APPENDIX A

Experimental Group

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APPENDIX B

Sub: History  
Test  
Std.VI  
Marks: 40

Q1 Fill in the blanks

1) One of the main items in the harappan people’s food was ______________ (rice, jowar, bajra)

2) Vardhaman Mahavir used ____________ the people’s language in order that the common people could understand his teaching. (Pali, Ardhamagadhi, Sanskrit)

3) The period from AD 1 to AD 100 is the __________ of the Christian era. (1st century, 2nd century, 3rd century)

4) The harappa civilization is about _______ thousand years old (5,4,3)

5) Meaning of Asteya is _________________________ (one should not tell lies, one should not be hurt, one should not steal)

Q2 State whether true or false

1) Buddha delivered his first sermon at Lumbini- ___________

2) Human life became stable in the Palaeolithic age- ___________

3) Vardhaman Mahaveer was born 599 years before the birth of Jesus Christ- ___________

4) The goods produced in the harrapan settlement were sent outside India- ___________

5) The caste system led to equality in the society- ___________

(PTO)
Q3  Match the following

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<td>written source</td>
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<td>4</td>
<td>Shatatantu</td>
<td>type of veda</td>
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<tr>
<td>5</td>
<td>Trisha</td>
<td>weight</td>
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</table>

Q4  Answer in one sentence

1) Why did the harrapan people build their houses on raised plinths?

_________________________________________________________________

_________________________________________________________________

2) Reference to which women of great learning are found in ancient literature?

_________________________________________________________________

_________________________________________________________________

3) What are the different periods of History?

_________________________________________________________________

_________________________________________________________________

4) What is *havi*?

_________________________________________________________________

_________________________________________________________________

5) What is the meaning of Anno Domini?

_________________________________________________________________

_________________________________________________________________

(PTO)
Q5 Answer in two three lines (any 3)

1) Write a short note on Great Bath

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2) What does the atharvaveda include along with philosophy?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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_________________________________________________________________

3) Explain the ashrama system of the vedic period

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
4) What are the Panchasheel given by Buddha?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Q6 Find the appropriate words and circle them in the given puzzle-

(8)

1. The term that indicates knowledge acquired by sitting at the feet of the teacher
2. The group of village.
3. Sheet used for writing in ancient Egypt
4. One of the Varnas.
5. The worship ultimately reaches to this divine principle
6. Desire
7. Regular pattern in nature
8. A kind of pendant
10. Non-attachment.
11. One of the written source used in vedic period.
12. It is considered as the soul of religion
13. Offering that is put into the fire
14. A musical instrument
15. Truth.
16. Non-violence
180

***************

(PTO)

***************
APPENDIX C

MI INVENTORY

Please tick the statement that you find most appropriate for you and write the total of each section in the space provided.

SECTION A

1. I can add or multiply quickly in my head.
2. I like to work with numbers and figures.
3. Puzzles requiring reasoning are fun.
4. I remember telephone numbers easily.
5. My favourite subject at school is/was Maths.
6. I am known for my logical abilities.
7. Problem-solving comes easily to me.
8. I get easily frustrated with disorganized people.
9. I would like to understand structure of things and how they function.
10. I find it useful to prepare notes using information in structured form.

Total: _____

SECTION B

1. People feel it is easy for me to say what I think in an argument or debate.
2. I make it a point to listen to good lecture or speech.
3. I can quickly understand shades of meaning of words or expected meaning of sentences.
4. I enjoy reading all kinds of literary reading.
5. At school one of my favourite subjects is/was English.
6. I am interested in learning new languages.
7. I like writing (e.g. essays, letters, stories, poems, blogs)
8. I like solving different kinds of word puzzles.
9. I use lots of phrases and quotes while speaking & writing.
10. People like to listen to me or read what I have written.

Total: _____

SECTION C
1. I can quickly understand directions.
2. I find graphs & charts easy to understand as compared to description using words.
3. I recall visual images of the things I try to remember.
4. Works of Art attract me.
5. I can easily reach a place I have been to before.
6. My favourite subject at school was/is art.
7. I can easily read maps.
8. Re-arranging my room or re-decorating my room is fun for me.
9. I can easily imagine how an object would look from another perspective.
10. I like taking notes using different colored pens.

Total: _____

SECTION D
1. I enjoy outdoor games and sports.
2. I can quickly remember new dance steps.
3. I enjoy making things with my hands.
4. To learn something new I need to just get on try it.
5. I prefer to study while strolling rather than sitting at one place.
6. I like working / repairing various instruments.
7. I have an active lifestyle.
8. Learning to ride a bike (or some machine) came easily to me.
9. Inactivity can make me more tired than being very busy.
10. I tend to use more gestures and non-verbal cues when I communicate.

Total: ______

SECTION E

1. I like to play a musical instrument.
2. Listening to good music makes my day.
3. While listening to a song my feet automatically keep pace with the beat.
4. I am sensitive to sounds around me.
5. I get joy through singing or playing musical instrument.
6. Moving to a beat is easy for me.
7. I like to hum, whistle & sing in the shower or when I’m alone.
8. I often connect a piece of music with some event in my life.
9. Remembering tunes of songs is easy for me.
10. I like such poetry more that can be put into a rhythm or beat than other types of poetry.

Total: ______

SECTION F

1. I find it easy to change people’s mind.
2. I am sensitive to the feelings of others.
3. I learn best interacting with others.
4. I don’t much like going for walks alone.
5. I can identify the effect of my behaviour on different people.
6. I don’t feel awkward while talking to new people.
7. My friends always come to me for emotional support and advice.
8. I like to take the lead in bringing together groups of people for events or functions.
9. It greatly upsets me to see other people in sorrow.
10. I am often invited to act as a leader.

Total: _____

SECTION G
1. I like spending time alone.
2. I know the exact reason why I am upset.
3. I’m usually aware of the emotions expressed on my face.
4. I have a good sense of what others think of me.
5. I like to learn more about myself.
6. I often talk to myself (out loud or in my head).
7. I recognize my own strengths & weaknesses.
8. I have decided certain goals or objectives about my future.
9. I like to meditate.
10. I like to study alone rather than in groups.

Total: _____

SECTION H
1. Biology is/was my favourite subject.
2. Places with natural beauty attract me.
3. I am interested in bird watching.
4. I am sensitive towards changes in the climate.
5. If given an opportunity I would love to keep pets (dogs, cats, fishes etc.)
6. I would love to have at least a small garden at my house.
7. I prefer to work in natural surroundings rather than at home.
8. I can identify minute differences in plants and animals.
9. I am able to select fresh fruits/ vegetables from the market.
10. I like collecting different natural objects/ things.

Total: _____
APPENDIX D

OPINIONNAIRE

Q1 Did you find any change in the method taught as earlier?
Yes ☐ No ☐ Sometimes ☐

Q2 If yes, point out the specific reasons
1
2
3
4
5

Q3. Did you like this method of teaching?
Yes ☐ No ☐ Sometimes ☐

Q4. Did you find lessons taught to you meaningful?
Yes ☐ No ☐ Sometimes ☐
Q5 Pick the activities you liked to do the most.
Games □ Making ornaments □ Power point presentations □
Classification □ Drawing pictures □ Mathematical calculations □
Singing songs □ Group discussion □ Viewing pictures □
Pair and share □ Preparing poems □

Q6 Pick the activities you did not like to do.
Games □ Making ornaments □ Power point presentations □
Classification □ Drawing pictures □ Mathematical calculations □
Singing songs □ Group discussion □ Viewing pictures □
Pair and share □ Preparing poems □

Q7 Did you get bored when learning by this method?
Yes □ No □ Sometimes □

Q8 How has this method helped you in learning?
1 □ □ □ □ □
2 □ □ □ □ □
3 □ □ □ □ □
4 □ □ □ □ □
Q9 Did activity based learning help you in remembering the content?
Yes ☐ No ☐ Sometimes ☐

Q10 Would you like the other chapters of history to be taught in the same way?
Yes ☐ No ☐ Sometimes ☐

Q11 Which other subjects would you like to be taught in this way?
Yes ☐ No ☐ Sometimes ☐

**********
APPENDIX E

Name: __________________
Date: __________________

LESSON 1
The need for History

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Sources of History

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The life of the Ancient Man

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LESSON 4

The Harappa Civilization

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Life in the Harappa Period

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LESSON 6
The Vedic Civilization

