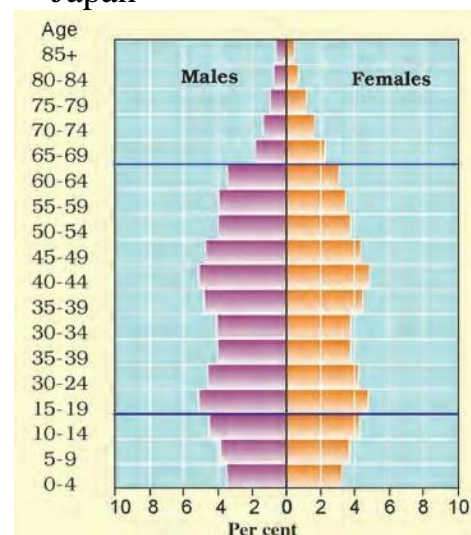
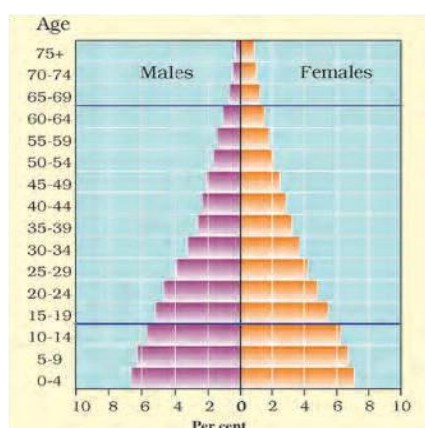


Activity Suggested – Growth Mindset Cards

3. Why there are difference between Population Pyramid of India and Japan?

Give three reason

2. Population Pyramid of Japan



Activity Suggested – Stand Up, Hand Up, Pair Up

JITENDRA JHA
TGT (S.ST), KV NO 2 CRPF BILASPUR
RAIPUR REGI

Case Based Questions on Parliament and the making of Laws

Case study 1

It is the decision of people that creates a democratic government and decides about its functioning. The basic idea in this kind of democracy is that the individual or the citizen is the most important person and that in principle the government as well as other public institutions need to have the trust of these citizens. How does the individual give approval to the government? One way of doing so, as you read, is through elections. People would elect their representatives to the Parliament, then, one group from among these elected representatives forms the government. The Parliament, which is made up of all representatives together, controls and guides the government. In this sense people, through their chosen representatives, form the government and also control it. Created after 1947, the

Indian Parliament is an expression of the faith that the people of India have in principles of democracy. These are participation by people in the decision-making process and government by consent. The Parliament in our system has immense powers because it is the representative of the people. Elections to the Parliament are held in a similar manner as they are for the state legislature. The Lok Sabha is usually elected once every five years. The country is divided into numerous constituencies as shown in the map on page 41. Each of these constituencies elects one person to the Parliament. The candidates who contest elections usually belong to different political parties. Once elected, these candidates become Members of Parliament or MPs. These MPs together make up the Parliament.

- 1.) What is the idea that serves as the starting point for a democracy?
- 2.) How the Indian Parliament embodies principles in India.
- 3.) How does the concept of consent-based governance influence the importance of the individual in a democratic system?
- 4.) What is the importance of the Indian Parliament having immense powers? How does it reflect the principles of democracy?

Case study 2

Parliament of India consists of the President, the Rajya Sabha and the Lok Sabha. After the Lok Sabha elections, a list is prepared showing how many MPs belong to each political party.

For a political party to form the government, they must have a majority of elected MPs. Since there are 543 elected (plus 2 Anglo-Indian nominated) members in Lok Sabha, to have a majority a party should have at least half the number i.e. 272 members or more. The

Opposition in Parliament is formed by all the political parties that are not part of the majority party/coalition formed. The largest amongst these parties is called the Opposition party. One of the most important functions of the Lok Sabha is to select the executive. The executive, as you read in Chapter 1, is a group of persons who work together to implement the laws made by the Parliament. This executive is often what we have in mind when we use the term government. The Prime Minister of India is the leader of the ruling party in the Lok Sabha.

From the MPs who belong to her party, the Prime Minister selects ministers to work with her to implement decisions. These ministers then take charge of different areas of government functioning like health, education, finance etc. Often times in the recent past it has been difficult for a single political party to get the majority that is required to form the government. They then join together with different political parties who are interested in similar concerns to form what is known as a coalition government. The Rajya Sabha functions primarily as the representative of the states of India in the Parliament. The Rajya

Sabha can also initiate legislation and a bill is required to pass through the Rajya Sabha in order to become a law. It, therefore, has an important role of reviewing and altering (if alterations are needed) the laws initiated by the Lok Sabha. The members of the Rajya Sabha are elected by the elected members of the Legislative Assemblies of various states. There are

233 elected members plus 12 members nominated by the President.

