### CONTENT NAME: (1) India's Cultural contacts with the outside world
(2) Major religions

### ACTIVITY NO. 1

<table>
<thead>
<tr>
<th>Area</th>
<th>Places with which India had cultural contact in ancient period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad objective</td>
<td>Cognitive development</td>
</tr>
<tr>
<td>Materials required</td>
<td>A chart containing the names of a list of countries and an outline map of the ancient world.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Categorising the countries and recognizing the location of the countries in the outline map of the world.</td>
</tr>
<tr>
<td>Mode</td>
<td>Individualised</td>
</tr>
</tbody>
</table>

#### ACTIVITY FOLLOWED

The students were given a chart which contains the names of the countries / places of ancient world. They were instructed to categorize such places / countries on the basis of followings -

(i) West Asian Countries,
(ii) European Countries,
(iii) Central Asian Countries, and
(iv) East Asian Countries

The students were also instructed to show the location of such countries in the outline map of the world.

#### List of Countries

| Arab | Qurashar | Sumatra | Thailand |
| Greece | Kashghar | Cambodia | Brahmadesh |
| Rome | Khotan | China | Suvama dwipa |
| Persia | Kuchi | Srilanka | Champa |
| Afganistan | Rome | | Persia |

#### Basis of Categorisation

<table>
<thead>
<tr>
<th>West Asian Countries</th>
<th>European Countries</th>
<th>East Asian Countries</th>
<th>Central Asian Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>....................</td>
<td>....................</td>
<td>.....................</td>
<td>.........................</td>
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</tr>
</tbody>
</table>
### ACTIVITY NO. 2

**Area** - India's cultural contact with the outside world  
**Broad objective** - Cognitive development  
**Strategy** - Making association and descriptive writing  
**Mode** - Individualized

### ACTIVITY FOLLOWED

In the present activity, the students were instructed in the following way:

'Write with which countries these personnel (the personnel given below) were closely associated besides India. And, describe how these personnel had brought cultural contact between India and the respective countries with which they were associated'.

<table>
<thead>
<tr>
<th>Name of the personnel</th>
<th>With which countries they were associated besides India</th>
<th>How they had brought cultural contact between India and the respective countries with which they were associated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
<tr>
<td>Meghasthenis</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
<tr>
<td>Pliny</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
<tr>
<td>Arikamadeu</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
<tr>
<td>Kumarajiva</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
<tr>
<td>Fahien</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
<tr>
<td>Heun Tsang</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
<tr>
<td>I Tsing</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
<tr>
<td>Dwipavamsa</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
<tr>
<td>Mahavamsa</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
<tr>
<td>Kaniska</td>
<td>........................................................................</td>
<td>........................................................................</td>
</tr>
</tbody>
</table>
ACTIVITY NO. 3

Area - Cultural contact of India with the outside world
Broad objective - Cognitive development
Strategy - Descriptive writing
Mode - Individualized

ACTIVITY FOLLOWED

In the present activity the students were instructed in the following way:-

‘Here is given the names of certain things / activities. These things / activities were related with the development of cultural contact between India and rest parts of the world in ancient time. Describe meaningfully how these things / activities had brought cultural contact between India and other parts of the world in the ancient time.’

Things / activities | Ways of bringing cultural contact between India and other parts of the world in ancient time
--- | ---
Dharma Vijay Yatra | .........................................................
Sangam literature | .........................................................
Arabic numeral | .........................................................
Buddhist temple at Bomiyan | .........................................................
Barobodur Stup | .........................................................

ACTIVITY NO. 4

Area - India's cultural contact with outside world.
Broad objective - Creativity development
Strategy - Speech competition
Mode - Individualized

ACTIVITY FOLLOWED

One speech competition was organized among the students on an open ended topic entitled, “India's cultural contact with outside world in ancient period.” The result of the competition was evaluated by the expert / teacher. While evaluating, the teacher / expert emphasized / taken care of the following points:-

(i) Whether, the students covered all the points stated in the book or not.
(ii) How much and what types of additional / new points told by the students.