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<th>ACTIVITIES</th>
<th>LIKED MOST</th>
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<th>NOT LIKED</th>
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<tbody>
<tr>
<td>Use of maps</td>
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<td>Use of tape recorder</td>
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<td>Flow chart</td>
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<td>Use of poem</td>
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<td>Scope for classification</td>
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<tr>
<td>Thought provoking questions</td>
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<td>Mathematical calculations</td>
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<td>Etymology of words</td>
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<td>Dumb charades</td>
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<td>Use of charts</td>
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<td>Graphic organizers</td>
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<td>Game- Find your partner</td>
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**LESSON 7**

**Life in the Vedic Period**

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<td>Thought provoking questions</td>
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<td>Debate</td>
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<td>Slide show</td>
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<td>Use of poem</td>
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<td>Scope for classification</td>
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<tr>
<td>Playing sounds of musical instruments</td>
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<td>Demonstration of Havi</td>
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### LESSON 8

New Religious Trends

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<td>Etymology of words</td>
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<tr>
<td>Use of maps</td>
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<td>Storytelling</td>
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<td>Use of tape recorder</td>
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<td>Slide show</td>
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<td>Use of puzzle</td>
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<td>Use of Mnemonic</td>
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<td>Identification of own memories</td>
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<tr>
<td>Use of charts</td>
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</table>
Lesson 1
The need for History

Objectives and Specifications

Knowledge
Student tells the three periods of History
Student defines AD, BC and Century

Comprehension
Student explains the need for History
Student explains the concept of AD, BC and Century
Student tells the importance of time line

Application
Student differentiates between AD and BC
Student writes the events in a chronological order

Skill
Student draws a time line
What is history?
The time that precedes the present is called the past. History tells us about events in the past. History is generally divided into three periods - ancient, medieval, modern. In the study of history, we try to understand what happened in the past. Man has been living on the earth for thousands of years. In the course of this long period man has made progress with great perseverance.

The need for history
Man used the resources available in his environment to get food, clothing, and shelter. Human life became comfortable with the help of nature. The study of history provides answers to the questions related to the past of human being. The study of history enables us to make further progress by avoiding the mistakes made by our ancestors.

<table>
<thead>
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<tbody>
<tr>
<td><strong>What is history?</strong>&lt;br&gt;The time that precedes the present is called the past. History tells us about events in the past. History is generally divided into three periods - ancient, medieval, modern. In the study of history, we try to understand what happened in the past. Man has been living on the earth for thousands of years. In the course of this long period man has made progress with great perseverance.</td>
<td>Teacher asks the students to prepare a definition of future based on the definition of past and present. Teacher shows a quotation by McCaulay “If the youth of today don’t respect the patriotism bravery of their ancestors, the next generations also will not remember or respect them.” And asks the student to discuss the need for history in a group of four.</td>
<td>Student tells the definition. Student listens and discusses.</td>
<td>Mathematical/Logical intelligence</td>
</tr>
<tr>
<td><strong>The need for history</strong>&lt;br&gt;Man used the resources available in his environment to get food, clothing, and shelter. Human life became comfortable with the help of nature. The study of history provides answers to the questions related to the past of human being. The study of history enables us to make further progress by avoiding the mistakes made by our ancestors.</td>
<td></td>
<td></td>
<td>Verbal/linguistic intelligence Interpersonal intelligence</td>
</tr>
</tbody>
</table>
Chronology in history
We need to know as to when exactly the different events in the past took place. Certain events are interrelated. If we study events in a chronological order, that is, according to their time sequence, we understand the correlation between them. A particular method is used to refer to time while arranging the events in chronological order.

Time line
In the system commonly used today, time is measured from the year when Jesus Christ was born. This method of referring to time is now used in all parts of the world for the convenience of international transactions.
AD is short for Anno Domini. It means ‘in the year of the Lord’
Quit India movement was launched in 1942. We say it was launch in AD1942 because this event took place 1942 after the birth of Christ. All events taking place after the birth of Christ are referred to in this way.
But many important events have been taken place before the birth of Jesus Christ. How do we refer to them?
Vardhaman Mahavir was born 599 years before the

Teacher asks the students to
Write major events of their life in the chronological order

Students write the events.
Mathematical/Logical intelligence

Teacher explains time line with the help of poem

Student listens.
Verbal/linguistic intelligence

Teacher shows time line on the slide

Student observes.
Musical/Rhythmic intelligence

Teacher draws a time line on the board and asks a student to mark the given events in it.

Student marks the event.
Visual/Spatial intelligence

Bodily/Kinesthetic intelligence
birth of Jesus Christ. Therefore, we say that Vardhaman Mahavir was born in the year ‘599 BC’ (599 Before Christ)

**Centuries**
The word century stands for 100 years. E.g. We say that ‘European merchants started coming to India for trade from the 16th century. The period from AD 1 to AD 100 is called the first century. The period of 100 years from 1901 to 2000 is called 20th century. The first century BC is the period of 100 years just before the birth of Jesus Christ. E.g. Buddhism was founded in the sixth century BC. It means it was founded sometime between 600BC and 501 BC.

Reference to a particular year indicates the specific time of an event; whereas reference to a century indicates an approximate or broad period of time.

Teacher explains with the help of examples | Student listens | Verbal Intelligence
Lesson 2
Sources of History

Objectives and Specification

Knowledge
Student defines historical remains
Student lists material sources of history
Student lists written sources of history
Student lists oral sources of history
Student defines archeology

Comprehension
Student explains the meaning of archeology
Student explains the importance of sources of ancient Indian history
Student tells the precautions to be taken while writing history

Application
Student differentiates between the different sources of history

Interest
Student collects various folk tales and folk songs
Student collects information about archeology
A number of articles used by man in the past still exist. They are known as historical remains. Besides ancient coins and artifacts of day-to-day use, they include forests, caves, stupas and stone inscriptions. Customs, traditions, folk literature, folk arts and historical documents also help us to understand history. All these are known as sources of history. Sources of history are of two types-material sources, written sources and oral sources.

**Material sources:** During the stone age, man used tools and weapons made of stone. In the later period, he used copper, bronze, iron and other metals to make his weapons and tools or implements. Technological progress of man can be seen by observing the improvements in

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<td>Teacher shows chart of sources of history.</td>
<td>Student observes.</td>
<td>Visual/Spatial intelligence</td>
</tr>
<tr>
<td><strong>Material sources:</strong> During the stone age, man used tools and weapons made of stone. In the later period, he used copper, bronze, iron and other metals to make his weapons and tools or implements. Technological progress of man can be seen by observing the improvements in</td>
<td>Teacher shows a slide show on material sources.</td>
<td>Student observes.</td>
<td>Visual/Spatial intelligence</td>
</tr>
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</table>
his tools and weapons. Ancient artifacts, buildings, caves, temples give us important information about their respective periods. Some of the historical remains are found buried under the ground due to earthquakes, floods or other reasons. Scientific methods are used to dig them out intact. This is known as archeological excavation. The excavated remains are studied using scientific methods. Archeology is the science of the study of ancient remains.

Ornaments and other artifacts throw light on social inter-relations. We learn about people’s diet from the remains of food grains, seeds, and bones of animals found in the excavations. The remains of houses and buildings built by man during different historical periods are found in excavations. The remains of houses and buildings built by man during different historical periods are found in excavations. Coins and seals are also found. All these give us some information about human activities and the stages of progress made by mankind. All these are called material sources.

| Teacher explains the meaning of archeology. | Student listens. | Verbal/Linguistic intelligence |
**Written Sources:** The inscriptions on the walls of temples and caves, the inscriptions on stone or copper plates, pots, unbaked bricks, etc are included in written sources. Initially man used pointed reeds to write on unbaked bricks, bhoorja-patra, tad-patra, papyrus sheets, etc. He wrote using the colours obtained from plants. Ink made by mixing gum, soot and water together was also used. As man’s experience and knowledge increased, he began to use different forms of writing and developed scripts. He began to record the events going on around him. Court proceedings were recorded on paper and the king’s edicts, decrees and deeds were engraved on stone or copper plates. Literature also developed over time and plays, poems and travelogues were written. Scientific writing also developed.