1.) How many elected members of the Lok Sabha must a political party have in order to secure a majority?

2.) How are ministers chosen to carry out decisions?

3.) What is the significance of coalition government in recent political scenarios?

4.) Mention the main role of the Rajya Sabha in India's Parliament?

Case Study 3

The Parliament, while in session, begins with a question hour. The question hour is an important mechanism through which MPs can elicit information about the working of the government. This is a very important way through which the Parliament controls the executive. By asking questions the government is alerted to its shortcomings, and also comes to know the opinion of the people through their representatives in the Parliament, i.e. the

MPs. Asking questions of the government is a crucial task for every MP. The Opposition parties play a critical role in the healthy functioning of a democracy. They highlight drawbacks in various policies and programmes of the government and mobilize popular support for their own policies. The government gets valuable feedback and is kept on its toes by the questions asked by the MPs. In addition, in all matters dealing with finances, the

Parliament's approval is crucial for the government. This is one of the several ways in which the Parliament controls, guides and informs the government. The MPs as representatives of the people have a central role in controlling, guiding and informing Parliament and this is a key aspect of the functioning of Indian democracy. The Parliament has an important role in making laws. There are many ways through which this takes place and it is often different groups in society that raise the need for a particular law. An important role of Parliament is to be sensitive to the problems faced by people. Let us read the following story to understand how issue of domestic violence was brought to the attention of Parliament and the process adopted for this issue to become law. the role of citizens is crucial in helping Parliament frame different concerns that people might have into laws. From establishing the need for a new law to its being passed, at every stage of the process the voice of the citizen is a crucial element. This voice can be heard through TV reports, newspaper editorials, radio broadcasts, local meetings – all of which help in making the work that Parliament does more accessible and transparent to the people.

- 1.) How does question hour enable MPs to control the executive?
- 2.) What is the contribution of Opposition in the functioning of Parliament?
- 3.) How does Parliament exercise control over the government in financial matters?
- 4.) What vital role do citizens play in the legislative process in Parliament?

Case Study 4

India became independent on 15 August 1947. People from various backgrounds joined the struggle and they were inspired by the ideas of freedom, equality and participation in decision-making. Under colonial rule, the people had lived in fear of the British government and did not agree with many of the decisions that they took. But they faced grave danger if they tried to criticize these decisions. The freedom movement changed this situation. The nationalists began to openly criticize the British government and make demands. As far back as 1885, the Indian National Congress demanded that there be elected members in the legislature with a right to discuss the budget and ask questions.

The Government of India Act 1909, allowed for some elected representation. While these early legislatures under the British government were in response to the growing demands of the nationalists, they did not allow for all adults to vote nor could people participate in decision making. the experience of colonial rule as well as the participation of different people in the struggle for freedom left little doubt in the minds of the nationalists that all persons in independent India would be able to participate in making decisions. With the coming of independence, we were going to be citizens of a free country. This did not mean that the government could do what it felt like, it meant that the government had to be sensitive to people's needs and demands. The dreams and aspirations of the freedom

struggle were made concrete in the Constitution of independent India that laid down the principle of universal adult franchise, i.e. that all adult citizens of the country have the right to vote.

- 1.) What was the importance of the Indian National Congress demand for elected members in the legislature with a right to discuss the budget and ask questions in 1885?
- 2.) How did the experience of colonial rule shape the aspirations of the nationalists regarding citizen participation in decision-making in independent India?
- 3.) In what way did the principle of universal adult franchise in the Indian Constitution embody the dreams and aspirations of the freedom struggle?
- 4.) What was the impact of the Government of India Act 1909 on the nationalist movement's demand for greater political representation?

Mrs. Sangeeta Luther
TGT Social Science
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Case Based Questions on Judiciary

Case Study 1

Imagine a situation in which a powerful politician has encroached on land belonging to your family. Within this judicial system, the politician has the power to appoint and dismiss a judge from his office. When you take this case to court, the judge is clearly partial to the politician. The control that the politician holds over the judge does not allow for the judge to take an independent decision. This lack of independence would force the judge to make all judgments in favour of the politician. Although we often hear of rich and powerful people in

India trying to influence the judicial process, the Indian Constitution protects against this kind of situation by providing for the independence of the judiciary. One aspect of this independence is the 'separation of powers'. This is a key feature of the Constitution. What this means here is that other branches of government – the legislature and the executive – cannot interfere in the work of the judiciary. The courts are not under the government and do not act on their behalf. For the above separation to work well, it is also crucial that all judges in the High Court as well as the Supreme Court are appointed with very little interference from these other branches of government. Once appointed to this office, it is also very difficult to remove a judge. It is the independence of the judiciary that allows the courts to play a central role in ensuring that there is no misuse of power by the legislature and the executive. It also plays a crucial role in protecting the Fundamental Rights of citizens because anyone can approach the courts if they believe that their rights have been violated.

