

APPENDICES

Appendix "A"

UNIT I

"THE MAN AND HIS ENVIRONMENT AND ITS BENEFITS TO HIS DESCENDANT."

Time: 15 periods

Contents: 1. Location of Maharashtra
2. Natural division of Maharashtra
3. Shivaji's Childhood and Education
4. Shivaji's attempt to Establish Swaraj by
struggle against Internal Enemies

Teaching Aids:

1. Map-6
2. Graphic and Picture Charts-4
3. Key for Exploratory Observation of Displays
"Observe the maps, pictures and get the
information"-2
4. Key Questionnaire for Self Learning-2

Activity: Individual as well as Group

1. Exploratory Observation
2. Interpreting Symbolic Data
3. Referring books-Reading
4. Discussing with other group members in group
5. Writing
6. Asking Questions and Answering Questions
7. Performing Exhibition
8. Gathering Pictures

UNIT ITHE MAN AND HIS PHYSICAL ENVIRONMENT AND ITS BENEFITS TO
HIS DESCENDANT IN THE STATE OF MAHARASHTRA

OVERVIEW

Maharashtra State of to-day was formed on May 1, 1960. From ancient time Parshuram, Lord Ramachandra, Rukhmini the wife of Shree Krishna, King Shalivahan, all these great men and women who lived here have brought holiness to this land of Maharashtra. Here lies the greatness of Maharashtra. The place of Maharashtra State in India is very significant. Maharashtra is blessed with very long coast-line of Arabian Sea, the lofty Sahyadri ranges, high pleateaus, deep rivers. The plain and high lands constitute the natural division of region. Maharashtra has two natural divisions of region. Maharashtra has two natural divisions as follows:

- (1) The Konkan Strip on the West
- (2) The Maharashtra Plateau on the East.

Benefits of this natural environment has a great value. Due to this peculiar physical feature of Maharashtra, in the medieval age Chhatrapati Shivaji Maharaja established Hindu Kingdom (Swarajya). It is feasible to struggle against enemies for Shivaji due to this natural environment. Shivaji defeated internal enemies as well as external enemies and established Swarajya in Maharashtra.

OBJECTIVE-WISE TERMINAL BEHAVIOUR OF THE PUPILS

I. KNOWLEDGE AND COMPREHENSION

1. Acquisition of Knowledge of the Facts.

- (1) Pupils recognise the location of Maharashtra State in India.
- (2) Pupils state the natural division of Maharashtra State.

(3) Pupils tell the information about Shivaji's education and his oath of Swaraj.

(4) Pupils state about the Shivaji's struggle against internal enemies.

2. Terms and Concept.

Pupils recognise and state the following terms and concepts:

The natural division of region, ghat, plateau, machi, vatan, creek.

3. Principles and Generalization.

Pupils are able to generalize that-

(i) rivers which flow through hilly region do not have wide and fertile basin.

(ii) rivers which flow through plateau and plain land have wide and fertile basin.

4. Cause and Effect Relationships.

Pupils find the cause and effect relationship and predict the reasons for the following :

(1) Rivers in the Konkan are short and flow rapidly.

(2) Basin of the rivers on the plateau are large and wide.

Pupils tell the effect of the above statements on the fertility of the land.

(3) Shivaji chose the place of Maharashtra for establishment of Hindu Kingdom.

5. Interpretation.

Pupils develop the ability to apply the knowledge of facts to new situations.

(1) A wise man can persuade his internal enemies by mutual understanding.

(2) Fertility of the basin of the river depends upon the region through which the river flows.

Pupils develop the ability to apply the knowledge of cause and effect relationship. Pupils predict the reasons for the following:

- (1) Rivers have wide and fertile basin.
- (2) Forts are built in the hilly region.

II. SKILLS

Pupils develop the following skills :

- (i) Pupils interpret the symbolic data of the maps of Maharashtra showing physical features.
- (ii) Pupils participate actively in the group activities.
- (iii) Pupils organize the exhibition neatly on the life of Shivaji.
- (iv) Pupils develop the ability to locate the ideas in new situation.
- (v) Pupils prepare the group work report and present it in a systematic way.

III. DEVELOPMENT OF ATTITUDES

Pupils work cooperatively with friends.

Pupils give regards to teacher and friends.

Pupils do their work as responsible members of the group.

Pupils give respect for opinion of others.

Pupils appreciate the Shivaji's bravery and pay respect for him.

ANALYSIS OF TEACHING POINTS : UNIT I - PART I

1. The Location of Maharashtra in India.

Maharashtra State of to-day was formed on the 1st May 1960. It has a great historical background.

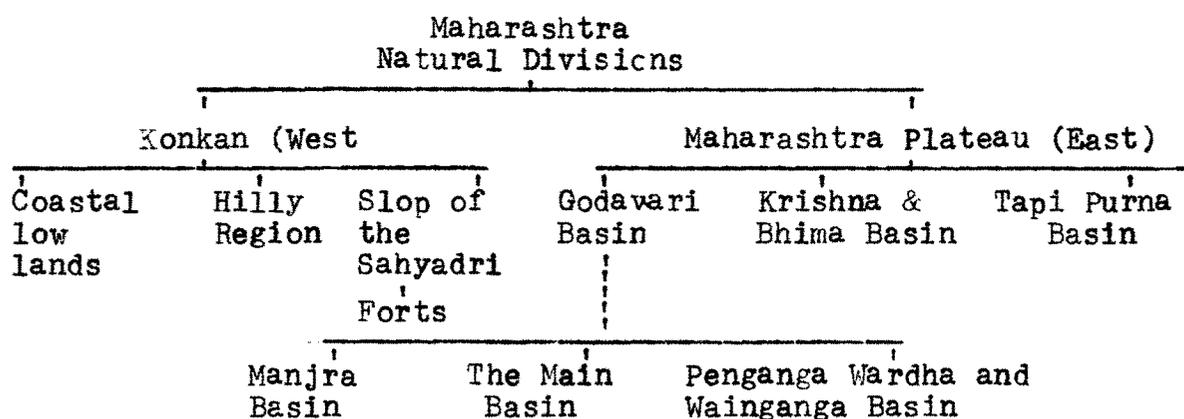
The Boundaries and extent of Maharashtra.

- 1) To the West of Maharashtra - Arabian Sea
- 2) To the North-West - Dadara Nagar Haveli and Gujarat State
- 3) To the North and little to the East of Maharashtra - State of Madhya Pradesh
- 4) To the South East of Maharashtra - Andhra Pradesh
- 5) To the South of Maharashtra - Goa and Mysore.

Extent - From East to West - 800 kms

North to South - 700 kms

2. The Natural Divisions of Region of Maharashtra

PART II

3. These physical environment helped Shivaji Maharaja to establish Swaraj.

Shivaji's childhood and education - Shivaji's oath of Swaraj.

Shivaji and few Mavalas gathered in the temple of Raireswar and they took the oath of Swaraj. His first conquest of Torangad.

Shivaji named this fort "Rajgad", first capital of Swaraj.

4. Shivaji's struggle against Internal Enemies.

By use of force - 1. Kandoji and Baji Ghorpade. They were two Maratha Sardars but servants of Adil Shah.

2. Bajaji Naik Nimbalkar - Phaltan - Shivaji's own brother in law.

3. Sambhaji Mohite - near relative of Shivaji.

4. Yeshwantrao and Chandrarao Morey, Jagirdar of Javali.

SOCIAL STUDIES

Std. IV

Key Sheet 1

"Observe the pictorial charts and Maps and get the information."

Unit I

"The Man and his physical environment and its benefits to his descendant."

PART I

I. Complete the following sentences by filling the appropriate word or words.

1) The boundaries of Maharashtra state are -

- a) To the West - Arabian Sea
- b) To the South - _____
- c) To the North and little East _____
- d) To the North West _____
- e) To the South East _____

II. The natural region of Maharashtra State are - Name of Region

- a) West Coastal line - The Konkan strip -----
- b) Hilly region - _____
- c) Plateau - _____

III. The Natural regions of Konkan are -

- 1) (a) _____ (b) _____
- (c) _____
- 2) The breadth of Konkan is _____ to _____ kms.
- ii) The length of Konkan is _____ to _____ kms.
- iii) The average height of the ranges is _____ Mtrs.
- iv) The name of the Mountain peaks _____

v) From the north to the south there are six predominant 'Ghats'. They are (1) Thal ghat (2) Bor ghat (3) Kimbarli ghat (4) _____ (5) _____ (6) _____

vi) The main rivers of Konkan are (1) Daman Ganga (2) Vaitarna (3) Tanasa (4) _____ (5) _____ (6) _____

IV. The Natural regions of the Maharashtra plateau are

(a) _____ (b) _____ (c) _____

(a) Krishna-Bhima Basin:

- 1) The area between Mahadeo Hills and Balaghat is known as Bhima Basin, and the area between _____ to _____ as Krishna-Bhima Basin.
- 2) The river Koyana is the tributary of the river Krishna and the river _____ is the tributary of the river Bhima.

(b) Godavari Basin:

- 1) The area between Balaghat hills and Darekasa Hill is known as Godavari Basin and the area between _____ to _____ is known as Pengaga Wardha Waingaga basin.
- 2) The tributaries of Godavari are the Pravarna, the Dudhna and _____.

(c) The Tapi-purna Basin:

- 1) The area surrounded by Satmala Ajanta Hills and _____ mountain is known as Tapi-purna Basin.
- 2) The main tributaries of the Tapi are the Panjra Girna and _____.

PART II

- I. (1) Shivaji was born in 1627 A.D. on the fort _____.
- (2) Shivaji Maharaj was the son of Shahaji and _____.
- (3) Shivaji Maharaj defeated internal enemies and attempted to establish _____.
- (4) Shivaji selected _____ fort for his first conquest.
- II. (1) Shivaji took oath of Swaraj in the temple of _____.
- (2) The young Malvas supported Shivaji. They told Shivaji in the words:
'Our young prince
..... at the cost of ourselves if need be.'
- III. (1) Jijabai educated Shivaji, by telling the stories of _____.
- (2) Dadaji gave the education of _____ to Shivaji.
- (3) i)
ii)
iii)
- These three thoughts came into the mind of Shivaji by Jijamata's teaching.