**Oral Sources:** Some compositions are passed on from one generation to another by way of rote-learning or information and are not written down. This material comprises ‘oral resources’. E.g.: folk tales, folk songs, owis,

<table>
<thead>
<tr>
<th>Written Sources</th>
<th>Oral Sources</th>
<th>Interpersonal and visual intelligence</th>
<th>Verbal intelligence</th>
<th>Musical and verbal intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher asks the students to prepare a slide show on written sources at home and show it in the class.</td>
<td>Teacher asks the students to list the various materials used for writing.</td>
<td>Student prepares and observes.</td>
<td>Student lists the material.</td>
<td>Student sings a song and recounts a story.</td>
</tr>
<tr>
<td>Teacher shows the video on the preparation of Papyrus.</td>
<td>Teacher asks the students to sing a folk song and narrate a folk tale.</td>
<td>Student observes.</td>
<td>Student observes.</td>
<td>Visual intelligence</td>
</tr>
<tr>
<td>Teacher shows the video on the preparation of Papyrus.</td>
<td>Teacher asks the students to sing a folk song and narrate a folk tale.</td>
<td>Student observes.</td>
<td>Student observes.</td>
<td>Visual intelligence</td>
</tr>
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<td>Teacher asks the students to prepare a slide show on written sources at home and show it in the class.</td>
<td>Teacher shows the video on the preparation of Papyrus.</td>
<td>Student prepares and observes.</td>
<td>Student prepares and observes.</td>
<td>Visual intelligence</td>
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<td>Teacher asks the students to list the various materials used for writing.</td>
<td>Teacher asks the students to sing a folk song and narrate a folk tale.</td>
<td>Student lists the material.</td>
<td>Student lists the material.</td>
<td>Visual intelligence</td>
</tr>
<tr>
<td>Student prepares and observes.</td>
<td>Student lists the material.</td>
<td>Interpersonal and visual intelligence</td>
<td>Visual intelligence</td>
<td>Musical and verbal intelligence</td>
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</table>
Sources of ancient Indian history: We learn about ancient period of Indian history through archeological excavations. The information obtained through them is especially important for the period for which no written sources are available. We learn about some of a person’s physical characteristics like gender, height, etc, from the human bones excavated. The relics of towns give us an idea of the roads, buildings, houses, town planning, etc. of that period. Vedic Literature, epics like Ramayana and Mahabharata, Jain and Buddhist religious texts help us understand the ancient history of our country. Stone inscriptions and the accounts of foreign travelers also prove to be useful for this purpose. Inscriptions on copper plates bear references to the grants given during the reigns of different rulers. They record the time, place and occasion when that particular donation was made. Coins also help identify the period, ruler, etc.

Precautions to be taken while writing history: It is necessary to take certain

Teacher asks the students to share their thoughts about importance of sources of ancient Indian history.

Students share their thoughts.

Teacher explains precautions to be taken in writing history with the help of various archeological excavations.

Student listens.

Intrapersonal intelligence

Verbal intelligence
precautions while writing history with the help of these sources. We have to determine the period of the excavated articles using scientific methods. The evidence of written sources, too, needs to be examined. It has to be verified against inferences which have proved reliable through other sources. Use of such scientific methods is important in writing history.

| examples. |
| examples. |
Lesson 3
The Life of the Ancient Man

Objectives and Specifications

Knowledge
Student defines Stone Age
Student tells the two periods of the Stone Age
Student lists the food they ate
Student lists the various occupations in Stone Age

Comprehension
Student explains technology of making weapons, tools and implements
Student explains Art and Craft in the Stone Age
Student explains how the foundation of urban

Application
Student differentiates between Paleolithic and Neolithic period
Student tells why urban civilization arose on the banks of rivers.

Skill
Student draw pictures of tools
In the beginning, man lived in forests. He felt the need to protect himself from wild animals. Therefore, he started to devise weapons out of wood, stone and bones. Of these, the stone tools were not perishable and they are found today on a large scale. This early period is therefore called the ‘Stone age.’ During the Stone age, man made steady progress in the technique of making tools and weapons. The Stone age is divided into two periods - the Paleolithic or the Old Stone age and the Neolithic or New Stone age. The Neolithic age began about ten thousand years ago. During this period, man learnt the technique of agriculture and domestication of animals and also discovered metals. In the course of time, along with stone implements, he began to devise metal artifacts too.

**Food:** Man used to eat fruits, roots and flesh. He also knew hunting and fishing and soon learnt the use of fire.

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<td>Teacher explains the meaning of Stone Age</td>
<td>Student listens</td>
<td>Verbal / Linguistic intelligence</td>
</tr>
<tr>
<td><strong>Food:</strong> Man used to eat fruits, roots and flesh. He also knew hunting and fishing and soon learnt the use of fire</td>
<td>Teacher explains two periods with the help of flow chart</td>
<td>Student observes</td>
<td>Visual/Spatial intelligence</td>
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</tbody>
</table>
Agriculture: Men usually went hunting and made tools and weapons whereas women gathered fruits and roots, took care of food stuffs and prepared food. Women learnt through observation that new plants sprout from seeds that fall on the ground. That is how agriculture began in the basic form in the Neolithic age.

Domestication of animals: Man began to keep herds of animals like cattle, goats, sheep, pigs and donkeys. He began to use animals for agriculture.

Technology of making weapons, tools and implements: Initially, man made his tools and weapons by chipping and cutting stones, bones and wood. Hand axes, cutting tools were the implements of the Stone Age man. Later, he began to make tools and weapons which had thin and straight blades. He used flint for this purpose. These tools were fitted with wooden or bone handles. These tools made various tasks possible. Sharp tools were used to tear the hide and pointed tools were used for making needles, arrowheads, fish hooks and other implements.

Art and Craft: Paintings made by the ancient man on
the walls of caves have been found. Some of them depict scenes of hunting. We also find depictions of community dancing and of various animals. Shells, conches, ivory, beads were used for making ornaments.

During the Neolithic age, man began to make earthen or clay models of animals and human beings. It was during this period that man invented the wheel. The wheel was used for transport and for making earthen pots. The invention of the wheel accelerated the progress of mankind.

**Village settlement:** human life became stable during the Neolithic age. People began to build their houses close together for the purpose of protection and convenience. This gave rise to ‘village-settlements’.

**Emergence of urban civilization:** Besides agriculture, other occupations gradually emerged. Surplus of agricultural produce and other goods gave rise to trade. In places convenient for trade, towns developed That is how the foundation of urban civilization was laid. Such urban civilization arose on the banks of rivers. In India, urban civilization emerged in the Indus valley during this period. Urban civilizations also existed in the basins of the rivers Euphrates and Tigris in Asia and the Nile in Africa.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Teacher shows</td>
<td>different types of gems, pearl, shells to observe</td>
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<tr>
<td>Teacher shows</td>
<td>slide show</td>
</tr>
<tr>
<td>Teacher takes</td>
<td>a brain storming session on the need for village settlements</td>
</tr>
<tr>
<td>Student observes</td>
<td>Student observes</td>
</tr>
<tr>
<td>Student participates</td>
<td>in brain storming</td>
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<tr>
<td>Teacher explains</td>
<td>importance of rivers and how now rivers are getting polluted</td>
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<td>Student listens</td>
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<thead>
<tr>
<th>Intelligence</th>
<th>Type</th>
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<tr>
<td>Naturalistic</td>
<td>intelligence</td>
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<tr>
<td>Visual/Spatial</td>
<td>intelligence</td>
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<tr>
<td>Interpersonal</td>
<td>intelligence</td>
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<tr>
<td>Verbal</td>
<td>intelligence</td>
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</tbody>
</table>

**Student observes:**
Lesson-4  The Harappa Civilization

Objectives and Specifications

Knowledge:
Student tells features of Harappa civilization
Student states measures of the Great Bath

Comprehension:
Student explains characteristic features of Harappa civilization
Student explains the structure of the Great Bath
Student explains sewage disposal system

Application:
Student compares modern day urban civilization and the Harappa urban civilization
Student calculates the number of years that have passed form the time the seals were excavated

Skill:
Student reads map of Harappa civilization
Student draws a picture of Harappa city
### Content

**Discovery:**
The Harappa civilization was discovered on the banks of Ravi in Punjab, when ancient bricks were found while laying a railway track. Further research was carried out along with archeological excavations in the year 1921, to yield ancient bricks and certain seals bearing pictorial inscriptions. In 1922, seals bearing pictographs were found at Mohen-jo-daro in Sindh. These discoveries led to the ultimate discovery of a civilization that had existed about five thousand years before, called the Harappa civilization.