- 1.) Why is the 'separation of powers' principle crucial to preserving the judiciary's independence?
- 2.) The appointment process of judges contributes to maintaining the independence of the judiciary. Explain.

3.) What is the contribution of an independent Judiciary in protecting the Fundamental Rights of citizens?

4.) How does the judiciary prevent misuse of power and strengthen India's democracy?

Case Study 2

There are three different levels of courts in our country. There are several courts at the lower level while there is only one at the apex level. The courts that most people interact with are what are called subordinate or district courts. These are usually at the district or Tehsil level or in towns and they hear many kinds of cases. Each state is divided into districts that are presided over by a District Judge. Each state has a High Court which is the highest court of that state. At the top is the Supreme Court that is located in New Delhi and is presided over by the Chief Justice of India. The decisions made by the Supreme Court are binding on all other courts in India. Are these different levels of courts connected to each other? Yes, they are. In India, we have an integrated judicial system, meaning that the decisions made by higher courts are binding on the lower courts. Another way to understand this integration is through the appellate system that exists in India. This means that a person can appeal to a higher court if they believe that the judgment passed by the lower court is not just.

1. How are courts in India connected to each other? what does the integrated judicial system imply?
2. Explain the structure of the judiciary in India.
3. How does the Supreme Court enhance the fairness and efficacy of the judicial process in India?
4. What is the hierarchy of courts in India? How does the Supreme Court's authority impact lower courts?

Case Study 3

Courts take decisions on a very large number of issues. They can decide about the sharing of river waters between states, or they can punish people for particular crimes. Broadly speaking, the work that the judiciary does can be divided into the following: Dispute

Resolution: The judicial system provides a mechanism for resolving disputes between citizens, between citizens and the government, between two state governments and between the center and state governments. Judicial Review: As the final interpreter of the

Constitution, the judiciary also has the power to strike down particular laws passed by the Parliament if it believes that these are a violation of the basic structure of the

Constitution. This is called judicial review. Upholding the Law and Enforcing

Fundamental Rights: Every citizen of India can approach the Supreme Court or the High Court if they believe that their Fundamental Rights have been violated.

- 1.) Mention below the primary functions of the judiciary in India.

- 2.) Explain why judicial review is an integral part of the Indian constitution.
- 3.) How does the judiciary safeguard citizens' Fundamental Rights?
- 4.) How judiciary resolve disputes in the country?

Case Study 4

In principle, all citizens of India can access the courts in this country. This implies that every citizen has a right to justice through the courts. As you read earlier, the courts play a very significant role in protecting our Fundamental Rights. If any citizen believes that their rights are being violated, then they can approach the court for justice to be done. While the courts are available for all, in reality access to courts has always been difficult for a vast majority of the poor in India. Legal procedures involve a lot of money and paperwork as well as take up a lot of time. For a poor person who cannot read and whose family depends on a daily wage, the idea of going to court to get justice often seems remote. In response to this, the Supreme

Court in the early 1980s devised a mechanism of Public Interest Litigation or PIL to increase access to justice. It allowed any individual or organization to file a PIL in the High Court or the Supreme Court on behalf of those whose rights were being violated. The legal process was greatly simplified and even a letter or telegram addressed to the Supreme Court or the

High Court could be treated as a PIL. In the early years, PIL was used to secure justice on a large number of issues such as rescuing bonded laborers from inhuman work conditions; and securing the release of prisoners in Bihar who had been kept in jail even after their punishment term was complete.

- 1.) What does the term “public interest litigation” (PIL) mean?
- 2.) Differentiate between PIL and traditional litigation.
- 3.) What notable accomplishments did Public Interest Litigation (PIL) make in its early years?
- 4.) What role does Public Interest Litigation (PIL) play in safeguarding India's Fundamental Rights and advancing justice?

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Collaborative and cooperative learning in social science

- **Select Texts.** Select the texts (e.g., quotations, images, documents, and/or student work) you will be using for the gallery work. ...