As a Teaching Aid

UNIT I

Sub: Social Studies

Std. IV

"MAN AND PHYSICAL ENVIRONMENT AND
ITS BENEFITS TO HIS DESCENDANT."

QUESTIONNAIRE 1

(Note:- Write the answers of the questions on the questionnaire itself.)

I. Answer the following questions in brief:

1. What is the meaning of Natural Region?
2. What are the natural regions of the Konkan?
3. What are the natural regions of Maharashtra plateau?
4. Why are the basin of rivers on the plateau large and wide?
5. What is meant by Creek? Give the name of three important Creeks in Maharashtra State.

II.(A) Find out the letter of the correct answer and write it in the box supplied to you.

1.To the North-West of Maharashtra is the -

- (a) Arabia Sea, (b) Dadara Nager and Gujarat,
(c) State of Madhya Pradesh.

2.The Tributaries of Godavari basin are -

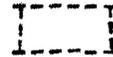
- (a) Poorna, Girana, Panzara, (b) Koyana and Neera,
(c) Darana Pravara, Southernna Purna.

3.The most fertile region in Maharashtra is -

- (a) river basin on the plateau, (b) river basin on konkan,
(c) hilly region of Maharashtra.

4. The length of Maharashtra from East to West exceeds the length from North to South by -

(a) about 800 Kms, (b) about 100 Kms, (c) about 160 Kms.



(B) Give one word for each of the following:

1. The plains and high lands constitute the _____.
2. A Natural Plateau formed on the slope of a hill is called_____.
3. The low lying area between two mountain ranges is called_____.

III.(A) Names of the tributary rivers are given below. Find out which are the tributaries of river Godavari, Tapi, Krishna, Bhima.

Names of the rivers: Panjara, Pravarna, Purna, Dudhna,
Girana, Koyana, Manjra, Neera.

(B) Find out and tick mark the correct reason for the following events:

1. The rivers in the Konkan are short and flow rapidly because-
 - (a) region is narrow strip which slopes steeply towards the west.
 - (b) region is plain and narrow.
 - (c) region is hilly and wide.
2. The basin of the rivers on the Plateau are large and wide because -
 - (a) Plateau is plain and wide which slopes little towards east.
 - (b) Plateau has high-low land which has no slopes.
 - (c) Plateau is plane and narrow which slopes little towards east.

Sub: Social Studies

As a Teaching Aid

Std. IV

QUESTIONNAIRE 2

"THE MAN AND HIS PHYSICAL ENVIRONMENT AND ITS BENEFITS
TO HIS DESCENDANT."

(Note:-Write the answers to the questions on the questionnaire
itself.)

I.(A) Answer the following questions in brief:

1. Who gave education to Shivaji? What education did they give to Shivaji?
2. What thoughts came to Shivaji's mind because of Jija Mata's teaching?
3. Which forts did Shivaji conquer?
4. Who were Deshmukhs in the Maval valley?
5. How did Shivaji stop the mutual warfare among the Deshmukhs who were destroying the power of themselves?

(B) Complete the following statements by choosing a correct and appropriate ending and tick (✓) mark:

1. Shivaji attempted to establish Swaraj in the high plateau of Sahya mountains because -
 - (a) there are many hill forts.
 - (b) there are only six prominent ghats to pass the ranges in the Sahya mountains.
 - (c) the slope of Sahya mountains rises sharply.
2. Shivaji took control of the two forts of Kondana and Purandar -
 - (a) by attacking them, (b) by force, (c) by using his political skills.

3. Shivaji took the steps against Morey of Javali and

forced him to surrender -

- (a) by attacking his territory.
- (b) by joining hands with Adilshah.
- (c) by march on Rairi.

II. Find out and tick mark the correct reason for the following events:

1. Shivaji selected Torana for his first conquest because -

- (a) Torana was a renowned fort, well suited for defence.
- (b) There were two strong Machis on the way of fort.
- (c) The fort was neglected by Adil Shah.

2. Shivaji banished Sambhaji Mohite to Karnatak because -

- (a) he wanted control over the district of Supa.
- (b) he wanted to send one of his relatives as a Sardar to Karnatak.
- (c) Sambhaji Mohite obstructed Shivaji in his effort of establishing Swaraj.

TEACHER-PUPILS' ACTIVITY

Orientation Programme - Three Days

1st Day: Introductory Orientation

Teacher orients the class following things :

- (1) What is social studies? (Introduction to the Subject).
- (2) Teaching-learning Process.
- (3) Various activities through which they have to learn.
- (4) About displays.

After orientation, teacher divides the class into small groups of six to seven pupils on the basis of intelligence level (high, low,

medium) and class teacher's opinion about the pupils and give preliminary information about group activities.

2nd Day: Teacher explains group working.

Teacher asks the groups to choose their group leader. Teacher explains with demonstration, following things :

1. Group leader's work and responsibility.
2. Work and responsibility of the group members.
3. Group work procedure.
4. Group & individual activity:
 - Exploratory observation
 - Writing the answer
 - Discussion among the group
 - Concern for others

3rd Day: Demonstration of the Activity.

Teacher explains following activities with demonstration :

1. Information about displays.
2. How to read and interpret symbolic data of the charts, maps and pictures.
3. About statements which are given.
4. About questionnaire as a teaching aid.

Teacher gives following instruction to the class whenever necessary :

1. There are some statements. These statements give you key to write the answers of the question or information regarding display.
2. Observe the maps, charts carefully.
3. Refer the books at the group discussions session.
4. Take care of your behaviour that it will not disturb others.

5. If you have any difficulty take help from your teacher or friend.
6. Write the answers in your note book. Keep one separate note book for this subject.
7. Do your work silently carefully and as a responsible member of the group.
8. Work co-operatively and always help others.
9. Complete your assigned work in time.
10. Give respect to others.

1st Period: Introduction to the first part of the first unit.

Teacher displays some maps and charts showing physical feature of the Maharashtra State and introduces the new topic. Teacher gives brief overview of the new topic. Also he explains new concepts and principles.

Teacher gives the information about exhibition which they have to perform after ten days and asks them to collect the pictures of the life of Shivaji, pictures of forts and pictures of Maharashtra Darshan, i.e. Peoples, their houses, Holy places-Temples Paintaings-Sculptures-Ajanta Ellora caves etc.whatever they get. Also he assigns the subject for the exhibition to each group.

2nd and 3rd Period: Exploratory Observation of Displays.

Teacher displays different maps and pictures of Maharashtra State showing physical feature and Natural divisions of the State of Maharashtra. Teacher asks the pupils to observe the maps and charts and to read the statements which are written besides the maps and charts and complete the statements which are written after each statement.

Pupils observe the maps, charts, read the statement and try to find out the answers from their exploratory observation. Then pupils write the answers on given sheets. Teacher supervises and observes the pupils' work. If necessary, he gives guidance.

4th Period: Exploratory Work with Key Questionnaire No.1
and Text books.

Teacher gives questionnaire No.1 to group leader and asks them to distribute among their group members. Teacher gives instruction about how to work in a group.

In this questionnaire the questions are different. Naturally pupils refer the same content in the textbooks. Group leader of each group distributes the questionnaires among his group members and also discusses their assigned work. Then they start their exploratory observation work and try to find answers and write it on the given sheets. Teacher supervises the class.

5th Period: Discussion among the group.

Pupils sit groupwise among their groups. They refer the books and discuss on their yesterday's work. Group leader writes the final answer on the questionnaire and asks other members to copy it. Group leader also makes the list of difficult questions and gives it to the teacher. Teacher supervises the class work if necessary guides them. Teacher collects the list of difficult questions from the group leader.

6th Period: Activity for the Whole Class.

Teacher writes common difficult questions on black-board. Teacher asks questions, pupils try to answer. Teacher explains difficult terminology and concepts. If necessary, teacher raises some questions to prolong discussion.

7th Period: Introduction to the Second Part of first unit.

Teacher displays some charts and pictures showing life of Shivaji and introduces new topic. Teacher gives brief overviews of the topic and also he explains new concepts and principles.

8th and 9th Period: Exploratory Observation of the Displays.

Teacher displays some pictures of the early life of Shivaji and some maps of Maharashtra showing important forts and places. Second Period procedure is followed. At the end teacher asks the class about exhibition and gives some instructions for organizing the exhibition.

10th Period: Exploratory work with Key Questionnaire No.2 and Textbook.

Teacher gives questionnaire No.2 to the pupils and 3rd period procedure is followed.

11th Period: Discussion among the Groups.

Pupils sit groupwise (among their groups) and 4th period procedure is followed.

12th Period: Activity for Whole Class.

5th Period procedure is followed.

13th Period: Groupwise Activity - Performing Exhibition.

Teacher asks all the groups to arrange exhibition whatever they have collected. Teacher also supplies some pictures. Pupils also can use these pictures, if necessary. Pupils arrange the exhibition on given subject. Teacher supervises the class. Last five to ten minutes of the period teacher discusses on pupils' work. Nature of this discussion is like appreciation type and not

evaluation type.

Assignment: Teacher gives Report Book and asks them to write the work report.

14th Period: Presenting Work Report.

Teacher asks any pupil to make presentation of his work report. Turn by turn most of the pupils make presentation of their work report.

15th Period: Unit Test.

Unit Test is administered. Pupils write and teacher supervises the class.

Teacher explains - What?