**Modern statistics:**
Harappa and Mohen-jo-daro are now in modern day Pakistan. But remains of these civilizations can also be found in various places in India, like Rupad, Rakhigarhi, Lothal, Surkotada, Dholavira, Kuntasi, Rangpur, Alamgirpur, Kalibangan and Daimabad being the most important of them all, situated at river basins. This civilization mostly flourished in the basins of the Ravi and Indus.

### Teachers Activity

The teacher asks a question: Calculate the number of years that have passed form the time the seals were excavated in 1922.

The teacher shows the map of Harappa civilization.

Teacher explains why civilization

### Students Activity

Student calculates the years

Student observes

Student listens

### Multiple Intelligence

Mathematical Intelligence.

Visual Intelligence.

Verbal Intelligence

Naturalistic Intelligence
Features:
Excellent town-planning, well-laid roads, houses, drains, baths, ornaments, toys, terra-cotta pots, seals and use of metals like copper, silver and gold were characteristic features of the Harappa civilization.

Towns:
Remains found at excavation sites show that there was a big wall built around the town for protection and there were watch-towers at regular distances on this wall. Also, the roads were straight and long, intersecting each other at right angles.

Houses:
The intersecting roads divided the town in rectangular sections, each section housing twenty-five to thirty houses. They were built on both sides of a road, constructed with baked or unbaked bricks. Proper ventilation was ensured. Houses were built on raised plinths as a precaution against the constant flooding of rivers.

Sewage Disposal:
mostly flourished in the basins of the Ravi and Indus and makes the children aware of the importance of water.

<table>
<thead>
<tr>
<th>Visual /Spatial Intelligence</th>
<th>Verbal Intelligence</th>
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<tbody>
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<td>Verbal Intelligence</td>
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<table>
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<th>Feature</th>
<th>Description</th>
<th>Intelligence Type</th>
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<tr>
<td>Features</td>
<td>Excellent town-planning, well-laid roads, houses, drains, baths, ornaments, toys, terra-cotta pots, seals and use of metals like copper, silver and gold</td>
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<tr>
<td>Towns</td>
<td>Remains found at excavation sites show that there was a big wall built around the town for protection and there were watch-towers at regular distances on this wall. Also, the roads were straight and long, intersecting each other at right angles.</td>
<td>Verbal Intelligence</td>
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<td>Houses</td>
<td>The intersecting roads divided the town in rectangular sections, each section housing twenty-five to thirty houses. They were built on both sides of a road, constructed with baked or unbaked bricks. Proper ventilation was ensured. Houses were built on raised plinths as a precaution against the constant flooding of rivers.</td>
<td>Visual /Spatial Intelligence</td>
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<tr>
<td>Sewage Disposal</td>
<td>mostly flourished in the basins of the Ravi and Indus and makes the children aware of the importance of water.</td>
<td>Verbal Intelligence</td>
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\end{tabular}
Closed drains ran about one meter beneath the ground on both sides of the road, and caution was taken that they do not get choked. The sewage disposal was ideal in terms of cleanliness and hygiene.

**The Great Bath (features):**
The Great Bath was excavated at Mohen-jo-daro. One of the tanks measured 12m long, 7m wide and 2.5m deep. The inner side of the tank was built with baked bricks to prevent the seepage of water. Provision was made for draining, cleaning and re-filling the tank from time to time.

**Observations:**
At Mohen-jo-daro, it was observed that settlements had been destroyed and reconstructed at the same place due to floods seven times, one on top of the other.

**Civilization:**
It was an urban civilization. Cleanliness and hygiene were paid attention to. Town-planning was systematic, and it seemed like they had local governing bodies, for strict implementation of rules and regulations.

---

According to the given information:
- The teacher asks a question: Why were the houses built on raised plinths?
- The teacher asks the students to do group discussion on the question: What would have happened if the sewage disposal was not proper?
- The teacher shows pictures of the Great Bath.
- The teacher asks the students to compare modern day urban civilization and the Harappa urban civilization and point out the similarities.
- Teacher revises the chapter by showing PowerPoint presentation of Harappa Civilization

Students discuss in a group
- Student observes
- Students compare
- Student observes

Interpersonal Intelligence.

Visual Intelligence.

Verbal Intelligence.

Visual Intelligence.
Lesson-5
Life in the Harappa Period

Objectives and Specifications

Knowledge:
Student names various occupations
Student lists ornaments and cloths of Harappa People
Student tells various ways of recreation

Comprehension:
Student describes religious ideas of Harappa people
Student explains Harappa Seals
Student explains the Harappa peoples trade relations with other parts of the world.

Application:
Student compares current Indian trade and trade in Harappa.

Skill:
Student makes ornaments
Student draws picture of seal
<table>
<thead>
<tr>
<th>Content</th>
<th>Teachers Activity</th>
<th>Student’s Activity</th>
<th>Multiple Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food:</strong></td>
<td>Teacher asks students to find out food items from the crossword puzzle</td>
<td>Student finds out food items</td>
<td>Verbal Intelligence, Bodily Kinesthetic Intelligence</td>
</tr>
<tr>
<td>Wheat, rice, barley were their main food items. Their food also included meat, fish, fruits and vegetables.</td>
<td>Teacher shows some pictures.</td>
<td>Student Observes</td>
<td>Visual Intelligence</td>
</tr>
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<td>n d i w f r u i t</td>
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<tr>
<td><strong>Clothing:</strong></td>
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<tr>
<td>Research has proved that the Harappan people used to weave cloth. Their dress consisted of a knee-length garment and an upper garment.</td>
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</tbody>
</table>
**Ornaments:**
Their ornaments were mostly made of gold, silver, copper, precious stones, shells and seeds. Men and women both used multi-stranded necklaces, rings, amulets, and waistbands. Women wore bangles right up to their upper arm. The Harappan people used mirrors made of shiny copper sheets.

**Recreation:**
Dance and music were important forms of recreation. One of the excavated seals depicts a dance. Dice used for board games have also been found. Remains of a variety of children’s toys have been found made of clay like carts, bird shaped whistles, rattles and figures of various animals.

**Religious Ideas:**
Nature-worship and goddess worship was common. Worship of ‘Pashupati’ and fire were also practiced. The dead were buried, or occasionally cremated. Ornaments, food, weapons and other objects were also buried with the dead.

**Seals:**
Harappan seals were mostly square shaped with engravings of man-like figures or animals on them, with some writing in pictographs at the top, which we are et unable to decipher.

<table>
<thead>
<tr>
<th><strong>Teacher</strong></th>
<th><strong>Student</strong></th>
<th><strong>Intelligence</strong></th>
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</thead>
<tbody>
<tr>
<td>Teacher distributes the beads to the students and asks them to prepare malas.</td>
<td>Student prepares a mala</td>
<td>Bodily Kinesthetic Intelligence</td>
</tr>
<tr>
<td>Pair and share: what would have happened if there was no means of recreation.</td>
<td>Student answers</td>
<td>Interpersonal Intelligence</td>
</tr>
<tr>
<td>Teacher quotes William Downey- “Religion is the clearest telescope through which we can behold the beauties of creation and good of our creator.”</td>
<td>Student reads the quotation</td>
<td>Verbal Intelligence</td>
</tr>
<tr>
<td>Teacher asks the students to draw pictures of seals</td>
<td>Student draws a picture</td>
<td>Spatial intelligence</td>
</tr>
</tbody>
</table>
**Occupations:**
Agriculture and trade were the major occupations. Wheat, barley, sesame, rice, legumes and cotton were the crops cultivated. Animal husbandry was also carried out with agriculture.

**Pottery:**
It was an important occupation. Red terra-cotta pots were prominent among the Harappan people. Designs of leaves, flowers and animal motifs feature on some pots, mostly with the colour black. The pots were baked in kilns. Pots and vessels were also made of copper and silver.