ACTIVITY NO. 5

Area - Role of Buddhism in developing the cultural contact of India with outside world.
Broad objective - Creativity development
Strategy - List out the ways / means
Mode - Individualized

ACTIVITY FOLLOWED

It is a commonly known fact that Buddhism had brought cultural contact of India with the outside world in many ways. In the present activity, the students were instructed
to list out the as many as ways through which Buddhism had brought significant relationship of India with outside world.

(i) ..........................................................................................................................................
(ii) ..........................................................................................................................................
(iii) .......................................................................................................................................... 
(iv) ..........................................................................................................................................

ACTIVITY NO. 6
Area – Countries with which India had cultural contact in ancient time.
Broad objective – Creativity development
Strategy - Listing the names of the countries
Mode – Individualized

ACTIVITY FOLLOWED
The students were instructed to list the names of as many as countries with which India had kept the cultural contact in the ancient period.

<table>
<thead>
<tr>
<th>SI.No.</th>
<th>Name of the Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>.................................</td>
</tr>
<tr>
<td>(ii)</td>
<td>.................................</td>
</tr>
<tr>
<td>(iii)</td>
<td>.................................</td>
</tr>
<tr>
<td>(iv)</td>
<td>.................................</td>
</tr>
</tbody>
</table>

ACTIVITY NO. 7
Area – India’s cultural contact with outside world
Broad objective – Creativity development
Strategy - Listing the ways
Mode – Individualized

ACTIVITY FOLLOWED
In the present activity, the students were instructed in the following manners :
‘List as many as ways through which India had kept / acquired the cultural contact with outside world in ancient period.’

<table>
<thead>
<tr>
<th>SI.No.</th>
<th>Ways through which India acquired the cultural contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>.........................................................................</td>
</tr>
<tr>
<td>(ii)</td>
<td>.........................................................................</td>
</tr>
<tr>
<td>(iii)</td>
<td>.........................................................................</td>
</tr>
<tr>
<td>(iv)</td>
<td>.........................................................................</td>
</tr>
</tbody>
</table>

ACTIVITY NO. 8
Area – India’s cultural contact with outside world.
Broad objective – Cognitive development
Materials required - Drawing sheet, sketch pen, pencil etc.
Strategy - Preparation of a descriptive time line
Mode – Individualized
The students were instructed to prepare a time line showing the following centuries stated in below and giving the description in the same time line regarding why such centuries were important in the way of establishing the cultural contact between India and other parts of the world.

- 3rd Millenium BC
- 6th Century BC
- 7th and 8th Century AD
- 65 AD

ACTIVITY NO. 9

Area – A comparison between ancient age and modern age
Broad objective – Cognitive development
Strategy - Recognising the sentences on the basis of ancient age and modern age
Mode – Individualized

ACTIVITY FOLLOWED

The students were given a number of sentences. The students were instructed to categories such sentences on the basis of ancient age and modern age. The students were instructed to put tick (A) mark in the right side of such sentences which are related to ancient age and put cross (x) mark in the right side of such sentences which are related to modern age. Such sentences are given below :-

(i) Eating the raw food.
(ii) Using the computer.
(iii) Keeping the money in the bank.
(iv) Living in the forest.
(v) Wearing the skins of the animal.
(vi) Using the stones as the armament.
(vii) Using aeroplane, train etc.
(viii) Not found ready made medicines for diseases.
(ix) Using symbols instead of languages.
(x) Having large number of schools and colleges.
(xi) Having no/a little contact among the distant people.
(xii) Wide use of wheels.
(xiii) Having a little difference between man and other animal.
(xiv) Maintenance of family life.

ACTIVITY NO. 10

Area – Ancient days and modern days
Broad objective – Creativity development
Strategy followed – Guessing as many as differences
Mode – Individualized
ACTIVITY FOLLOWED

"Today's society is called the modern society. Before thousands and thousands of years, the people were living in ancient age. We find a lot of difference between present society and ancient society. For example, the people in the ancient age were living in forests where as the people in the present age are living in very good houses."

The students were instructed to write as many as differences between ancient society and the modern society following the principles of above statements.