- o New Concepts: 1.The natural division of the region.
 - 2.Creek, Flateau, Ghats.
 - 3.Vatan, Machi.
 - 4.Mutual understanding - Shivaji's policy about tackling the problem of internal enemies.
- o Explanation on:
 - (1) Size and fertility of the basin of the rivers depend upon the region through which rivers flow.
 - (2) Advantage of hilly region - to Shivaji.
- o About Exhibition:
 - Teacher assigns the subjects for the exhibition.
 - Subjects: 1. Life of Shivaji
 - 2. Maharashtra Darshan - (Religious and Cultural).

Assginments

I. Reading

1st Day: Read the books and find out the answers of the questions.

1. Who was Shivaji? And who were the internal enemies of Shivaji?
2. Which are the three principle things that show the unity of India?

2nd Day:

1. Which four foreign powers were ruling on Maharashtra?
2. What are the different regions of Maharashtra?
Describe it in two three sentences.

II. Writing

Write the answers of the given questionnaires.

- III. 1. To collect pictures -
- (1) about the life of Shivaji.
 - (2) pictures of forts.
 - (3) pictures of Maharashtra.
2. Prepare some object for exhibition.
 3. Fill up the map of Maharashtra. Point out natural regions of it.

FORMAT OF REPORT OF GROUP WORK

Name of the Group: - - - - -

Name of the Unit : - - - - -

Date: - - - - - Class: - - - - - Division: - - - - -

PERSONAL WORK REPORT

- A. 1. Your status in your group.
1. Leader of the group.
 2. Member of the group.
2. You have finished your work in time. YES/NO.
3. If your answer is negative, tell what work you have finished.
4. What work have you done in your group?(i.e.what information collection of pictures or anything you have brought).
5. When you are doing your work, have you come across any problem? If yes, how did you solve it?

ACADEMIC WORK REPORT

- B. What have you learnt in last few days? Write short report on the given points.
1. Natural region of Maharashtra State and which region is more fertile? Why?
 2. How was the territory of Maharashtra helpful to Shivaji in establishment of Swaraj?
 3. Shivaji's first conquest.
 4. Shivaji's struggle against Deshmukh and other Hindu Sardars.

UNIT TEST 1

Date:

Sub: SOCIAL STUDIES

Std.IV.

"THE MAN AND HIS PHYSICAL ENVIRONMENT AND ITS BENEFITS
TO HIS DESCENDANT."

(Note:- Write all the answers of the questions on the
questionnaire itself.)

I.A. Answer any two of the following questions in short: 4

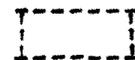
1. What are the natural divisions of Maharashtra State?
Write in details.
2. What education did Jijabai and Dadaji give Shibaji?
3. How did Shivaji stop the mutual warfare among the
Deshmukhs who were destroying the power of themselves?
4. What is meant by Creek? Give the name of two important
Creeks in Maharashtra?

B. Complete the following statements by choosing correct 2
and most appropriate ending:

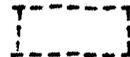
1. The plains and high lands constitute the _____
2. Gifted land in lieu of service is called _____

C. Write letter of the correct answer in the box supplied 2
in the following statements:

1. Shivaji chose the place of Maharashtra for establishment
of Swaraj because -
 - (a) region is hilly as well as plateau.
 - (b) region is protected and easy to attack enemies.
 - (c) region has plain plateau and difficult to attack
enemies face to face.



2. Rivers in the Konkan are short and flow rapidly because they flow through -
- (a) hilly and narrow land.
 - (b) plain and wide land.
 - (c) plain and narrow land.



II.A. Give the reasons for the following statements: 4

1. The rivers have wide and fertile basin.
2. Kings always built forts in hilly region.

B. Select the correct answers for the following statements and tick (✓) mark on it. 2

1. If your one group member is not ready to work, you will persuade him or her -
 - (a) by force him to do work.
 - (b) by mutual understanding.
 - (c) by joining the hand with teacher.
2. The river Kaveri flows through hilly and narrow land. The basin of river Kaveri is -
 - (a) wide and fertile.
 - (b) narrow and not so fertile.
 - (c) wide and not so fertile.

III.A. Below there is given brief information about the physical feature of the 'North America'. Read carefully and write your answers. 2

NORTH AMERICA

North America has mountains in the West - the Rockies. It has mountains in the East-the Appalachian Chain. And between lie

the Great Plains. The boundaries of North America are, to the east and west side there are big oceans, Atlantic Ocean and Pacific Ocean. The Frozen Ocean, Arctic Ocean lie to the North and Central America lies on South of North America.

Questions:

1. What are the natural divisions of the North America?
2. Which ocean is on the east side of North America?

B. Direction: Look at the Map to find answers to these questions: (Map is given on the separate page).

1. What is the name of the State?
2. What are the boundaries of the State?

To the East _____ To the West _____
To the North _____ To the South _____

3. What is the name of the largest river?

IV. Teacher asks Ram, Shashi and Prema to prepare the model of ⁵ rivers on the Maharashtra Plateau:

For preparing model following things are required:

1. Knowledge of rivers on plateau,
2. Knowledge of preparation of model,
3. One wooden board,
4. Clay,
5. Colour,
6. Water.

Suppose you are one of them.

Find out the letter of the correct answer and write it in the box supplied to you.

1. How will you plan for preparing the model of Rivers?
 - (a) I will distribute the work among us.
 - (b) I will do all the work myself alone.
 - (c) I will not do any work and make others work.

2. Suppose everybody wants to do same work and don't want to do the other work then what will you do?
- (a) I will refuse to do work.
 - (b) Though I do not like that work, I will do the work.
 - (c) I will do that work which I like.
- I
3. What work do you like to do? Then who will do the other required work?
- (a) I will be leader and I will do the simple work and make others do difficult work.
 - (b) I will be leader and I will give the first chance to others to select the work.
 - (c) I will be the leader and I will distribute the work by consulting my friends.
- I
4. Rama is preparing model in wrong way hence Prema tells Rama, "Rama you are preparing the model in the wrong way. Please do it again". Suppose you are Rama, what will be your reaction to Prema's advice.
- (a) I accept the mistake and prepare the whole job again.
 - (b) I get angry with Prema and abuse her.
 - (c) I do not listen to her suggestion and go on preparing.
- I
5. Group leader told Shashi, "Finish your work and then go." Suppose you are Shashi, what will you do?
- (a) I do not listen and go away.
 - (b) I do my work and then go.
 - (c) I do not finish my work and sit idle without doing anything.

Sub: Social Studies
Time: 35 minutes

BLUE PRINT OF UNIT TEST
UNIT I

Std. IV
Marks: 25

THE MAN AND HIS PHYSICAL ENVIRONMENT AND ITS
BENEFITS TO HIS DESCENDANT

Contents	TYPES OF OBJECTIVES										TOTAL		
	Knowledge and Comprehension		Skills		Attitudes								
	S.A.	V.S.A.	O.A.	S.A.	V.S.A.	O.A.	S.A.	V.S.A.	O.A.	S.A.	V.S.A.	O.A.	
Location of Maharashtra State in India	-	-	-	-	-	-	-	-	-	-	-	-	4(3)
Physical Divisions of Maharashtra	4(2)	1(1)	1(1)	2(1)	-	1(1)	-	-	-	-	-	-	9(6)
Shivaji's childhood and Education	2(1)	-	1(1)	2(1)	-	-	-	-	-	-	-	-	5(3)
Shivaji's struggle against internal enemies.	2(1)	1(1)	-	-	-	1(1)	-	-	-	-	-	-	4(3)
General	-	-	-	-	-	-	2(2)	-	-	-	-	-	5(5)
Optional	4(2)	-	-	-	-	-	-	-	-	-	-	-	29(22) 4(2)
Total	4(2)	2(2)	2(2)	4(2)	-	2(2)	2(2)	-	4(3)	-	-	-	5(5) 25(20)

NOTE: 1. In the Bracket - nos. of questions
2. Outside the bracket - marks.
3. S.A. = short answer, V.S.A. = Very Short Answer, O.A. = Objective Answer.

UNIT IITHE INFLUENCE OF NATURAL ENVIRONMENT ON
THE MAN'S WAY OF LIFE.

Time : 14 Periods

Contents: (a) The Food, Clothes and Shelter of the
People of Maharashtra State.
(b) Geographical conditions determine the
Man's Way of Life.

(i) A Brief Review of Physical Features
of Maharashtra.

(ii) Rainfall and Climate.

Teaching Aids: (1) Map - 1
(2) Graphic and Picture Charts - 14
(3) Key for Explanatory Observation of Displays
"Observe the Maps and Pictures
and Get the Information" - 1
(4) Key Questionnaire for Self Learning - 1

Activities: Group and Individual

- (1) Explanatory observation
- (2) Interpreting Symbolic Data
- (3) Reading
- (4) Writing
- (5) Arranging Exhibition
- (6) Gathering Specimens and Pictures
- (7) Discussing Among Themselves
- (8) Asking Questions and Answering Questions
- (9) Presenting Work Report.

SUB: SOCIAL STUDIES

Std.IV

INFLUENCE OF NATURAL ENVIRONMENT ON MAN'S WAY OF LIFE
THE MAN OF MAHARASHTRA AND HIS FOOD, CLOTH, AND SHELTER.

OVERVIEW

The food we eat, the clothes we wear, the houses we live in or the profession we follow - all these together make our life. Our life mostly depends on the geographical conditions around us, and on our ability and intelligence to take advantage of these.

The physical feature of a region, its climate, crops, plants and trees that grow there, the minerals that are found there, all these together form the geographical conditions of that region. Maharashtra is fortunate in receiving an abundant supply of light and heat from the Sun. The winds blowing across the Arabian sea on the West, bring with them the great wealth of water-vapour, and shower it on this land of Maharashtra in the form of rain.

The Konkan region gets plenty of rain, but the Ghats get much more, the Plateau however receives less rain than the Konkan. The land in the Konkan is hilly and not so fertile. On the other hand the land on the Plateau is mostly plain and fertile and hence the two main natural divisions of Maharashtra, the Konkan and the Plateau, have such vastly different geographical conditions. In this Unit, pupils learn the effect of these different geographical conditions on the life of people living in these two regions.