- **Display Texts around the Classroom.** ...
- **Explore Texts.** ...
- **Debrief the Gallery Walk.**

.GALLERY WALK METHOD



Fig. 1 – Sepoys and peasants gather forces for the revolt that spread across the plains of north India in 1857



se days
Fig. 2 – Sepoys exchange news and rumours in the bazaars of north India

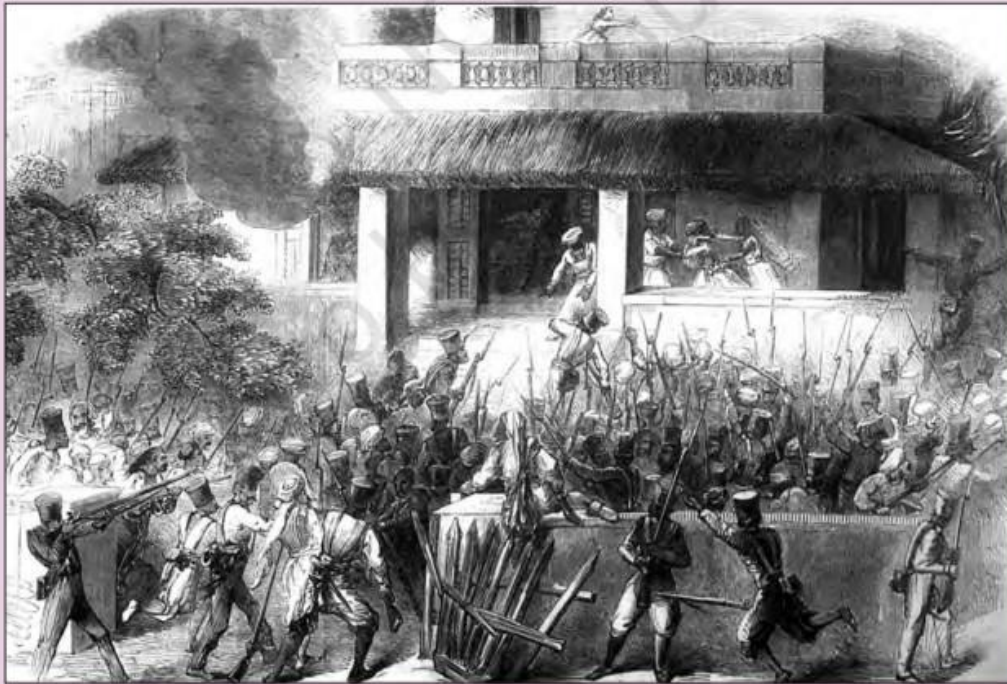


Fig. 3 – Rebel sepoys at Meerut attack officers, enter their homes and set fire to buildings

Source 2 con



Fig. 6 – Bahadur Shah Zafar

Rebelling against the British, Mangal Pandey started the struggle that Gandhi won

A 'TRAITOR' WE SALUTE!

His mutiny against the British officers triggered the 1857 War of Independence

He was in the 34th Bengal Native Infantry, part of the East India Company's army

He revolted against the Enfield P-53 rifle which used cartridges greased with pig's and cow's fat

Pandy was a slang used by British soldiers to describe a traitor

Prince Charles gave the muhurat clap for the Amir Khan starrer, Mangal Pandey: The Rising