<table>
<thead>
<tr>
<th>Ancient Age</th>
<th>Modern Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY NO. 11

Area – Hinduism (Concept of Hinduism)
Broad objective – Both cognitive and creativity development
Strategy followed – Seminar reading
Mode – Individualized

ACTIVITY FOLLOWED

In order to teach the conceptual aspects of Hinduism, a seminar session was organized. Few selected students presented the seminar regarding "Hinduism (concept of Hinduism)". The other students were the participants. The entire seminar session was guided by the teacher. The audiences / participants asked as many as questions regarding Hinduism to the presenters. The presenters of the seminar were instructed to touch the following points.

(i) Development / birth of Hinduism,
(ii) Hinduism and material life,
(iii) Hinduism and spiritual life,
(iv) Hinduism and Gods & Goddess,
(v) Hinduism and Vedic & Harrapan civilization, etc.
(vi) Hinduism and Brahma or Parambrahma.

ACTIVITY NO. 12

Area – Role/duty of different Gods and Goddesses of Hindu Religion
Broad objective – Cognitive development
Strategy followed – Role-playing in a story followed by discussion
Mode – Group

ACTIVITY FOLLOWED

In the present activity, the students were told to play different roles in a story. The role-playing session of the story was followed by discussion and evaluation. The gist of the story is given below:-

‘Once upon a time, there was giant named as Brutasura. Brutasura was more powerful. Through the passage of time, Brutasura exploited many Gods and Goddesses like Kubera, Ganesha, Laxmi, Durga, Saraswati etc. in different ways. Brutasura didn’t allow the Gods and Goddess to perform their own duties / functions nicely. All these Gods
and Goddesses reached at Narada (Dabarshi Narada) and told him every thing about the
exploitations of Brutasura. Narada told them (Gods and Goddesses) to say all these
things to Brahma (Creator of the world) or Vishnu (preserver of the world) or Maheswar
(destroyer of the world). Because, Brahma, Vishnu and Maheswar were/are the supreme
Gods. In order to solve the problems of all the Gods and Goddesses, Brahma Vishnu and
Maheswar called a joint meeting together. At last they (Brahma, Vishnu and Maheswar)
decided that Brutasura would be destroyed by a bajra (a kind of battle instrument) if that
bajra world be prepared from the bones of saint Dadhichi. Dadhichi was saint and
tapaswi, and at that time he was meditating in the forests. All the Gods and Goddesses
prayed/requested Dadhichi to get his bones. Dadhichi contributed his own bones in order
to prepare bajra for killing Brutasura. At last bajra was made from the bones of Dadhichi
and Brautasura was killed with the help of that Bajra.'

**ACTIVITY NO. 13**

<table>
<thead>
<tr>
<th>Area – Worshiping the Gods and Goddesses of the Hindu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad objective – Cognitive development</td>
</tr>
<tr>
<td>Strategy followed – Choose the correct options</td>
</tr>
<tr>
<td>Mode – Individual</td>
</tr>
</tbody>
</table>

**ACTIVITY FOLLOWED**

In the present activity, the students were instructed in the following way :-
Here is given the name of some Gods, Goddesses, places and mountains related
with Hindu religion. In the right side of each name some options are given. The students
are instructed to choose the appreciate option and relate it with the appreciate name
through an arrow mark (\(\rightarrow\)). The names and options are given below :-

<table>
<thead>
<tr>
<th>Names</th>
<th>Options</th>
</tr>
</thead>
</table>
| Brahma  | A= Destroyer of the world
         | B= Lord of power
         | C= Creator of the world
         | D= Destroyer of the world                  |
| Vishnu  | A= Known as Prajapati
         | B= Lord of light
         | C= Preserver of world
         | D= Creator of the world                    |
| Maheswar| A= Destroyer of the world
         | B= Preserver of world
         | C= Creator of the world
         | D= Known as Prajapati                       |
| Ganesh  | A= Remover of obstacle
         | B= God of water
         | C= Known as Natraja
         | D= Lord of fire                             |
| Laxmi   | A= Goddess of power
         | B= Goddess of wealth
         | C= Goddess of learning
         | D= Destroyer of the world                   |
Saraswati
A= Goddess of power
B= Goddess of wealth
C= Goddess of learning
D= Destroyer of the world

Durga
A= Goddess of power
B= Goddess of wealth
C= Goddess of learning
D= Destroyer of the world

Mountain Kailasha
A= Abode of Lord Siva
B= Abode of Brahma
C= Abode of Viswakarma
D= Abode of Vishnu