TERMINAL BEHAVIOUR OF THE PUPILS

I. KNOWLEDGE AND COMPREHENSION

1. Acquisition of Knowledge of the Facts

- (1) Pupils state the daily diet, dress and houses of the people of Maharashtra Plateau and Konkan.
- (2) Pupils tell about the distribution of rainfall and climate of Maharashtra.

2. Terms and concepts

Pupils recognise and state the following terms and concepts:

- (1) Geographical conditions, (2) Water Cycle,
- (3) Clouds, (4) Temperature, extreme and moderate climate, (5) Moisty and dry climate.

3. Principles and Generalizations

Pupils are able to generalize that -

- (1) the way of human life depends on the geographical conditions around them.
- (2) as we go away from the sea shore rainfall gradually decreases.
- (3) Climate of the region is determined on the
 - (i) distance from the sea shore
 - (ii) height of the region from the sea level.

4. Cause and Effect Relationships

Pupils find out cause and effect relationships and predict reasons for the following:

- (1) Rainfall and climate vary in different regions of Maharashtra.

(2) The people of Maharashtra have particular type of diets, clothes and houses.

5. Interpretation

(a) Pupils develop the ability to apply the knowledge of facts to new situation.

(1) Geographical conditions determine the human's way of life.

(2) Climate of the regions depends on the physical feature of the region.

(b) Pupils develop the ability to apply the knowledge of cause and effect relationships in new situation.

(1) People have particular type of food, clothes and houses.

(2) Rainfall and climate vary from place to place according to physical feature of the region.

II SKILLS

- 1 Pupils interpret the symbolic data of the charts and pictures, diagrams of rainfall and climate and map of Maharashtra showing rainfall and climate.
- 2 Pupils arrange the exhibition on the way of life of people of Konkan and Plateau of Maharashtra.
- 3 Pupils develop the ability to locate the ideas in new situation.
- 4 Pupils prepare the work report and present it before the class.

DEVELOPMENT OF ATTITUDES

- 1 Pupils work cooperatively with friends.
- 2 Pupils give regards to teachers and friends.
- 3 Pupils do their work as responsible members of the group.
- 4 Pupils respect the group (class) rules and opinion of others.
- 5 Pupils keep sympathy for the people of Konkan.

ANALYSIS OF TEACHING POINTS: UNIT II - PART II

1 LIFE OF THE PEOPLE OF MAHARASHTRA

Daily Diet of the People of Different Parts of Maharashtra.

The Staple Food.

The Konkan Region	The Plateau Region	Ghat and Hilly Region
1. Rice	1. Rice (on extreme East)	1. Cereals like -Rice
2. Bread (Made from Rice or nachan)	2. Jowar and Bajra (all over Plateau)	Nachani, Vari
3. Coconut	3. Wheat	2. Kodo, Kutki
4. Amsul Water	4. Tur Dal	3. Mahua flowers
5. Alu-Bhaji	5. Chutney-Garlic and raw onion	4. Edible roots
6. Preparation of Beans and fish.	6. Favourite Dish Puran Poli, Banana Shrikhand, Shrikhand, Bundi Laddu, Jilebi.	5. Fruit from jungle

Clothes

The Konkan Region	The Plateau Region	Ghat and Hilly Region
-Use very few clothes -Cotton clothes Male: 1.Dhoti(short) 2.Short sleeved jacket. 3.Turban Female: 1.Sari-Nine Yards 2.Choli (Blouse)	-Clothes used in summer and winter are different. Summer: 1.Dhoti, Shirt (cotton clothes) 2.Turban or Pugree Winter: 1.Rich people wear warm woolen clothes -Coat on Jacket along with the shirt.	-Hardly use any clothes.

Shelter

The Konkan Region	The Plateau Region	Ghat and Hilly Region
<u>Houses and Huts:</u> 1.Sloping roof-thatched with coconut leaves or grass. 2.Floor-plastered with cow-dung 3.Courtyard-in front and some open space around in which mango, coconut, banana jack fruit and other trees grow *Due to geographical conditions few people can live together -small villages-40 to 50 huts each. -villages divided into smaller cluster of houses-'wadis'.	Western side: Flat Roof Eastern Side: Sloping Roof Structure: <u>Village</u> -Built in mud and bricks -Roof-tiles or corrugated tinsheets <u>Cities</u> -Built in bricks and concrete -Roof-cement concrete slab.	Small huts

Occupation of the People

The Konkan Region	The Plateau Region	Ghat & Hilly Region
1. Farming on small scale	1. Farming and fruits growing	1. Farming on very small scale
2. Fishery	2. Large Scale Industries	2. Collecting useful material from forest
3. Small house hold occupation	3. Small occupation	3. Wood cutting.
4. Animals husbandry	4. Small handloom industries	

PART II

2 WHY HAVE THE PEOPLE OF MAHARASHTRA THESE TYPES OF FOOD, CLOTHES AND SHELTER ?

Our life mostly depends on the geographical conditions around us. Climate and rainfall are the chief factors which determine the geographical conditions.

Rainfall: How do we get rain?

The Water Cycle: The water of the sea rises up in the sky in the form of water vapour and turns into clouds. The wind brings the clouds to land. The water vapour in the clouds come down on the earth in the form of rain water. This water is taken back to sea by the rivers. In this way water from the sea returns to it.

Process of Water Vapour -----Evaporation.

Sun shines ----heat in the air increases - changing water into vapour - is called evaporation. It is not visible during the process of evaporation later on it can be seen in the form of clouds.

What is cloud?: When the fine particles of water vapour stick to the minute specks of dust which is floating in the air they become visible to the eye. When millions of such dust particles laden with water-vapour come together high up in the sky are called clouds. Summer-more heat-greater evaporation-larger clouds.

The Wind: In Summer, the air on the land becomes hot, while the air on the Arabian sea is comparatively cool. Therefore the winds blow from the Arabian Sea towards the lands of Maharashtra. These winds blow generally from June to September and bring with them the clouds laden with water vapour to the land of Maharashtra.

The Rain: The clouds have to rise higher and higher due to winds. On the height the air is colder and cold air changes the water vapour into drops of water. These drops fall to the earth as rain.

Rainfall varies in different regions of Maharashtra.

(1) The region near the sea (Konkan) gets more rainfall.

(2) Mountain tops - hilly regions of Sahya Mountain - very heavy rain.

(3) To the east of the mountain top - moderate rainfall.
It is still less rain farther east mountain region.

(4) In some region it is scanty.

(5) In middle half of Maharashtra plateau - moderate.

(6) At the extreme of plateau - it is greater because some of the winds blowing across the Bay of Bengal and carrying water vapour from there reach this eastern part of Maharashtra.

Climate

	Konkan	Top Hill	Plateau
Summer	Hot and moist	Cold-moderate.	Very hot and dry.
Monsoon	Hot and very moist.	Cold.	Hot and moist
Winter	Eqmable but hot.	Very cold	Cold and dry.
Reasons	Near sea shore sea level.	Very high from the sea level	Very far from sea shore

TEACHER'S-PUPILS' ACTIVITIES

1st Period: Introduction to first part of the Second Unit.

Teacher displays some charts and pictures of different dresses of the people and different types of houses and introduces new topic. Teacher gives brief overviews of the topic and also he explains new concepts and principles. Teacher asks pupils to bring specimen of different food grains vegetables and different types of dresses and houses (in any form made of paper or sketches). Teacher asks the groups to change their group leader.

2nd and 3rd Period: Exploratory observation of displays.

Teacher displays some sketches and models of daily diet, dresses and houses of the people of Konkan, Plateau and Hilly region. Teacher asks the students to complete the following tabular chart by observing displays carefully.

	People of Konkan	People of Maha-rashtra Plateau	People of Hilly Region
Food			
Clothes			
Houses			
Occupation			

Pupils observe the displays and fill the information in the tabular chart.

4th Period: Discussion among the group:

Pupils sit in the group and discuss among themselves on their collected information. Here they refer the books and verify their collected information. Teacher supervised the class and if necessary guide the pupils.

5th Period: Activity for the whole class.

Teacher writes common difficult questions on the B.B. regarding two day's work. Teacher raises some questions. Pupils try to answer. Some pupils raise some questions others try to answer. Teacher explains difficult terminology and also he explains how the geographical condition influences the man's way of life and also he explains how the invention and scientific advance change the life of the people.

6th Period: Pupils organise groupwise exhibition.

The group leader distributes the work among the group members. Then pupils observe the sketches and pictures and then start to arrange the exhibition. They use the material what they have brought, some pictures, and objects also are kept on the teacher's table, if necessary, pupils use these materials. Teacher supervises the class work and takes care of that every pupil should get chance to work. Pupils try to find out the answers and write it on their note book. Two external examiners (Head Master and Supervisor) evaluate the pupils' work.

7th Period: Introduction to second part of the second unit.

Teacher displays some charts and maps showing physical feature, climate and rainfall of the Maharashtra State. Teacher takes brief revision of the 1st Unit (Man and His Physical Environment) by asking few questions. Teacher introduces new topic and also he explains new concepts and principles.

8th and 9th Period: Exploratory observation of the displays.

Teacher displays map of Maharashtra showing physical feature and discusses in brief by asking few questions on it. Teacher displays charts and maps of Maharashtra showing climate and rainfall. Teacher asks the class to observe the displays and write the gap words on the given sheet. Pupils observe the displays and fill the gap words in it.

10th Period: Exploratory work with key questionnaire and text books.

Teacher gives one questionnaire to the class and asks them to refer the books and find out the answers and write them on the same sheet.

Pupils refer the books and write the answers; if necessary they can observe the displays. Teacher supervises the class.

11th Period: Discussion among the group.

Pupils sit in the group and discuss among themselves.

3rd Period - procedure is followed.

12th Period: Activity for the whole class.

4th period - procedure is followed.