**Textiles:**
Spinning yarn, weaving and dying cloth were large-scale industries. Woolen cloth was also produced.

**Trade:**
Earthen bricks bearing Sumerian font have been found in India, whereas, Harappan seals have been found in Mesopotamia, proving that trade was carried out between the two countries. The remains of a dock at Lothal, Gujarat, state the use of waterways and sea-routes for trade. Textiles, aromatic substances, beads and other objects were exported from the Indus valley to Egypt and West Asia. The Harappan civilization laid the foundation of Indian civilization.

| The teacher gives self-learning materials to the students to read and conducts a Pair and share activity on the material provided by the teacher. | Student reads the material and discusses with his partner | Intrapersonal and Interpersonal Intelligence |
| Teacher explains with the example of current Indian trade. | Student listens | Visual Intelligence |
| Student observes | | Verbal Intelligence |
Lesson 6
The Vedic Civilization

Objectives and specification

Knowledge:
Student tells names of different Vedas
Student lists different weights used
Student names different officers

Comprehension:
Student explains different Vedas
Student explains economic life
Student tells about different occupations
Student explains the political system in Vedic period

Application:
Student differentiates uses of various vedas
Student analyses today’s economic life and economic life in Vedic period

Skill:
Student reads map
Student draws picture
### The Vedic Civilization:
The Vedic civilization flourished in north-west India and the fertile region of Punjab. It is the civilization of the people who composed the *vedas*.

### Features:
The rich, ancient, diverse literature of the Vedic civilization is its most remarkable feature that can rarely be found elsewhere. People from this period composed beautiful verses in Sanskrit since early times.

### The Vedas:
*Rigveda* was the first composition followed by the Yajurveda, the Samaveda and the Atharvaveda. Each verse of the Vedas is called *richa*. The Brahmanas, Aranyakas and Upanishads were composed during the subsequent period.

### Rigveda:
Its verses contain beautiful poetic descriptions of nature and is composed in praise of various forces of nature looked upon as deities.

<table>
<thead>
<tr>
<th>Content</th>
<th>Teachers Activity</th>
<th>Students Activity</th>
<th>Multiple Intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Vedic Civilization:</strong> The Vedic civilization flourished in north-west India and the fertile region of Punjab. It is the civilization of the people who composed the <em>vedas</em>.</td>
<td>The teacher shows a map of India.</td>
<td>Student reads the map</td>
<td>Visual Intelligence.</td>
</tr>
<tr>
<td><strong>Features:</strong> The rich, ancient, diverse literature of the Vedic civilization is its most remarkable feature that can rarely be found elsewhere. People from this period composed beautiful verses in Sanskrit since early times.</td>
<td>Teacher plays a Sanskrit shloka on the tape recorder</td>
<td>Student listens</td>
<td>Musical Intelligence</td>
</tr>
<tr>
<td><strong>The Vedas:</strong> <em>Rigveda</em> was the first composition followed by the Yajurveda, the Samaveda and the Atharvaveda. Each verse of the Vedas is called <em>richa</em>. The Brahmanas, Aranyakas and Upanishads were composed during the subsequent period.</td>
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<tr>
<td><strong>Rigveda:</strong> Its verses contain beautiful poetic descriptions of nature and is composed in praise of various forces of nature looked upon as deities.</td>
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</tbody>
</table>
**Yajurveda:**
It includes information, *mantras* and their explanation in prose regarding *yajna*.

**Samaveda:**
Provides guidance on the singing of the Rigvedic verses.

**Atharvaveda:**
It includes solutions to problems in day-to-day life along with philosophy as also gives information on medicinal herbs.

**Brahmanas:**
Used to explain the uses of *Vedas* in rituals.

**Aranyakas:**
They are works composed in *aranyakas* or forests. The old Indian tradition of leaving behind routine life and going deep in the forest to meditate originated from the sages who composed the *Aranyakas*.

**Upanishads:**
The term 'Upnishad' indicates acquisition of knowledge by sitting at the feet of the teacher. Such information acquired by the disciples from their Gurus is included in the Upanishads. Profound questions like the creation of the universe and the nature of God is discussed in them.

<table>
<thead>
<tr>
<th>Teacher demonstrates vedas with the help of a flowchart.</th>
<th>Mathematical Intelligence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher recites a poem on Vedas</td>
<td>Mathematical Intelligence.</td>
</tr>
<tr>
<td>Teacher asks the students to name some medicinal plants. Teacher shows some leaves of medicinal plants like Tulsi, Neem, Hibiscus, lemon grass etc. and asks the students to recognize them. Teacher also makes the students aware of the preservation of these plants.</td>
<td>Musical and Verbal Intelligence.</td>
</tr>
<tr>
<td>Student observes</td>
<td>Verbal intelligence and Naturalistic Intelligence</td>
</tr>
<tr>
<td>Student listens</td>
<td>Mathematical Intelligence.</td>
</tr>
<tr>
<td>Student answers</td>
<td>Musical and Verbal Intelligence.</td>
</tr>
<tr>
<td>Student observes</td>
<td>Verbal intelligence and Naturalistic Intelligence</td>
</tr>
</tbody>
</table>
### Economic life:
Agriculture was the main occupation of the residents of the Ganga-Yamuna basin during the Vedic period and the farmers gave a sixth part of their produce to the king by the way of tax. Agricultural techniques improved in later periods. Oxen were yoked together to plough the fields. Farmers usually grew one or two crops, mostly barley, mustard, wheat and cotton. As agricultural produce increased, trade developed. The barter system was commonly used in trade. *Krishnal, mana, shatamana* were the weights used.

### Occupations:
Use of iron increased during the Vedic period. Many iron tools and weapons were used, leading to increase in agricultural produce and other productions. Chariot-makers, carpenters, potters were the backbone of social and economic life in India. During this time period, skilled artisans belonging to various occupations came together to form *shrenis* or guilds.

### The Political system:
During the Vedic Period, the King was the head of the State with two organs, the *Sahba* and the *Samiti* to help the administration of the state.
<table>
<thead>
<tr>
<th>King</th>
<th>Samiti</th>
<th>Sabha</th>
</tr>
</thead>
<tbody>
<tr>
<td>duties: protecting the state, collecting taxes, ensuring the smooth administration of the state</td>
<td>senior citizens</td>
<td>general body of people</td>
</tr>
</tbody>
</table>

Teacher explains administration with the help of graphic Organizers.

Student observes

Visual/Spatial Intelligence
Officers:
There were various officers to help the smooth administration of the State.

- Bhagdoogh:
  - Collects taxes
- Purohit, Senapati:
  - Important Officers
- Vishpati:
  - Head of Vish
- Gramavadi:
  - administered justice
- Gramani:
  - Head of the Village

Teacher takes a game of find your partner where students have to find the partner of meaning.

Student plays game

Bodily kinesthetic Intelligence
Lesson 7
Life in the Vedic Period

Objectives and Specifications

Knowledge
Student names four varnas
Student lists food and ways of recreation
Student names four stages of Ashrama system
Student defines rita

Comprehension
Student explains Varna
Student explains Ashrama system
Student explains religious ideas

Application
Student gives examples of definite pattern in nature
### Content

**The varna system:**
There were four classes (varnas) during the Vedic period, *brahmin, kshatriya, vaishya* and *shudra*, based on people’s occupations, and as time passed on the basis of birth, which gave rise to castes and inequality.

**Family:**
Society was patriarchal. The seniormost man was the head of the family, while women were given a secondary status, though girls were allowed to receive education. Gargi, Maitreyi, Lopamudra, etc., were women of great learning. In later eras, restrictions on women became worse and stringent.

**Ashrama system:**
The *ashramas* were a systematic arrangement of an individual’s life from birth to death, divided into four stages.

**Brahmacharyashrama:**
This was the first stage of an individual’s life, expected to be devoted to studies and learning. As a student, he was supposed to lead a simple life, be self-reliant, and obey his guru.

### Teachers Activity

<table>
<thead>
<tr>
<th>Teachers Activity</th>
<th>Students Activity</th>
<th>Multiple Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher shows pictures of various occupations and explains varnas</td>
<td>Student observes</td>
<td>Visual Intelligence.</td>
</tr>
<tr>
<td>Teacher asks a question: How do you think people of the lower castes suffered during this period of social inequality?</td>
<td>Student answers</td>
<td>Intrapersonal Intelligence.</td>
</tr>
<tr>
<td>Teacher divides the class into two groups and takes a debate: What were the pros and cons of the patriarchal society?</td>
<td>Students take part in debate</td>
<td>Verbal Intelligence.</td>
</tr>
</tbody>
</table>
**Grihasthashrama:**
An individual entered his second stage of life when he got married. As a *grihasta* or a householder, he looked after his family's needs and shoulder religious and social responsibilities.