NF
newstickers



Fig. 7 – Rani Laxmibai



Fig. 10 –
A portrait of Vir Kunwar Singh



Fig. 9 – A portrait of Nana Saheb



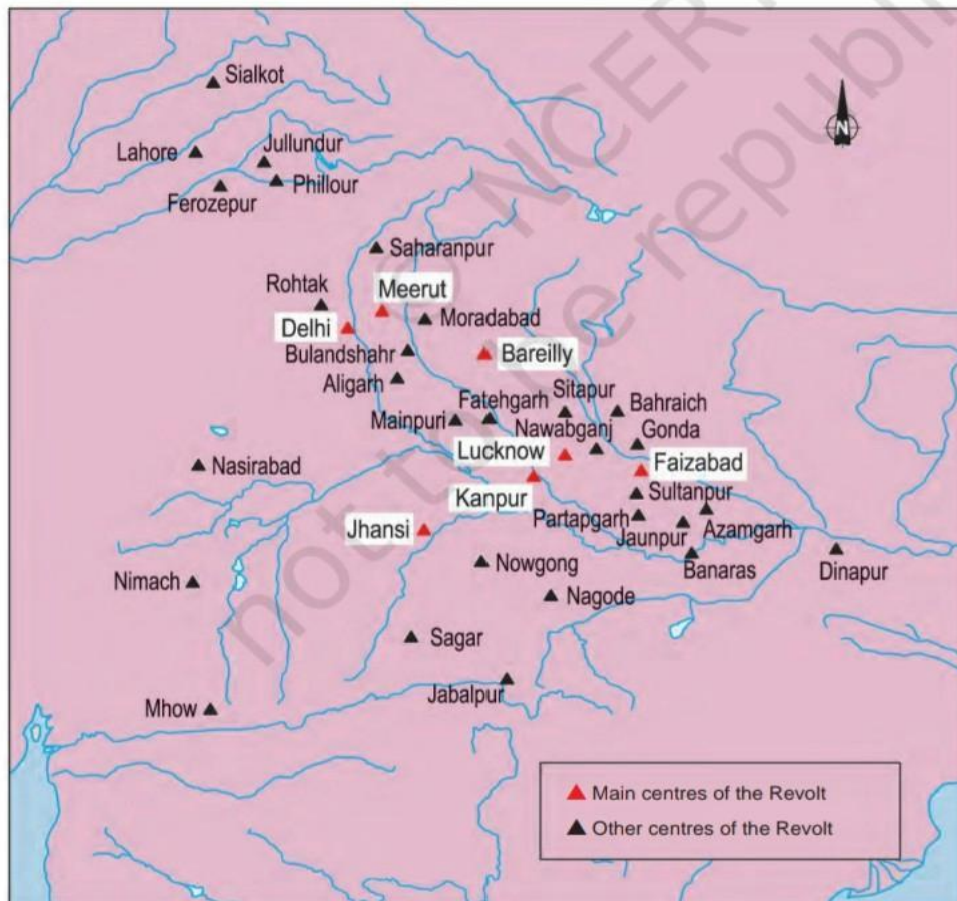


Fig. 13 – *Postal stamp issued in commemoration of Tantia Tope*





and a new phase of history began after 1857.



JIGSAW ACTIVITY: -

CLASS 8TH SUBJECT: - CIVICS TOPIC: - PUBLIC FACILITY

ACTIVITY PLAN: -

1) DIVISION OF GROUP: -

Topics of the lesson will be divided into group of 5/6. In this way total 7 to 8 group will be formed. Each group will get the different topics such as:

- (i) Water and the People of Chennai
- (ii) Water as a Fundamental Right
- (iii) Public Facility
- (iv) Government role
- (v) Water available to all
- (vi) Alternative options available.

2) Instructions to Group: -

All group were instructed to gather the information related to the topics. They were also instructed to related the topic with their surroundings.

3) Students will gather the Information of the topics.

4) Feedback Session: -

In this session students will put their ideas in front of other students and will try to link the one topic with another.

Use of the method: -

- 1) Child centric methods so the students are getting more opportunities to learn about it.
- 2) Detailed information gathering by the group of students.
- 3) Learning of various aspect in view of students.

SOURCE BASED ACTIVITY

In this activity following steps will be taken

- 1- Class will be divided in groups (A, B, C, D)**
- 2- Same source will be given to Each group.**
- 3- Each group will read and understand the source.**
- 4- After understanding the source each group will make 4 questions.**
- 5- Instruction will be given by the teacher that it is not necessary to make questions exact from the source but they can cover adjoining area.**
- 6- Along with questions they will prepare answers too.**
- 7- After that group A will ask questions from group B and Group B ask questions from group A. Same action will repeat in the case of group C and D.**
- 8- Through this way the students will properly understand the core concept of the Constitution that will be the outcome of the source.**

While all democratic countries are likely to have a Constitution, it is not necessary that all countries that have a Constitution are democratic. The Constitution serves several purposes. First, it lays out certain ideals that form the basis of the kind of country that we as citizens aspire to live in. Or, put another way, a Constitution tells us what the fundamental nature of our society is. A country is usually made up of different communities of people who share certain beliefs but may not necessarily agree on all issues. A Constitution helps serve as a set of rules and principles that all persons in a country can agree upon as the basis of the way in which they want the country to be governed. This includes not only the type of government but also an agreement on certain ideals that they all believe the country should uphold.

1.) In a democracy, what is the main function of the Constitution?

Answer: In a democracy, a Constitution's main function is extremely important since it lays forth the fundamental goals and rules that all citizens concur upon. The Constitution offers a thorough set of laws and principles that not only direct the country's government but also profoundly mould society's very foundation, reflecting the beliefs and ambitions of its citizens.

2.) What role does a constitution play in managing societies with diverse cultures and complex identities?

Answer: By promoting social cohesiveness and harmony among multiple identities, a constitution plays a crucial role in regulating varied communities. Additionally, it offers a cohesive framework of accepted guidelines and precepts, enabling the defence of personal freedoms. Promote inclusive policies and encourage equal representation at the same time. Thus, a strong sense of national identity and a common goal are created.