Vaikuntha
A= Abode of Vishnu
B= Abode of Maheswar
C= Abode of Durga
D= Abode of Kubera

**ACTIVITY NO. 14**

**Area** – Hindu religion

**Broad objective** – Creativity development

**Strategy followed** – Asking divergent answering questions

**Mode** – Group

**ACTIVITY FOLLOWED**

In the general class the teacher asked the following questions which required divergent answers. All such questions were answered by the students accordingly. The entire question answer session was guided and evaluated by the teacher by the help of the students. Such questions are given below :-

**Q1.** Tell the names of as much as different religions other than Hindu religion.

Ans.  
   a) ......................................................................................................
   b) ......................................................................................................
   c) ......................................................................................................

**Q2.** Tell the names of as much as Gods, Goddesses, things, rivers, mountains, plants, animals etc. to which many Hindu people worship.

Ans  
   a) ......................................................................................................
   b) ......................................................................................................
   c) ......................................................................................................

**Q3.** Say the names of as much as famous religious places of our country as well as in the world.

Ans  
   a) ......................................................................................................
   b) ......................................................................................................
   c) ......................................................................................................
Q.4 Say / write as many as principles / activities that a famous / ideal Hindu worship in his / her life.
Ans  a) Wear dhoti and punjabi (example)
   b) ................................................................................................................
   c) .............................................................................................................

ACTIVITY NO. 15
Area – Varnashrama dharma
Broad objective – Cognitive development
Strategy – Story writing
Mode – Individualized

ACTIVITY FOLLOWED
The following flash cards / pictures were supplied to the students. The students were instructed to categorize such pictures / flash cards on the basis of the stages of life stated in Varnashrama dharma (i.e. Brahmacharya, Grahasthya, Vanaprastha and Sanyasa). They were also instructed to write a story regarding the life and activities of Varna shrma dharma by seeing such flash cards / pictures.
ACTIVITY NO. 16

Area – Major Religions
Broad objective – Creativity development
Strategy followed – Competition
Mode – Group

ACTIVITY FOLLOWED

"All most all religions including the Hindu religion emphasise on good qualities of human beings. Some of the good qualities are truth, compassion etc."

Following the above statement, the present activity was conducted. A competition was organized among the students. The entire class was divided into two groups (i.e. Group-A & Group-B). Group-A students were instructed to write the names of as much as good qualities possessed by the good persons. Similarly, the Group-B students were instructed to write the names of as much as good qualities possessed by the good persons. Both the groups were instructed to write the names separately following a time limit. After the groups had written the names the results / answers / writings of the students were evaluated by the teacher.

<table>
<thead>
<tr>
<th>Group – A</th>
<th>Good qualities possessed by good man</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group – B</th>
<th>Good qualities possessed by good man</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY NO. 17

Area – Major Religions
Broad objective – Creativity development
Strategy – Writing the consequences
Mode – Group discussion

ACTIVITY FOLLOWED

In the present activity, the pupils were told to write as many as consequences of the following conditional questions.

1. If whole world would be one family, then what would happen?
   a) ..............................................................................................................................
   b) ..............................................................................................................................
   c) ..............................................................................................................................

2. If all the religions of India would be equal, then would happen?
   a) ..............................................................................................................................
   b) ..............................................................................................................................
   c) ..............................................................................................................................
ACTIVITY NO. 18

Area – Jainism & Buddhism
Broad objective – Cognitive development
Materials required - Pictures, models, diagrams etc. relating Buddhism & Jainism
Strategy followed – Narrating with the help of necessary pictures, models, diagrams etc.
Mode – Group

ACTIVITY FOLLOWED
The teacher taught to the students about the life and activities of Mahabir Jain and Buddha as the religious preachers. After the students had been taught about Jainism and Buddhism, a sample of students were instructed to narrate about life and activities of Mahabir Jain and Buddha in the common class. The students were also instructed to use the necessary diagrams, pictures, models etc. regarding Mahavir Jain and Buddha while narrating. All other students participated in the narration session by asking questions, rectifying the mistakes, suggesting for improvement and so on. Proper evaluation was made in this regard by the teacher with the help of all the students.