Assignment: Teacher gives Report Book and asks the pupils to write it.

13th Period: Presenting the work report.

Teacher asks any pupil to make presentation of his work report before the class. Pupils make presentation of his work report.

14th Period: Unit Test.

Unit test is administered. Pupils write and teacher supervises the class.

Teacher Explains. What?

Concept: Geographical conditions, way of life, climate.

Generalization: Man's way of life depends on rainfall and climate of the region.

The climate and rainfall depends upon the physical feature of the region.

Explanation: Invention and scientific advances change the life of the people.

(1) Water cycle, clouds

(2) Temperate, extreme and moderate climate

(3) Moist and dry climate.

Brief Review of Previous Portion

Teacher asks following questions :

- (1) What are the natural divisions of Maharashtra?
- (2) Which region is near to the sea-shore?
- (3) Which region is far away from the sea-shore?
- (4) Which region is high from the sea level?

SOCIAL STUDIES

Std. IV

Observe the pictorial Charts and Maps andGet the information.UNIT II

"Influence of Natural Environment on Man's Way of Life."

"Why the Man has particular way of Life."

PART I

Complete the following tabular chart:

Man's way of Life.	Konkan	Plateau of Maharashtra	Hilly Regions
1. Food: Main food. Vegetables			
2. House: Roof Walls Surrounding			
3. Clothes: Men Women			
4. Occupation: Main occupation and other occupations.			
5. Festivals			

Benefits of this particular way of life to Shiveji _____.

PART II

Complete the following sentences by filling appropriate word or words.

1. (a) (1) _____ (2) _____ (3) _____ (4) _____

These together form the geographical conditions.

- (b) (1) _____ (2) _____ (3) _____ (4) _____

together make our life.

2. Water cycle:

Due to sun's heat water from the sea goes to _____
comes down in the form of _____ and again it goes
to _____. It is called _____.

3. Wind:

(a) From June to September, the wind blows from _____
to _____ of Maharashtra.

(b) From December to Jan. the wind blows from _____
to _____.

4. When millions of dust particles laden with water vapour
come together high up in the sky they are called _____.

5. Rainfall of different regions of Maharashtra State.

Region	Rainfall	Name of the District.
(1) Region near the sea	Heavy rain	_____
(2) Hilly region	Very heavy rain	_____
(3) To the east of mountain top.	Scanty	_____
(4) In the middle of Maharashtra	Moderate	_____
(5) At the extreme east of Maharashtra	Greater than middle Maharashtra	_____

6. (a) You can see distribution of rainfall varies from place to place. Reason of this varied rainfall is _____ .
- (b) You will see beautiful greenary scene on _____ and _____ these regions.

7. Climate:

Amount of the vapour in the air	Type of climate
(1) More vapour in the air	(1) Moist climate
(2) Less vapour in the air	(2) Dry climate

Therefore,

- (3) Region near the sea, climate is _____ .
- (4) Region away from the sea shore, climate is _____ .
- (5) The climate of Konkon is _____
- (6) The climate of plateau is _____
- (7) The climate of top of the hill is _____
- (8) Do you know why the climate of one region varies?

Observe the chart and find out:

- (a) _____ (b) _____ (c) _____ These three determine the climate of the region.

8. Climate of different regions of Maharashtra.

Seasons	Region of Konkan	Maharashtra plateau	Top of the hill
Summer			
Monsoon			
Winter			

UNIT II

Subject: Social Studies

THE INFLUENCE OF NATURAL ENVIRONMENT ON MAN'S WAY OF LIFE.

Questionnaire 1 : Rainfall and Climate.

I. Answer the following questions:

1. What do you understand by the term water cycle?
Draw diagram for the same.
2. How are the clouds formed?
3. In which month does the wind blow from Arabia Sea to land of Maharashtra?
4. How do we receive rainfall?
5. Why does the rainfall vary?
6. What are the factors that determine the climate?

II. (A) Complete the following tabular chart.

Climate and Rainfall

Climate	R E G I O N		
	Konkan	Top of the Hill	Plateau of Maharashtra
1. Climate in summer			
2. Climate in Monsoon			
3. Climate in Winter			
4. Rain fall.			1. To the east slop _____ 2. Middle _____ 3. Extreme east _____

Why does the climate of one region vary?

(B) Differentiate between :

- (a) Temperate climate and extreme climate
- (b) Moist air and dry air.

ASSIGNMENT

Reading:

1. Read about the way of life of people of Maharashtra.
2. Climate and rainfall of Maharashtra and collect more information about them.

Writing:

1. Write group work report on the given outline.
2. Write answers of the questions which you have solved in the class-room.

Practical Work:

1. To collect the specimen of food grain, pictures, different types of dresses.
2. Prepare different types of houses of card paper.
3. In which month do you have more rainfall in your district? Observe it carefully and note it down in your exercise books.

REPORT OF GROUP WORK

- A. Personal work report - on the given format.
 B. Academic work report.

What have you learnt in the last few days, write short report on the given points. 1. Way of life and 2. Climate & rainfall.

1. Way of Life

	<u>Food</u>	<u>Clothes</u>	<u>Shelter</u>
1. People of Konkan			
2. People of Maharashtra Plateau			
3. People of Hilly Region			

2. Climate and Rainfall

	<u>Konkan Region</u>	<u>Hilly Region</u>	<u>Plateau Region</u>
1. Climate in Summer			
2. Climate in Monsoon.			
3. Climate in Winter			
4. Rainfall			1. To the East slop 2. Middle 3. Extreme east

UNIT TEST 2

Date:

SUBJECT : SOCIAL STUDIES

Std.IV

(NOTE:- Write all the answers of the questions in the space provided below.)

I.(A) Answer the following questions in brief: 4

1. What do you know about the dresses of people of Plateau of Maharashtra? OR
2. What are types of houses of the people of Konkan?
3. How do we receive rain from clouds? OR
4. Write about the climate of Maharashtra Plateau.

Summer climate

Winter climate

Monsoon climate

(B) Tick mark the correct alternatives in the following: 1

1. The people in the Maharashtra Plateau eat more -
Wheat and Jawar/Jawar and Fish/Rice and Fish.
2. Difference between the summer and winter temperature of a place is not much, the climate of it is said to be -
Temperate climate/Moderate climate/Extreme climate.

(C) Give one word for each of the following: 1

1. When millions of dust particles laden with water vapour come together high up in the sky, they are called _____.
2. The physical feature of a region - its climate, crops plants and trees that grow there, the minerals that are found there, all these together form _____.

(D) Write the correct answer in the letter box: 2

1. The climate of plateau of Maharashtra is hot and dry because.....

- (a) the region is high from the sea level.
- (b) the region is away from the sea shore.
- (c) the region is near the sea shore.

2. The people of Konkan eat mainly rice and fish because.....

- (a) they like rice and fish much.
- (b) they get only fish and rice in Konkan.
- (c) they dislike wheat and jawar.

II.(A) Give the correct reasons for the following statements: 4

- 1. The house of the Rajasthani people has flat roof.
- 2. The climate of Simla is cold even in Summer.

(B) Write the correct answer in the letter box. 2

1. The people have particular type of food, clothes and houses because-

- (a) various kinds of things are easily available.
- (b) geographical condition determines man's way of life.
- (c) they don't like to use other types of food, clothes and houses.

2. State Bengal gets heavy rainfall because State Bengal is
- (a) away from the sea shore.
 - (b) high from the sea level.
 - (c) near the sea shore.



- III.(A) Below some information about the way of life of Pueblo Indians is given. Read carefully and write the answers of the following questions. 3

THE WAY OF THE LIFE OF "PUEBLO INDIANS"

"Long ago Pueblo Indian lived around the south-western States of America. Hundreds of years ago, when there was more water for farming than to-day, farming was their main occupation. They lived in a hut beside their farm. The roof of the hut was thatched with leaves and some open space was around it. They ate mainly corn, rabbit, berries and plants. They mixed corn with water and cooked. It is a kind of cooked breakfast food. They used berries and plants to flavour something. They lived a very simple life. But to-day it is very dry in that section and also white man has taken over large parts of territory. So the Pueblo Indians are not living in this area."

Questions:

1. What do you know about the simple way of life of Pueblo Indians?
2. Why did Pueblo Indians leave that place?

- III.(B) Draw the direction of the blowing winds in the months of December to January.

(C) Point out in the given chart which region gets- 2

(a) Heavy rain, scanty, moderate.

(b) On which side of the region you will see
greenery scene?

(Write your answers in the given boxes).

IV. Below some statements are given. Tickmark on it whether 5
you agree or disagree with behavior of Nira, Sita, Rama,
Shashi, Rupa.

1. Nira likes the people of Konkan because they work hard.

Agree/Disagree

2. Sita always helps Nira in her home work. Agree/Disagree

3. Rama always finishes his home work within time.

Agree/Disagree

4. Shashi never loses the opportunity of working in group.

Agree/Disagree

5. Rupa has great regards for her group leader though

the group leader is younger than her. Agree/Disagree

Sub: Social Studies BLUE PRINT OF UNIT TEST Std. IV.
 Time: 35 Minutes Unit Test II Marks: 25

Natural Environment Influences the Man's Way of Life

Contents	TYPES OF OBJECTIVES					Total						
	Knowledge and Comprehension	Skills	Attitudes									
	S.A. V.S.A. O.A.	S.A. V.S.A. O.A.	S.A. V.S.A. O.A.	S.A. V.S.A. O.A.	S.A. V.S.A. O.A.							
Life of the People of Maharashtra	4(2)	-	½(1)	2(1)	-	1(1)	-	-	-	-	-	8½(6)
Geographical condition of Maharashtra	2(1)	1(2)	-	-	-	1(1)	-	-	-	3(4)	-	8(8)
Rainfall Climate	2(1)	-	½(1)	2(1)	-	-	-	-	-	-	-	5½(4)
General	-	-	-	-	-	-	-	3(2)	-	-	-	5(5)
Optimal	4(2)	-	-	-	-	-	-	-	-	-	-	4(2)
Total	4(2)	1(2)	3(4)	4(2)	-	1(2)	3(2)	-	3(4)	-	-	25(23)

NOTE: In the bracket - nos of question
 Outside the bracket- marks.