3.) Why does having a Constitution not automatically assure a democracy in a country?

Answer: Although establishing a constitution is an important first step towards democracy, it does not ensure it. The efficacy of the constitution depends on the people and the government's honest commitment and engagement. Both of these organisations must sincerely work to defend democratic principles, the rule of law, protect human rights, and foster political diversity.

4.) How many different ways does a constitution help a country grow and become strong?

Answer: Flexibility is ensured by a constitution's capacity to modify itself in response to shifting social circumstances. Furthermore, it represents rigidity in its capacity as an unyielding moral compass for equity and inclusivity. These are only a handful of the numerous ways that constitutions support a country's development and adaptability. As a result, transparency and democratic accountability in government are ensured. Citizens have the chance to actively contribute to the advancement of their nation.

COLLABORATIVE AND COOPETATIVE LEARNING IN SOCIAL SCIENCE

GALLERY WALK IN SOCIAL SCIENCE



Benefits of the Gallery Walk Teaching Strategy

- When arranged in groups, gallery walks can promote social-emotional learning



What is a Gallery Walk?

- Learn about the gallery walk as a teaching strategy and understand how gallery walks are used in the classroom. Explore different types of gallery walk ideas



How to Organize a Gallery Walk in the Classroom

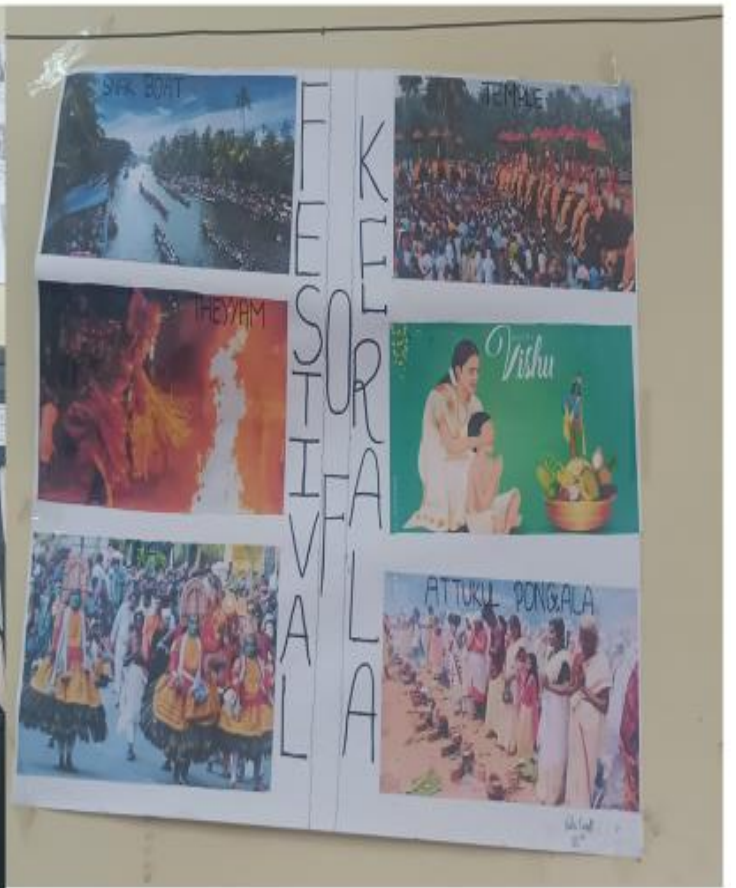
- Gallery walks in the classroom take a bit of prep work but can often fill an entire class period with opportunities for fun and learning.
- Gallery walks have several benefits. They get students out of their chairs and excited about learning, boosting engagement and retention. When completed in groups, they also allow for collaboration, cooperation, and social-emotional growth.