ACTIVITY NO. 19

Area – Judaism
Broad objective – Cognitive development
Strategy followed – Competition in story telling
Mode – Individualized

ACTIVITY FOLLOWED
After the topic “Judaism” was taught to the students, a competition was organized. The competition was nothing but telling the story about “Judaism” with reference to contents of the book. Every student told the story regarding “Judaism” touching the contents of Judaism as given in their book. The teacher acted as the leader of the competition and evaluator of the story told by the students.

ACTIVITY NO. 20

Area – Zoroastrianism
Broad objective – Cognitive development
Strategy followed – Competition in story writing
Mode – Individualized

ACTIVITY FOLLOWED
The students came to the class with proper preparation and wrote the story about “Zoroastrianism”. They were instructed to write the story touching all the points regarding “Zoroastrianism” given in their book. After the writings had been completed a comparison was made among the stories written by different students.

ACTIVITY NO. 21

Area – Christianity
Broad objective – Cognitive development
Strategy followed – Writing the answers
Mode – Individualized
ACTIVITY FOLLOWED

The students were directed to write the answers of following questions asked by the teacher. They were instructed to write the answers of such questions in their copy. Those answers were evaluated by the teacher in the common class.

QUESTIONS

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Who is the preacher of Christianity?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Which was the birth place of Jesus Christ?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Which book is the holy book of Christians?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Christianity evolved from which old religion?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>When did Jesus born?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Whose birth day is celebrated as Christmas?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Who was the mother of Jesus Christ?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>How many years Jesus spent as carpenters?</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Write four miracles that Jesus had performed.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Give one reason for which Jesus was crucified.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Christians believe is trinity, who are they (trinity)?</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>In which century, the Christianity at first broke away into two important sects i.e. Roman Catholic Church and Eastern Orthodoxy Church.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>In which year Martin Luthor established protestant ethics?</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY NO. 22

<table>
<thead>
<tr>
<th>Area – Major Religions of the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad objective – Cognitive development</td>
</tr>
<tr>
<td>Strategy adopted- Arrange the names on the basis of religions</td>
</tr>
<tr>
<td>Mode – Individualized</td>
</tr>
</tbody>
</table>

ACTIVITY FOLLOWED

The students were given a number of names. And, they were told to arrange such names on the basis of different religions. After the student had been arranged the names, proper evaluation had been done by the teacher to rectify the mistakes. Such names with the proper direction for answering are given below:

Write with which religion these names are associated

<table>
<thead>
<tr>
<th>Shankaracharya</th>
<th>Mary</th>
<th>Zoroaster</th>
<th>Parshnath</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gyaneswar</td>
<td>Ashok</td>
<td>Jacob</td>
<td>Mahabir</td>
</tr>
<tr>
<td>Madhbacharya</td>
<td>Jesus</td>
<td>Rahul</td>
<td>Adinath</td>
</tr>
<tr>
<td>Martin Luthor</td>
<td>Abraham</td>
<td>Mirabai Isac</td>
<td></td>
</tr>
<tr>
<td>Rames-II</td>
<td>Kabir</td>
<td>Tulsi</td>
<td>Joshua</td>
</tr>
<tr>
<td>Ramanuja</td>
<td>Jesus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hindu</th>
<th>Jain</th>
<th>Buddhist</th>
<th>Judaism</th>
<th>Christianity</th>
<th>Zoroastrianism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

...
ACTIVITY NO. 23

Area – Major Religions of the world
Broad objective – Cognitive development
Strategy followed – Recognising the symbols
Mode – Individualized

ACTIVITY FOLLOWED

In the present activity, the students were instructed in the following way:

'Here is given the pictures of a number of things. Each picture is related with a particular religion. Under each picture, you write with which religion that picture is related.'

ACTIVITY NO. 24

Area – Major Religions
Broad objective – Creativity development
Strategy adopted – Divergent answering questions
Mode – Individualized
ACTIVITY FOLLOWED

The students were given the following divergent answering questions to answer.

a) Ask as many as questions regarding “Buddhism”.

b) Give as much as criticism on Hindu religion.

c) Write as much as differences between Christianity and Judaism.

d) Write as many as good qualities / principles stated by different religions.