UNIT III

THE MAN'S STRUGGLE AGAINST THE NATURAL ENVIRONMENT
TO IMPROVE THE WAY OF LIFE: MAN'S EFFORTS FOR PROSPEROUS
LIFE

Time: 14 Periods

Contents : A. Man's Efforts for Increasing Agricultural Products
-Building Dams for Continuous Supply of Water.
B. Efforts for Increasing Industrial Production
-Use of Power Resources.
C. Efforts for Quick Transports
-Means of Communication
-Way of Communication.

Teaching Aids : -Maps 3
-Graphic and Pictures, Charts 3
-Name Cards
-Key for Exploratory Observation: "Observe the
Maps, Pictures and get the Information".
-Key Questionnaire for self learning

Activities: Group and Individual
1. Exploratory Observation
2. Interpreting Symbolic Data
3. Reading
4. Writing
5. Answering and Asking Questioning
6. Discussing
7. Playing Academic Game
8. Presenting Reports

THE MAN'S STRUGGLE AGAINST THE NATURAL
ENVIRONMENT TO IMPROVE THE WAY OF LIFE:
MAN'S EFFORTS FOR PROSPEROUS LIFE

OVERVIEW

The effect of the geographical conditions can clearly be seen on the man's way of life. But it is the human nature that man is not satisfied with what he has. Hence man always struggles for more prosperous life. People of Maharashtra too are struggling to improve their lot. They have been continuously trying to increase their production. They struggle against their natural environment and made progress in their occupation. They have increased their agricultural and industrial production. They made efforts for continuous supply of water to the field, orchards by building dams across the rivers. They made efforts for increasing industrial production by use of power resources i.e. steam and electricity. They made efforts for quick transport by developing means and ways of communication.

TERMINAL BEHAVIOURS OF THE PUPILS

I. Knowledge and Comprehension

1. Acquisition of knowledge of facts.

(i) Pupils state the man's struggle against the natural environment to improve their production.

(ii) Pupils tell the existing different sources of water supply.

- (iii) Pupils tell the power resources and their uses in manufacturing production.
- (iv) Pupils tell about how the people of Maharashtra improve their different occupations.
- (v) Pupils state about the different ways of communication.

2. Terms and Concepts

Pupils recognise the following terms and concepts and state -

Lake, Percolation, Thermal Power, Hydroelectrical.

3. Principles and Generalizations

- (1) Dams are built in hilly region at suitable places where water can be easily stored.
- (2) Use of electricity in manufacturing process increases the production of things.

4. Relationships

Pupils find out cause and effect relationships and predict geographical reasons of the following :

- (a) The region of Southern Maharashtra has become fertile.
- (b) The Koyana Project is a boon to Maharashtra.
- (c) In Maharashtra thousands of farms and orchards get continuous and enough supply of water.

5. Interpretation

A. Pupils develop the ability to apply their knowledge of facts in new situation.

- 1. Hilly regions are suitable for building dams across the rivers.
- 2. Use of electricity in manufacturing process increases the productions of things.

3. A large number of heavy things can be carried out to a far away place.

B. Pupils are able to apply their knowledge of cause and effect relationships in new situation.

(a) Cotton and Textile Mills and Sugar Factories have increased their production.

(b) Now a days people can carry a large number of heavy things to far away places.

II. Skills

1. Pupils interpret the symbolic data of the map of Maharashtra, showing the dams on the rivers and ways of communication.
2. Pupils develop the ability to locate the ideas in new situation.
3. Pupils participate in the group activities.
4. Pupils prepare the work-report and present it before the class.

III. Development of Attitudes

1. Pupils work co-operatively with friends.
2. Pupils give regards to teachers and friends.
3. Pupils do their work as responsible members of the group
4. Pupils give respect for opinion of others.

Analysis of Teaching Points : UNIT III - PART I.

Man always struggles for a more prosperous life. People of Maharashtra also struggle against the natural environment and improve their lot. They have increased their agricultural and industrial production by using man-made resources and improve the way of life.

Efforts for Increasing Agricultural Production.

Efforts for Continuous Supply of Water to the Field and Orchard by Building Dams across the Rivers.

(a) Existing condition of water supply in Maharashtra.

1. Well water

2. Lake water -A large quantity of water is collected in low lying area.

Bhandara and Chanda are the lakes in the district of Maharashtra.

15 thousands lakes of different size.

3. Rain water.

In Maharashtra rain does not come at a fixed time and in fixed quantity. It does not rain as much as we want nor at the time when we require it. Some time it rains when we don't require, while at other times it does not rain at all. At such time if the fields are watered by some other means the crops thrive well. Similarly it rains for some months during the year. While it does not rain in the other months.

I. Efforts for Continuous Supply of Water should be done.

In order to provide such continuous supply of water to fields and orchards the water of river is blocked by building dams across it. These dams are built in suitable places where water can be easily stored and made available to increase the production of land.

D A M S

Name of the Rivers	Name of the Dams	Others
I. Godavari - Tributaries of Godavari	1. Gangapur 2. Jayakwadi	Huge earthen dam between Tryambake- -shwar and Nasik
1. Dharana	Darana	Near Paithan
2. Pravara	Bhandardara	32 Kms from Nasik
3. Purna (Southern)	Yeldari	Near Bhandardara.
II. The Tapi's Tributary Girna	Girna	-
III. Krishna Bhima's Tributaries		
1. Bhogavati	Radhanagari	At Radhanagari
2. Koyana	Koyana	A Boon of Maharashtra
3. Yelwandi	Bhatghar	
4. Mutha	Khadakwasla	

Southern part of Maharashtra has been made fertile by the Krishna and its tributary.

The Koyana Project - A Boon to Maharashtra

A huge dam was built at Deshmukh wadi across the river Koyana length 800 kms, height 60 metres. This dam has created an immense artificial lake which is named 'Shivasagar'. Near this lake a tunnel is bored from east to west through Sahya mountains. At the western end of the tunnel, a huge power house has been set up near the village Pophali in the Chiplun Taluka. Another tunnel, 2000 metres long has been dug to drain the water used for turning the turbines. This tunnel lets the water out into Vasishti river.

The electricity received from the Koyana Project has helped the development of industries in Maharashtra to a great extent. This electricity runs water pumps in thousand of farm and orchards which now gets enough water. It has illuminated the nook and corner of hundreds of villages. It now helps to run many small scale industries. Fortune has at last smiled on Maharashtra too. The Koyana Project is really a great boon to this State.

1. Hydro-electricity Power Station - Chola Near Kalyan.
2. Atomic Power Station - Tarapur, Bombay.

PART II

II. Efforts for Increasing Industrial Production by the Use of Power Resources in Manufacturing Process

Man power alone will obviously not be enough to manufacture things enough in large numbers what we require. Man therefore has managed to harness two new sources of power. The water of the river, where it is blocked by constructing a dam on it, has supplied these new sources of power. These are electricity and steam.

Power from the steam

Steam has a great deal of power in it. Even since man discovered the power of steam he has used it in various ways.

Viz.

- o to run the machines.
- o to run the railway engines.
- o to run the steam engines, etc.

Thermal Power - Electricity

Electricity is not visible, but we can see it when used in various appliances, viz.,

The pumps fitted on the wells are run with electricity. It is used for lightening, working the power looms, for running the big machines in factories.

Steam has to be produced on a very large scale to generate electricity. The electricity thus generated with the help of steam is therefore called thermal power. Thermal Power Plants:

1. Khaker kheda - near Nagpur Chanda region because coal is found in this region.
2. Paras - near Akola.

Hydro-Electrical Power

Electricity can be generated by water coming down from height with great force. Electricity produced in this way with the help of water is called Hydro-Electrical Power.

Hydro-Electrical Power Stations: Khopoli, Bhivpuri,
Radhanagri, Yeldari,
Koyana Nagar.

III. Efforts for Quick Transports; Progress in Means of Communication

Use of power resources on the manufacturing process increased the production of things. But all the productions which are produced in the region cannot be entirely used by that region. And again, that region may not produce all the things required. It is obvious then that arrangement has to be made to send the surplus things from one region to another region where they are needed through some means of communication.

There are four means of communications.

	Means of Communication	Ways of Communication
1	Cart - Truck	Land routes - Roads
2	Trains	Rail - Roads
3	Boat, Ships	Water Ways
4	Aeroplanes	Air Ways

But most of the communications in Maharashtra however is carried on by land routes.- Road-Railways.

A. Land Routes

Road: Seven main-high ways in Maharashtra-Road-Land route which joins two States is called high way.

- 1 The Bombay-Agra High-way(Utter Pradesh, Via Thana, Nasik, Dhulia).
- 2 The Bombay-Ahmedabad(Gujarat, Via Bassein, Surat, Baroda).

- 3 The Bombay-Hydrabad (Andhra Pradesh)
Via Poona, Solapur.
- 4 The Bombay-Calcutta (Bengal)
Via Nasik, Jalgaon, Nagpur.
- 5 Bombay-Goa
Via Panvel, Mahad, Chiplun
- 6 Jabalpur-Nagpur, Hyderabad
Some parts of this land route goes through our State
- 7 Poona-Banglore (Karnatak)
Via Satara, Karhad, Kolhapur.

B. Railways

Maharashtra is not provided with railways as well as the other States in India. The important routes are -

- 1 Bombay-Delhi (Central Railway)
Via- Kalyan, Nasik Road, Manmad, Bhusaval.
- 2 The Bombay-Delhi (Western Railway)
Via- Virar, Dahanu, Surat
- 3 Bombay-Calcutta
Via- Bhusaval, Nagpur, Ehandara
- 4 Bombay-Madras
Via- Poona, Dound, Sholapur
- 5 Bombay-Secunderabad
Via- Pune or Manmad- Change the route at Manmad
Via Aurangabad
- 6 Pune-Bangalore
Via- Karhad, Miraj.