**Vanaprasthashrama:**
During this third stage, the individual handed over his responsibilities to his children and led a retired life.

**Sanyasashrama:**
During this fourth and last stage, the individual was supposed to cut all worldly ties and immerse himself in meditation.

**Day-to-day-life:**
Most of the people lived in of mud or wattle-or-daub. The walls and the floor were plastered with cow dung. The houses in the cities were wooden, as well as some were multi-storied.

**Food:**
Their diet included milk, yoghurt, ghee, meat, fruits and cereals, while their staple food was barley and rice

| Teacher shows slide show on Ashrama System | Student observes | Visual/Spatial intelligence |
| Teacher recites a poem on day to day life | Student listens and sings with teacher | Musical and Verbal Intelligence |
| Teacher puts the sample of food on the table and asks the students to classify them into cereals, pulses and milk product | Student classifies | Naturalistic Intelligence |
### Attire:
Cotton and woolen garments were widely used during the Vedic Period. They wore strings of flowers, and bead ornaments. *Nishka* a kind of pendant was very popular.

### Recreation:
Music, dance and board games were the forms of entertainment. Musical programmes were arranged on religious occasions. Their musical instruments included the *veena*, the *mridanga*, the *shatantu*, the *damru*, conches and cymbals.

### Religious Ideas (Yajna):
The Vedic people were curious about natural forces like the sun, wind, etc. They offered prayers to these forces to secure their blessings. The idea of making ‘offerings’ to these forces to win their favour became common. They believed fire to be an agent to reach these offerings to the respective forces. These offerings called *havi* were put in the fire. This is called *yajna*. Later, the technique of performing yajna became complicated and could not be performed without the assistance of a priest and came to be considered the soul and substance of religion.

<table>
<thead>
<tr>
<th>Teacher explains</th>
<th>Student listens</th>
<th>Verbal/Linguistic intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher plays the sounds of mridanga, damru and conches on the tape recorder</td>
<td>Student listens</td>
<td>Musical/Rhythmic Intelligence</td>
</tr>
<tr>
<td>The teacher demonstrates havi</td>
<td>Student observes</td>
<td>Bodily kinesthetic Intelligence</td>
</tr>
<tr>
<td>The teacher shows different patterns in nature in the form of pictures e.g. Day and night, seasons, thunder and lightening</td>
<td>Student observes</td>
<td>Visual Intelligence</td>
</tr>
</tbody>
</table>
Rita: The Vedic people observed that all things in nature followed a definite pattern and termed it as a *rita*.

Sat: Sages who researched about the creation of the Universe stated that the universe evolved from a single principle, ‘*Sat*’. They believed that all worship of any God eventually reaches *Sat* or this divine principle. This thought increased religious tolerance in India.

<table>
<thead>
<tr>
<th>Teacher asks the students to think about religious tolerance in India and questions them as to what do they think about the current situation</th>
<th>Student answers</th>
<th>Intrapersonal Intelligence</th>
</tr>
</thead>
</table>
Lesson no: 8
New Religious Trends

Objectives and Specifications

Knowledge
Student tells birthplace of Mahavir and Gautama Buddha
Student defines Jin
Student names Triratna and Pancha Mahavratas
Student lists Arya satya, Ashtang marg and Panchsheel

Comprehension:
Student explains teaching of Mahavir
Student tells about Buddha Sangha
Student explains teaching of Buddha

Application
Student explains how teachings of Buddha and Mahavir are applicable in today’s world
Student states the similarities in teachings of Mahavir and Buddha

Skill
Student reads map

Interest
Student reads biographies of Mahavir and Buddha
**Introduction**
Towards the end of the Vedic period the priestly class had become dominant due to the greater emphasis on rituals in yajnas. At the same time the Varna system had given rise to social discrimination. This discrimination was based on an individual’s caste and not on his capability. Some castes came to be considered as superior and some inferior. In such conditions Vardhaman Mahavir and Gautama Buddha guided the society towards the right path. Their teachings were easy to understand and practice in day to day life.

**Vardhaman Mahavir:**
This picture is of Bhagwan Mahavir. According to the Jain tradition a person who reveals principles of religion is known as the Tirthankar. First Tirthankar was Rishabh dev. Vardhaman Mahavir was the twenty fourth Tirthankar. He was born at Kundagram in Bihar. Leaving all comforts behind, he travelled to different parts of India in search of

<table>
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<th>Teachers Activity</th>
<th>Student Activity</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Teacher narrates</td>
<td>Student listens.</td>
<td>Verbal intelligence</td>
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</tbody>
</table>
knowledge. He underwent twelve years of religious ‘tapa’ and attained enlightenment. He had conquered all bodily desires. Hence people called him ‘Jin’. He spend the rest of his life in preaching religion. He used Ardhamagadhi, the people’s language, in order that the common people could understand his teachings.

**Panch Mahavrata**

1. **Ahimsa**: No living thing should be harmed
2. **Satya**: Truth should be observed in speech, mind and behavior
3. **Asteya**: One should not take what does not belong to him
4. **Aparigraha**: One should not hoard or accumulate wealth in any form
5. **Brahmacharya**: One should lead a chaste life

**Triratna**

1. **Samyak Darshan**: Faith in Mahavir’s philosophy
2. **Samyak Jnyan**: Knowledge of Mahavir’s teaching and jain philosophy
3. **Samyak Chritra**: Following the five great precepts

<table>
<thead>
<tr>
<th>Activity</th>
<th>Intelligence</th>
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</thead>
<tbody>
<tr>
<td>Teacher explains the meaning of Jin.</td>
<td>Verbal intelligence</td>
</tr>
<tr>
<td>Teacher shows picture of Ardhamagadhi.</td>
<td>Visual intelligence</td>
</tr>
<tr>
<td>Teacher explains with day to day examples</td>
<td>Verbal intelligence</td>
</tr>
<tr>
<td>Teacher plays Navkar Mantra on tape recorder</td>
<td>Musical intelligence</td>
</tr>
<tr>
<td>Teacher takes a Ball game: One team says the word and passes ball to another team which has to say the meaning of it.</td>
<td>Bodily Kinesthetic intelligence</td>
</tr>
</tbody>
</table>
**Gautama Buddha**

Siddhartha was the birth name of Gautama Buddha. He was born at Lumbini at Nepal. The origin of sorrow or suffering in human life was a thought that made him restless. He left his home and family in pursuit of the solution to this problem. He attained enlightenment or divine knowledge while he was seated in deep meditation under a peepul tree at Gaya in Bihar. The tree under which Buddha attained the divine knowledge came to be known as Bodhivriksha or the ‘Tree of Enlightenment’. Gautama Buddha delivered his first sermon at Sarnath near Varanasi after attaining divine knowledge. It is called dhamma-chakka-pavattan (dharma-chakra-pravartan). He preached the fundamental principles of Buddhism in this sermon. Gautama Buddha provided answers to questions like “what is the nature of human life?” and “why does man have to undergo suffering?” in the form of four noble truths

**Aryasatya(noble truths):**

At the root of all human affairs, there are the following four noble truths:

1. **Dukkha(suffering)-Human life is full of**

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<tbody>
<tr>
<td>Teacher introduces the topic by playing a shloka of Buddha on the tape recorder.</td>
<td>Student listens.</td>
<td>Musical Intelligence</td>
</tr>
<tr>
<td>Teacher shows slide show on the life of Buddha.</td>
<td>Student observes.</td>
<td>Visual Intelligence</td>
</tr>
<tr>
<td>The teacher poses a puzzle from which one of the four noble truths is unveiled.</td>
<td>Student solves the puzzle.</td>
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</tbody>
</table>
suffering
2.Trisha(Desire)-The cause of suffering is desire or craving
3.Dukkha-nirodh-It is possible to end suffering
4. Pratipad-The way leading to the end of suffering.
The way shown by Gautama Buddha to end suffering is known as the Ashtang Marg or Eightfold path. The eight principles are

- Right view
- Right thought
- Right speech
- Right action
- Right livelihood
- Right effort
- Right memory
- Right concentration

**Panchasheel**: These are the rules of conduct that are to be followed along with the Eightfold path.

1. **Ahimsa (non-violence)**: No living being should be harmed.