GALLERY WALK IN KVCISF BHILAI



CLASS VII







Gallery Walk Activity

Class -VII Presented by-Dinesh Atal
TGT JAIPUR REGION

Pictures of Mughal Rulers



Pictures of Mughal Rulers





BABUR

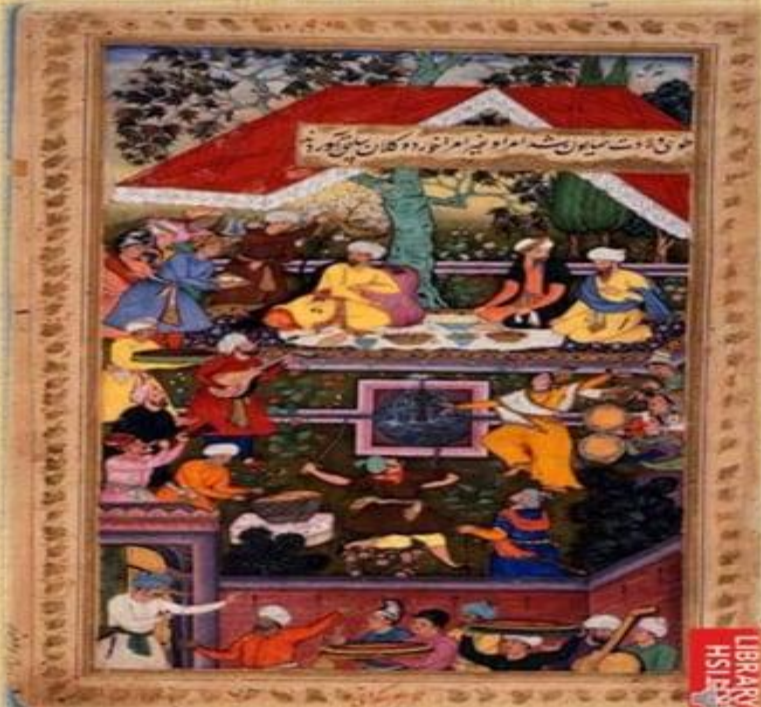
- The Mughal Empire was founded by Babur
- Zahir-ud-din Muhammad Babur was born on 14 February 1483; sometimes also spelt Baber or Babar)
- He founded the Mughal Empire after his victories at the Battle of Panipat (1526) and the Battle of Khanwa.
- He was a direct descendant of Timur, from the Barlas clan, through his father, and also a descendant of Genghis Khan through his mother.
- Ousted from his ancestral domains in Central Asia, Babur turned to India to satisfy his ambitions.
- After Babur fell seriously ill, Humayun, his eldest son, was summoned from his Jagir. He died at the age of 47 on 26 December 1530, and was succeeded by Humayun.



HUMAYUN



Nasir ud-din Muhammad Humayun was born on 17 March 1508 in Kabul, Afghanistan



Babur celebrates the birth of Humayun in the Chahar Bagh of Kabul



AKBAR

- Abu'l-Fath Jalal ud-din Muhammad Akbar, popularly known as Akbar, literally "the great".
- He was born on 14 October 1542 also known as Akbar the Great or Akbar.
- He was Mughal Emperor from 1556 until his death. He was the third and one of the greatest rulers of the Mughal Dynasty in India.
- In 1556, Humayan died just months after retaking Delhi. Akbar ascended the Mughal throne at the age of 13, and became Shahanshah ("King of Kings"). His regent was Bayram Khan, his childhood guardian and an outstanding warrior/statesman.





JAHANGIR

- Nur-ud-din Mohammad Salim, known by his imperial name Jahangir was born on 30 August 1569, was the fourth Mughal Emperor who ruled from 1605 until his death in 1627.
- Jahangir was the eldest surviving son of Mughal Emperor Akbar and was declared successor to his father from an early age.
- Jahangir was married to "Shah Begam," a princess from Ambet, who killed herself in 1605 out of shame at the rebellion of her son, Prince Khusrau.



SHAH JAHAN



- Shahabuddin Muhammad Shah Jahan, Shah Jahan was born on 5 January 1594. He was the fifth Mughal Emperor of India. He is also known as Shah Jahan I.
- Shah Jahan assumed the Mughal throne on 24 January 1628 in Agra, a few days after the death of Jahangir.
- Shah Jahan has left behind an extraordinary architectural legacy. It was at his command that the Taj Mahal was built in Agra in memory of his favourite wife, Mumtaz Mahal.





alamy

Image ID: Pj489N
www.alamy.com

Q1. Let's have fun - Make four groups. Each group will collect their boxes in which there will be a jigsaw puzzle . Join all the jigsaw -pieces and make a historical figure of a famous leader and identify him/her .



Ans - This famous leader is Adolf Hitler.

1.Topic - Adolf Hitler's : Rise to Power

- . He was born in 1889 in Austria .
- . Spent his youth in poverty .
- . During the first world war he enrolled for the army , acted as a messenger.
- . Germany defeated the first world war .
- . In 1919 Hitler joined a small group called the German Workers' Party .
- . Later it was renamed as the **National Socialist German Workers' Party or NAZI** Party .
- . He was a powerful speaker.
- . On 30th January 1933, he became Chancellor of Germany.
- . On 3rd march 1933, he introduced the **Enabling Act** and established dictatorship in Germany .