C. Waterways

Maharashtra has a coast line of about 720 Kms. Big and small steam ships sail up and down along this coast.

But rivers in Maharashtra are of very little use for transport.

Ports: A port is a place of safety where ships stop along the sea coast. Bombay is one of the important port of India. There are some small ports on the Konkan coast, i.e. Ratnagiri, Vijaydurge, Malvan, Vengurla.

D. Airways

Air transport is the fastest of all means of communication but it is also the most costly. There is regular air service connecting most of the important cities in our country. Letters are carried by air to all these big cities.

Air-ports: Bombay is the most important centre for air transport. From here aeroplanes fly to all parts of the world and aeroplanes coming from all parts of the world land here. A big airport is built at Santacruz in Bombay. Pune, Nagpur and Aurangabad are other airports in Maharashtra State.

SOCIAL STUDIES

Std. IV

Observe the pictorial Charts and Maps and Get the
information

UNIT III

"Man and his efforts for prosperous life."

PART I

I. Complete the following sentences by filling the appropriate word or words.

1) (a) _____ (b) _____ (c) _____ (d) _____

These are the natural sources of water supply.

2) Man solved the problem of continuous supply of water by building _____.

II. 1) Electricity produced by water is called _____.

2) Electricity produced by steam is called _____.

3) Production has increased because the electricity runs the water pumps, _____, _____, _____.

III.	Name of the river	Name of the Dam
	(1) Godavari	(1) Gangapur
	(2) Darana	(2) _____
	(3) _____	(3) Darana
	(4) Purna (southern)	(4) Bhandardara
	(5) _____	(4) _____
	(6) Koyana	(7) Radhanagari
	(7) _____	(8) _____
	(8) Mutha	(9) Bhatghar
	(9) _____	(9) _____

PART II

The name of main Highway - Maharashtra State.

- (1) The Bombay Agra
via Thana, Nasik, Dhula.
- (2) The Bombay Ahmedabad
via _____, Surat, _____.
- (3) The Bombay Hyderabad
via Pune, _____.
- (4) The Bombay Calcutta
via Nasik, _____, _____, Bhandara.
- (5) The Bombay Goa
via Panvel, Mahad, _____.
- (6) The Pune Bangalore
via Satara, _____, _____.
- (7) Main Air ports of Maharashtra State are _____.

Railways:

- (1) The Bombay Delhi route (Central Railway)
via Kalyan, Nasik Road, _____, _____.
- (2) The Bombay Delhi route (Western Railway)
via Bhusaval, Akola, _____, _____.
- (3) The Bombay Calcutta
via Bhusaval, Akola, _____, _____.
- (4) The Bombay Madras
via Pune, _____, _____.
- (5) The Bombay Secunderabad
via Pune or Manmad. (Change the route) _____
- (6) The important sea ports are _____
Vijaydurge _____ Vengurla

UNIT III

Std.IV

Sub: Social Studies

THE MAN'S STRUGGLE AGAINST THE NATURAL
ENVIRONMENT TO IMPROVE THE WAY OF LIFE:
MAN'S EFFORTS FOR PROSPEROUS LIFE

Questionnaire 1

A. Find out the answers to the following questions:

1. What are the natural resources of water supply?
2. Why do the people of Maharashtra have the problem of continuous supply of water? And how did they solve it?
3. What are the new sources of power? How do these resources help to increase the production of the things.
4. The names of the rivers are given on one side. Find out the dams constructed on them.

<u>Name of the River</u>	<u>Name of the Dam</u>
(1) Godavari	(1) (2)
Tributaries of Godavari	
(a) Darana	(1)
(b) Pravarna	(2)
(c) Purna (Southern)	(3)
(2) Tapi and Purna	
Tributary of Tapi	
Girna	(1)
(3) Krishna-Bhima and their Tributaries	
(a) Koyana	(1)
(b) Bhogavati	(2)
(c) Yelwandi	(3)
(d) Mutha	(4)

Teacher-Pupils' Activities

1st Period: Introduction to first part of the 3rd unit.

Teacher displays some charts and pictures of different resources of water sources and power resources, and introduces new topic. Teacher gives brief overviews of the topic and also he explains new concepts and principles. He explains teaching learning process.

Teacher revises previous topic (influence of natural environment on man's way of life) in brief by asking few questions and connects, previous topic to new topic.

2nd and 3rd Periods: Exploratory Observation of Displays.

Teacher displays charts and natural and man-made resources and asks them to observe and find out the gap words and write them on the given sheet. Pupils start their exploratory observation. They observe the charts and write the correct gap words. Teacher supervises the class, if necessary, guide them.

4th Period: Exploratory Work with Key Questionnaire and Textbook.

Teacher gives one questionnaire to the pupils. Pupils refer text books; they can observe the same display, if necessary and find out the answers and write them on the same sheet. They refer books. Teacher supervises the class.

5th Period: Discussion among the group.

Pupils sit among their groups and discuss on their collected information. Here they refer the books and verify their collected information as well as collect more information. Group leader makes list of difficult questions and gives it to the teacher.

Teacher supervises that every pupil is engaged in some work or other. If necessary, teacher gives guidance.

6th Period: Activity for the whole class.

Teacher writes difficult common questions on the B.B. Some pupils try to answer them. Teacher explains and gives more information regarding topics. If necessary, teacher raises the questions and prolongs the discussion. Pupils prepare the group work report.

7th Period : Introduction to second part of the 3rd unit.

Teacher displays one sketch of some big luggage materials and asks questions:

1. How do you carry all these luggage to a distant place?

One pupil answers. He tells the name of means of communication.

Teacher writes the name of the means of communication on the black board on one side.

2. What are the ways of communication?

One pupil tells the name of ways of communication.

Teacher writes them on the black board on one side but not in sequential order.

Teacher asks pupils one by one to draw a line from means of communication to ways of communication and match the pairs.

8th and 9th Periods: Exploratory observation of the displays.

Teacher displays the map of Maharashtra showing ways of Maharashtra and asks the pupils to find out the 'gap words' and complete the sentences. Second period procedure is followed. (8th period-Main high ways. 8th Period-Railway Routes).

10th Period: Discussion among the group.

Pupils sit among their groups. 3rd period procedure is followed.

11th and 12th Periods: Activity for whole class: academic play.

Teacher explains the procedure of the academic play with demonstration to the class. Teacher distributes the cards among the pupils. Name of the important town or city of Maharashtra is written on every card.

Teacher asks the class to arrange the No.1 High-Way i.e. Bombay-Agra High-Way viz..... Pupils who have got name cards of those cities, come forward and stand in sequential order to arrange Bombay-Agra High Way. Then from 1st Pupil to last Pupil speaks out loudly the name of city if it is wrong, teacher helps them to correct it. Then 1st pupil who is holding name cards of Bombay city, also points this route on the map of Maharashtra. Teacher writes the route on B.B.

In this way, teacher asks the class one by one to arrange all the ways of communication.

Assignment: Teacher gives report books to the pupils and asks them to write it.

13th Period: Presenting the work report.

Teacher asks any pupil to present his work report. The said pupil comes forward and reads his work report.

14th Period: Unit Test. Unit test is administered. Pupils write and teacher supervises the class.

Teacher explains: what?

- o Difference between Thermal Power and Hydro-Electrical Power
- o Concept - Lake, Percolation.
- o Why the people of Maharashtra have a problem of continuous supply of water and how did they try to solve the problem.
- o Hilly regions are suitable for building a dam across the river.
- o Use of electricity in manufacturing process increases the production of things.
- o The Koyana Project - Boon to Maharashtra.

Revision of Previous Topics.

Teacher asks following questions:

1. Why the people of Konkan eat rice and fish more?
2. Why the people of plateau live in flat roof houses?
3. Why the people of Hilly region wear less clothes?

B. Questions for Work Report.

1. Why the people of Maharashtra have the problem of continuous supply of water? And how did they solve it?
2. How did the people of Maharashtra make use of power resources to increase the production of things?
3. Explain- (1) A Koyana Project - A Boon to Maharashtra
(2) Now-a-days a large number of heavy things can be carried to far away place.

AssignmentWriting

- o Pupils write the information about the man-made resources and how they help to improve occupations of the people.
- o Pupils prepare the name cards for academic play.

Reading

- o Read and collect the information about use of electricity and steam power on various means.

UNIT TEST III

Sub: Social Studies

Std. IV

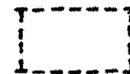
Time: 40 minutes

Date:

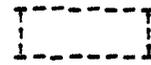
(NOTE:- Write all the answers of the questions in the space provided below it.)

- I. A. Write the answers to any two of the following questions: 4
1. What are the different sources of water supply? How did the people of Maharashtra solve the problem of continuous supply of water?
 2. With what power resources did the people of Maharashtra increase their production of various occupations?

3. What are the ways of communication? In which way the most of the communication in Maharashtra is carried on?
 4. What are the important sea ports and air ports of the Maharashtra? Write two of the most important ones.
- B. Complete the following statements by choosing a correct 1 and most appropriate ending:
- (a) 1. Electricity generated with the help of steam is called _____.
2. If the water is collected in a low lying area in a large quantity is called _____.
- (b) Write difference between Thermal Power and Hydel Power.
- C. Write the letter of the correct answer in the box 2 supplied in the following:
1. In Maharashtra thousands of farms and orchards get continuous and enough supply of water because -
 - (a) rainfall of Maharashtra is enough.
 - (b) Dams are built across the rivers.
 - (c) The electricity runs water pumps.



2. The Koyana Project is born to Maharashtra because -
- (a) A huge dam was built on it.
 - (b) This project created an immense artificial lake.
 - (c) The Koyana Project has helped the development of industries in Maharashtra to a great extent.