Teacher gives examples of day to day life and asks questions.

Teacher uses Mnemonic technique to remember Ashtang marg – calm vest.

Teacher asks the students to remember any incident actually

Student answers.

Student reads.
2. **Satya (truth):** One should not tell lies.

3. **Asteya (non-stealing):** One should not steal.

4. **Indriya Samyam:** One should win control over bodily desires

5. **One should not take intoxicants**

**Buddha Sangha:** Gautama Buddha organized his followers in Buddha Sanghas in order to take his doctrine to the people. Followers who entered the sangha were called Bhikkus. They had to follow strict rules of conduct. People belonging to all castes were allowed into the sanghas. Buddha also allowed women’s Sanghas. Gautama Buddha used Pali, the people’s language, in order that all the people could understand and follow his teaching. Buddha’s message, ‘Bahujan –hitay, Bahujan-Sukhay’: ‘For the welfare and happiness of all’ has made a deep impact on the world.

Vardhaman Mahavir and Gautama Buddha went from village to village to propagate their teaching. Their message was ‘Humanism is supreme’ and ‘All human beings are equal’. They took their message to the common people. The principles given by these two great souls have taken deep root in Indian culture.

witnessed or read or seen on TV about violence and asks the student to give their opinions on it.

Teacher explains the meanings of the terms-sangha & Bhikku.

Teacher shows a picture of the pali language.

Teacher displays the message on the wall in the form of chart.

Student answers.

Student listens.

Student observes.

Student observes.
SLIDES USED DURING THE PROGRAMME

TIMELINE

Remarks: For the AD years, sometimes we can use 'AD' to make things simple.
For BC years, however, we must not do that.

TIMELINE
ARDHAMAGADHI Script

ARDHAMAGADHI Script
During the olden times, man made different artifacts from different materials. These materials help us to identify the age, the style of living of the primitive period, etc. These objects range from simple tools, weapons and clothes, etc., to huge buildings and infrastructure. Such resources are termed as material resources.
Harappan Civilization
Also known as the Indus Civilization

HARAPPA

- Name derived from one of its major city; Mohenjo Daro “city of the dead.” Was another large city. The size of the area is around the size of England, France and Spain combined.
- Economy based on the cultivation of wheat, barley and peas, and on trading with the Mesopotamians and others to the west.
- Contemporary with the Mid and Old Kingdom of Egypt, the Sumerian, Acadian, and Old Babylonian periods
- No remains of royal tombs, palace, or large public art work.
SCULPTURES

- Made of clay (terracotta, stone, and bronze)
- Male and Female figures may represent religious figures which associated with fertility.
Bust of the “priest-king”

Figurine of “Dancing Girl,” bronze
Terracotta figurine

Toy animals made of terracotta
SEALS

• Seals carved with a copper burin, coated with alkali, and baked to glaze the surface; depicted animals (e.g., humped back bull, bull, goat, elephant, crocodile) and mythical animals (e.g., unicorn) standing in front of an incense burner or a trough, human figures; more than 4000 have been recovered.

• Note: inscription of seals (with 3-10 characters) which are not decipherable; may be used for business as the seals to signify the ownership of traded merchandise; writing disappeared for 1500 years.
POTTERY

• Hand thrown vessels decorated with red slip and black painted decoration (animals, geometric, floral and vegetation motifs)
• Pipal (Figus religiosa) or Bodhi leaves

Crafted goods and painted pottery
Crafted goods and painted pottery

SUMMARY

• Harappa was highly structured, organized urban culture with an agricultural economy
• They probably worshipped gods and goddesses of fertility and have practiced yogic meditation and asceticism.
• The destruction of the civilization: flooding and water resources (the shifting of water system)
The Ashramas were a systematic arrangement of an individual’s life from birth to death.
**Brahmacharyashrama**

The first stage

A person was expected to devote the first stage of his life to studies and learning. He had to lead a simple life, be self-reliant and obey his teacher.

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**Grihasthashrama**

The second stage

A person enters the stage of family life when he gets married. He takes over the title of grihastha or householder and shoulders the religious and social responsibilities.
*Vanaprasthashrama*
The third stage
A person retires from his obligations towards the family and society, hands them over to his children and leads a retired life.

*Sanyasashrama*
The final stage
A person spends the remainder of his life in meditation and in the service of God.
563 BC to 483 BC

- Realized that this world is full of suffering and was in search of lasting happiness. At the age of 29 he left the luxuries of the palace, retired to the forest and followed a life of meditation.

- Attained enlightenment under the Bodhi tree in Bodh Gaya, India.

- Spent rest of his life, teaching others to realize what he himself had discovered.
**Aryasatya**

**Four Noble Truths**

- **Dukha** - Human life is full of sufferings
- **Trisha** - The cause of suffering is desire or craving
- **Dukkha-nirodha** - It is possible to end suffering.
- **Pratipad** - The way leading to the end of suffering

**The Eight-Fold Path**

- Right View
- Right Thought
- Right Concentration
- Right Effort
- Right Livelihood
- Right Speech
- Right Memory
- Right Conduct
PANCHSHEEL

AHIMSA

SATYA

ASTEYA

INDRIYA

SAMYAM

Should not take intoxicants
There was once a great soul on Earth,
Whose words were far valuable than a diamond’s worth.

He was called the ‘Enlightened One’,
His teachings were simple, but far magnificent than the sun.

He was once a prince, who lived in glory,
About His life is this story.

One fine night; He showed His desires lock and seal,
He gave us five rules of conduct, called ‘Panchasheel’.

No living being should be hurt, Came \textit{Ahimsa} first.
Does anyone tell lies, the second rule \textit{Satya} does despise.

One should not steal,
Came \textit{Asteya} third on the wheel.

Bodily desires one should control,
Came \textit{Indriya Samyam} fourth on a roll.

Intoxicants one should not take,
Is the fifth rule He makes.

For the happiness of people, He spent His life,
For the welfare of people He did strive.

To such a great soul I owe a tribute,
O great Buddha, to you I salute.
Poem on Day-to-day life.

I live in a house of mud,
My neighbor in a house of wattle-and-daub,
While my relatives in the city,
Live in multi-storied houses in midst of a mob.

My house is floored with cow dung and mud,
As well as the walls,
This keeps my house cool and fresh,
Just like your air-conditioned malls.

My diet includes milk and yoghurt,
Ghee, meat and fruits,
Cereal, barley and rice,
Is my staple food.

I wear simple cotton and wool garments,
Beads, bead strings and ornaments of gold,
I also like the pendant Nishka,
Which is strong, sturdy and bold.

Music, dance and musical instruments,
Are my forms of recreation,
Board games are also very popular,
Music is present for every occasion.

The veena and shatantu,
Cymbals, conches and the mridanga
Are good instruments like the damru,
Which adorned the hands of Lord Shiva.

Such is my life of wonder and joy,
Just enough for me to suffice,
Enough to enjoy this wonderful life,
And live it king size.
Poem on Timeline

If you wonder how years are measured,
In the world of today,
They are counted to and fro from the time Christ was born,
To whom the Christians pray.

B.C that is ‘Before Christ’,
Are all the years before,
To the year Christ was born in,
According to Christian lore.

From the year Jesus Christ took birth,
Begins the Anno Domini,
Which continues even today,
And is generally referred to as A.D.

This method has made it easier,
To carry out transactions internationally.
For the same years for all the world,
Makes everything function more efficiently.

This is a short introduction,
To the aspects of the timeline vast,
Which keeps on going forward with every minute to come,
And every minute past.
**Poem on Upanishads**

Upanishad indicates knowledge,
Aquired from the teacher,
Which are now compiled in the Upanishads,
Now preached by the preacher.

The Upanishads discuss profound questions,
Like God, the universe and nature.
And it also gives an insight into the Vedic civilization,
Through its literature.
Poem on Technology of making weapons

Long before any religion,
Or before modern civilization,
With the help of archeology,
Archeologists found this weapon making technology.