2.Topic - Treaty of Versailles

- . Germany fought the first world war(1914-1918) against the **Allies (England, France, Russia)**.
- . In 1918 Germany defeated the first world war.
- . The peace treaty took place at Versailles between Allies power and Germany.
- . It was a harsh and humiliating treaty .
- . Germany lost its overseas colonies .
- . A tenth of its population , 13% of its territories, 75% of its iron and 26% of its coal to France, Poland, Denmark, Lithuania
- . Now Germany was demilitarized .
- . Germany was forced to pay compensation of 6 Billion.
- . The Allied armies also occupied the resources - Rich Rhineland for much of the 1920's.
- . That was a disgraceful treaty which was responsible for world war II .

Q2. Let's play a game. Join the Jigsaw Puzzle Game and your group can be a winner .Join all the pieces and then your group has to be recognized the picture .



Ans- This jigsaw puzzle is related to the size and location of India .

1.Topic -Location

- . India is a vast country.
- . lying entirely in the northern hemisphere .
- . It's main land extends between latitudes is - $8^{\circ}4'N$ and $36^{\circ}6'N$ and longitudes is $68^{\circ}7'E$ and $97^{\circ}25'E$.
- . The tropic of cancer($23^{\circ}30'N$) divides the country into almost 2 equal parts .
- . To the south east there is Andaman and Nicobar Island along with the Bay of Bengal.
- . In the southwest there is Lakshadweep Island along with the Arabian Sea.

2. Topic - size

- . The land mass of India has an area of 3.28 Million square kilometers .
- . It is the 7th largest country in the world .
- . India has a land boundary of about 15200 km.
- . Total length of their coastline of the mainland including Andman and Nicobar and Lakshadweep is 7516.6 km .
- . Standard meridian of India ($82^{\circ}30'E$) passing through Mirzapur (in uttar pradesh) is taken as standard time for the whole country .

JIGSAW PUZZLE



Meaning-

Jigsaw is an instructional strategy used in education , and it can be applied in Social Science classes to promote cooperative and collaborative learning , critical thinking, and a deeper understanding of complex topics.

HISTORY / ORIGIN -



Jigsaw classroom is a research based cooperative learning technique invented and developed in the early 1970's by ELLIOT ARONSON at the University of Texas and the University of California . Since 1971 , thousands of classrooms have used Jigsaw with great success.

Just as in a Jigsaw puzzle , each piece - each student's part -is essential for the completion and full understanding of the final product.

- **HOW WILL WE CONDUCT ?**

- The Jigsaw classroom is very simple. As a Teacher or Facilitator we should just follow the— steps-

1.STEP ONE- Divide students into small and diverse jigsaw groups of students.

1.STEP TWO - Appoint one student from each group as the leader.

2.STEP THREE - Divide the lesson into 5-6 small segments. For example, if we want history students to learn about Adolf Hitler , then teacher should divide a short biography of his into small segments on: (1) His childhood, (2) His political development, (3) How he came into power ? (4) His role in the world war first (5) His strategies and the Nazi Ideology.

4 STEP FOUR - Assign each student to learn one segment.

5.STEP FIVE - Give students time to read over their segment at least twice and become familiar with it.

6.STEP SIX- Expert Group, within their small groups , students work together to become experts on their assigned topic. They research , discuss and develop a deep understanding of the material.

7.STEP SEVEN -Jigsaw group , after the expert groups have acquired their specialized knowledge , the class is recognized into new groups, which are known as JIGSAW GROUPS.

8.STEP EIGHT -Ask each student to present her or his segment to the group. Encourage others in the groups to ask questions for clarification.

9.STEP NINE - Float from group to group, observing the process.

10.STEP TEN - At the end of the session, give a quiz on the material.

BENEFITS OF JIGSAW

- 1.Active learning**
- 2.Diverse Perspectives**
- 3.Critical Thinking**
- 4.Communication skill**
- 5. Inclusivity**

EXAMPLES

CHAPTER - NAZISM AND THE RISE OF HITLER



A huge public figure -Hitler ,will be given by the teacher in the form of Jigsaw puzzle .Now as per above mentioned steps, all Jigsaw groups will take participate .They will go through a deep understanding ,start critical thinking, and discuss with each other in their own groups. In this way students will understand the concept of this chapter into small small segments like -about Hitler's childhood, Nazi Ideology, Treaty of Vienna etc.

CONCLUSION

Jigsaw is a powerful instructional strategy in Social Science classes. It includes collaborative and cooperative learning. It developed analytical skills among the students ,which is necessary to tackle complex societal issues and encourages students to take an active role in their own learning.

THANK YOU