Initially man made his weapons,
With the help of few elements alone,
Like chipping and cutting rocks, wood and bones,
And of development he laid the fundamental stone.

Hand axes, cutting tools were his implements,
At first, when he knew a little,
But slowly he moved on to finer and deadlier weapons,
Like flint blades, sharp, thin, and far from brittle.

Sharp tools were used to tear the hides of animals,
Pointed tools to make holes,
So you can see how quickly he progressed and so can you,
If you set high enough goals!
### APPENDIX G-1

**Pretest Posttest Scores of experimental group**

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### ANVOCA For Comparison of ‘Retention’ in the two Groups

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<tr>
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<th>Control Group</th>
</tr>
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<tbody>
<tr>
<td>$X_1$ (Post test)</td>
<td>$Y_1$ (retention test)</td>
<td>$X_1Y_1$ (Post test)</td>
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<td>sum</td>
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<td>1314</td>
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<td>mean</td>
<td>28.05</td>
<td>23.89</td>
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For 2 Groups:
- $\xi X = 2757$
- $\xi Y = 1985$
- $\xi X^2 = 7601049$
- $\xi Y^2 = 3940225$
- $\xi XY = 53455$

#### Step 1 - Correction terms:

- $C_X = \frac{(2757)^2}{110} = 69100.64$
- $C_Y = \frac{(1985)^2}{110} = 35820.22$
- $C_{XY} = \frac{2757 \times 1985}{110} = 49751.31$

#### Step 2 - Total SS:

- For $X = 7601049 - 69100.44 = 7531948.56$
- $Y = 3940225 - 35820.22 = 3904404.78$
- $XY = 53455 - 49751.31 = 3703.69$
Step 3 - Among group means SS:

For X = \( \frac{(1543)^2 + (1214)^2}{55} \) - 69100.44

= 2338544.85

For Y = \( \frac{(1314)^2 + (671)^2}{55} \) - 35820.22

= 1698961.98

For XY = \( \frac{(1543 \times 1314) + (1214 \times 671)}{55} \) - 49751.31

= 1992561.49

Step 4 - Within group SS:

For X = 7531948.56 - 2338544.85

= 5193403.71

For Y = 3904404.78 - 1698961.98

= 2205442.80

For XY = 3703.69 - 1992561.49

= -1988856.80

Step 5 - Analysis of variance of X and Y scores taken separately.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>SS_x</th>
<th>SS_y</th>
<th>MS_x(V_x)</th>
<th>MS_y(V_y)</th>
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</thead>
<tbody>
<tr>
<td>Among means</td>
<td>1</td>
<td>2338544.85</td>
<td>1698961.98</td>
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<tr>
<td>within groups</td>
<td>108</td>
<td>5193403.71</td>
<td>2205442.80</td>
<td>48087.07</td>
<td>20420.76</td>
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<tr>
<td>Total</td>
<td>109</td>
<td>7531948.56</td>
<td>3904404.78</td>
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</table>
\[ F_x = \frac{2338544.85}{48087.07} = 48.63 \]
\[ F_Y = \frac{1698961.98}{20420.76} = 83.19 \]

Step 6 - Computation of Adjusted SS for Y: i.e., SS_yx:

Total SS = 3904404.78 - \(\frac{(3703.69)^2}{7531948.56}\)  
= 3904402.96

Within SS = 2205442.80 - \(\frac{(-1988856.80)^2}{5193403.71}\)  
= 2205435.20

Among M's SS = 3904402.96 - 2205435.20  
= 1698967.76

Analysis of Covariance:

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>SS_x</th>
<th>SS_Y</th>
<th>SS_yx</th>
<th>SS_yx</th>
<th>MS_yx(V_y)</th>
<th>SD_yx</th>
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<td>2205442.80</td>
<td>-1988856.80</td>
<td>2205435.20</td>
<td>20611.54</td>
<td>143.56</td>
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\[ F_{yx} = \frac{1698967.76}{20611.54} = 82.42 \]

From Table F = df 1 / 107

F at 0.01 level = 6.90
‘t’ test for objective 2 a
Experimental Group

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<td>55</td>
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<tr>
<td>mean</td>
<td>1.47</td>
<td>28.05</td>
</tr>
<tr>
<td>Std. deviation</td>
<td>1.16</td>
<td>5.08</td>
</tr>
<tr>
<td>Std. error of mean</td>
<td>0.15</td>
<td>0.68</td>
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<td>Difference between mean</td>
<td>26.58</td>
<td></td>
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<tr>
<td>correlation</td>
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<td>0.34</td>
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</table>

$$SE_0 = \sqrt{\sigma^2 M_1 + \sigma^2 M_2 - 2N_2 \sigma M_1 \sigma M_2}$$

$$= \sqrt{0.46 + 0.02 - 2 \times 0.34 \times 0.68 \times 0.15}$$

$$= \sqrt{0.48 - 0.06}$$

$$= \sqrt{0.42}$$

$$= 0.64$$

$$t = \frac{M_1 - M_2}{SE_0}$$

$$= \frac{26.58}{0.64}$$

$$t = 41.53$$
APPENDIX

‘t’ test for objective 3

<table>
<thead>
<tr>
<th></th>
<th>Ext. Group</th>
<th>Control Group</th>
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\[
SE_{\Delta M1 - M2} = 6D = (6^2M_{x1} + 6^2M_{x2}) (1 - r^2_{xy})
= \sqrt{\frac{25.8}{55} + \frac{21.16}{55}} \times (1-0.05)
= \sqrt{0.46 + 0.38} \times 0.95
= \sqrt{0.66}
\]

\[
6D = 0.81
\]

\[
t = \frac{M_1 - M_2}{6D}
= \frac{28.05 - 22.16}{0.81}
= 7.27
\]
‘t’ test to determine whether the two groups are initially equated

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<tr>
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<th>Std. deviation of pretest</th>
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<td>1.26</td>
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\[
t = \frac{M_1 - M_2}{\sqrt{\left(\frac{SD_1^2}{N_1}\right) + \left(\frac{SD_2^2}{N_2}\right)}}
\]

\[
t = \frac{1.47 - 1.36}{\sqrt{\left(\frac{(1.16)^2}{55}\right) + \left(\frac{(1.26)^2}{55}\right)}}
\]

\[
t = \frac{0.11}{\sqrt{0.04}}
\]

\[
t = \frac{0.11}{0.02}
\]

\[
t = 0.55
\]
### APPENDIX I

List of experimental group students showing predominant and least predominant intelligence

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<th>Sr. No</th>
<th>V/ L</th>
<th>V/ S</th>
<th>M/ L</th>
<th>M/ R</th>
<th>B/ K</th>
<th>Inter</th>
<th>Intra</th>
<th>Na</th>
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# Green color denotes predominant intelligence.
# Red color denotes least predominant intelligence
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---- No corroboration
## APPENDIX L

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# Number in the bracket indicates number of activities
APPENDIX L-1

 Preferred activity by each student based on observation schedule:

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## APPENDIX M

**TRIANGULATION AMONG THREE TOOLS**

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✓ - Complete corroboration
* - Fair amount of corroboration
---- - No corroboration
APPENDIX N

PHOTOGRAPHS

Naturalistic Intelligence: Students classifying various objects.

Bodily/Kinesthetic Intelligence: Game- Find your partner
Verbal Intelligence: Student using Mnemonic technique

Interpersonal Intelligence: Group discussion
Bodily/ Kinesthetic Intelligence: Dumb Charades

Interpersonal Intelligence: Pair and Share activity
Mathematical/Logical Intelligence: Mathematical Calculations

Bodily/ Kinesthetic Intelligence: Students making ornaments
Intrapersonal & Musical Intelligence: Students listening to shlokas

Intrapersonal Intelligence: A student sharing her experience
Verbal and Musical Intelligence: Reciting & singing a poem

Poem on Panchashheel

There was once a great soul on Earth,
whose words were far valuable than a diamond’s worth.
He was called the ‘Enlightened One’.
His teachings were simple, but far magnificent than the sun.
He was once a prince, who lived in glory
About his life is this story.
One fine night, he showed his shoes look and mark,
He gave us five rules of conduct, called the ‘Panchashheel’.
No living being should be hurt,
Come Ahimsa first.

Visual Intelligence: Researcher showing pictures to the students
Students solving a test

Student solving a puzzle