II.A. Below there are few sentences. Read carefully and write the answer to the question. 2

The river Ganga has its source at Gangotri in Himalaya. It flows through high mountains region of Himalaya. Then it comes down to the plain slope land near Hardwar and flows towards the east and meets the sea of Bay of Bengal.

Q.1. Which area of the river Ganga is suitable for building a dam? Why?

B. Write the correct reasons of the following statements: 4

1. Cotton and textile mills have increased their production.
2. No-a-days, people can carry a large number of heavy things to a far away places.

III.A. In the map of Gujarat State, point out the following: 4

1. Two sea ports
2. Capital of Gujarat State
3. Surat-Ahmedabad Railway Route
4. Point out one important station between Surat and Ahmedabad Railway Route.

- B. Below there is given some information about "Man Made Power Resources". Read it carefully and write the answers in brief.

MAN MADE POWER RESOURCES

Man stores water in valleys behind dams, to release it through turbines, when he wants electric power. He makes electricity also with wind mills and burning coal and oil in power house engines. He stores electricity in batteries. He burns coal in steamers and railway engines and makes gas from it, which he stores in cylinders and distributes in pipes. He always uses oil in light engines of air craft and automobiles. Oil, a liquid can be easily moved and stored. These are the man made power resources.

Questions

1. What are the man made power resources?
2. Write any one of them how he uses it?

- IV. Below there are given some behaviour patterns of your friends. Read carefully and write the answers.

In Classroom Situation

Though Saroj is younger sister of Jyoti but being a group leader she assigns some work to Jyoti and asks her to complete it and Jyoti does it.

As Home Situation

When the class is over both sisters went home. After the dinner Jyoti asks Saroj to clean the table. But Saroj is in mood of leadership, refuses to work and asks her to do the same work herself.

Questions

(a) In the classroom,

Do you think Saroj is right? 2

Give your justification for your answer
in one sentence.

(b) At home,

Do you think Saroj is right? 2

Give your justification for your answer
in one sentence.

(c) In your opinion how Saroj should behave at her home?

BLUE PRINT OF UNIT TEST III

Sub: Social Studies

Time: 35 minutes
Marks: 25THE MAN'S STRUGGLE AGAINST NATURAL ENVIRONMENT TO
IMPROVE THE WAY OF LIFE

Contents	TYPES OF OBJECTIVES										Total	
	Knowledge and Comprehension					Skills						Attitudes
	TYPES OF QUESTIONS											
Struggle for Prosperous life	2(1)	-	2(2)	2(1)	-	-	-	-	-	-	-	6(4)
Efforts for continuous supply of water	-	-	-	-	-	-	-	-	-	-	-	-
Use of Electricity.	-	-	-	-	-	-	-	-	-	-	-	-
Efforts for Increasing Industrial Production	2(1)	-	2(2)	2(1)	-	-	-	-	-	-	-	6(4)
Efforts for Quick Transport	4(2)	-	-	2(1)	-	-	-	-	4(3)	-	-	8(6)
General	-	-	-	-	-	-	-	2(2)	-	-	5(5)	7(7)
Optional	4(2)	-	-	-	-	-	-	-	-	-	-	4(2)

NOTE: In the bracket - Nos. of questions,
Outside bracket - Marks.

UNIT IVTHE EFFECT OF MAN-MADE RESOURCES
ON THE OCCUPATION OF THE PEOPLE

Time: 12 Periods

Contents: Different Occupations of the People of Maharashtra.

(a) Farming - Production

- (1) Food grain - Cereals and Pulses
- (2) Fruits
- (3) Cash Crops

(b) Industries

- (1) Large scale - Factories
- (2) Small scale - Industries

Teaching Aids: (1) Maps and Books

- (2) Key for exploratory observation of displays -
"Observe the maps and pictures and get
the information."
- (3) Key Questionnaire for self learning

Activities - Group and Individual:

- (1) Exploratory observation
- (2) Reading, interpreting symbolic data
- (3) Answering or asking questions
- (4) Writing
- (5) Discussing
- (6) Collecting specimens
- (7) Playing academic game

UNIT IV
THE EFFECT OF MAN-MADE RESOURCES
ON THE OCCUPATION OF THE PEOPLE

OVERVIEW

We made progress from simple hut-life to a life in a big house. But as we progressed our needs increased. We begin to think of ways and means to satisfy our needs. We are making a constant effort to achieve all this. i.e. our efforts for better and prosperous life. In previous unit you have learned that people of Maharashtra made progress by using man-made resources in their occupation. They made efforts for continuous supply of water to field and orchards and increased agricultural production in terms of quality and quantity. They made use of electricity in manufacturing process and increased industrial production in large scale and also they improved small scale industries in terms of quality and quantity. In this unit you have to learn how the existing condition of the occupation of the people of Maharashtra State has improved with the help of the power resources.

TERMINAL BEHAVIOUR OF THE PUPILS

I. Knowledge and Comprehension

A. Acquisition of knowledge of the facts.

1. Pupils tell the different existing occupations of the people of Maharashtra.

2. Pupils state the names of the agricultural products produced in Maharashtra.
3. Pupils tell the natural requirement of each crops in terms of soil, temperature and rainfall.
4. Pupils state the names of the district in which these crops are produced.
5. Pupils tell the names of the different small scale and large scale industries and what they produce.
6. Pupils state names of different places where all these different industries are located in different part of Maharashtra.

B. Relationships.

(a) Pupils find out the cause and effect relationships and predict the reasons for the following statements:

1. Ahmednagar district have many sugar factories.
2. Nagpur district use linseed oil.
3. In Maharashtra most of the big cities have cotton mills.
4. Greater Bombay is a big industrial centre.

(b) Pupils tell the

1. difference between handloom and powerloom
2. difference between small scale and large scale industries
3. difference between kharib and rabbi season

Interpretation.

(a) The pupils develop the ability to apply their knowledge of facts to new situation.

- (1) Different crops require different geographical condition.
- (2) Power resources accelerated industrial occupation.

- (b) Pupils are able to apply their knowledge of cause and effect relationships in new situation.
- (1) Industries are developed where abundant raw material, steam electricity power is available.

II. Skills

- (1) Pupils interpret the symbolic data of the map of Maharashtra showing (a) crop-growing places (b) different factories, (c) different small scale industries.
- (2) Pupils develop the ability to locate the ideas in new situation.
- (3) Pupils participate in academic play.
- (4) Pupils prepare the work report and present it before the class.

III. Development of Attitudes

- (1) Pupils work co-operatively with friends.
- (2) Pupils give regards to teacher and friends.
- (3) Pupils work as responsible members of the group.
- (4) Pupils give respect for opinion of others.

Analysis of Teaching Points: UNIT IV - PART I

People of Maharashtra made progress in different occupations. Man-made resources improve the way of occupation of the people of Maharashtra. Hence people made progress from simple but life to life in big city.

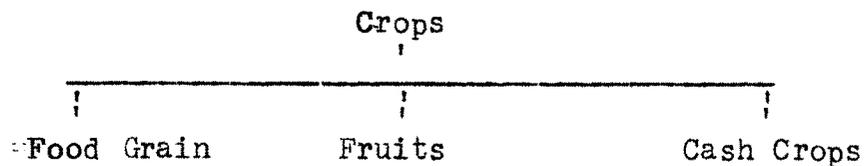
Continuous supply of water to field and orchards have increased the agricultural production and made our life prosperous because

our lives can be prosperous only when we produce more and abundant crops. Steam and electricity - these power resources accelerate industrial occupation.

There are three main occupations of people of Maharashtra:

- (1) Farming, (2) Small Scale Industries and
- (3) Large Scale Industries, i.e. Factories.

Farming: We produce various crops.



(For details of food grain, fruits and cash crops, please see the charts, at the end of 'Analysis of Teaching points'.

PART II

Large Scale Industries:

Steam and electricity play their part in making our lives rich and prosperous. These do many difficult jobs for us and finish them in no time. They help in the work of producing large quantities of things, in much shorter time and much less labour. We, therefore, have started making more and more use of steam and electricity in our factories. Factories are places where things are made in large quantities with the help of machines. In Maharashtra, there are many factories. Factories require raw material, viz. sugar cane, cotton, oil seeds, iron and other raw material to manufacture things. Therefore, factories are started where this raw material and power-steam, electricity are readily available.

Cotton Textile Mills

Ginning Factories: Cotton cannot be used straight way in the textile mills. First of all the cotton seed is to be separated from the cotton. The factories where this is done are called ginning factories. They are located in Maharashtra on the eastern region of the plateau. Almost all the big towns have these ginning factories and located at Jalgaon, Akola, Jalana.

Spinning Mills: This ginned cotton is pressed into large but neat bundles called bales. This ginned cotton when it comes to spinning mills is made into rolls. These rolls are fed into spindles and are spun into yarn. These spinning mills are located at Nagpur, Nanded, Aurangabad, Sholapur.

Textile Mills: In these mills yarn is woven into cloth. There are about a hundred such textile mills in Maharashtra. Out of them seventy are in Bombay; Nagpur, Sholapur are also other two important centres of the textile mills.

Sugar Factories

Where the plenty of sugar cane is produced in these districts most of the factories are located, i.e. Kolhapur, Sangli, Ahmednagar, Pune, Satara.

Oil Mills: Nagpur division produces mainly linseed oil and ground nut oil. District - Usmanabad, Sangli, Sholapur, Jalgaon are the main places.

Vegetable Oil Mills: It is mainly prepared from ground nut. These mills are situated at Bombay, Akola, Latur.

Other Factories: Armament factory is located at Kirkee and Dehu. Printing Press for Currency Notes and Postal Stationery (Government Security Press) is located at Nasik Road.

Small Scale Industries

Industries which produce articles in small quantities but with a greater variety is called small-scale industries.

Hand-loom Industries: In Maharashtra, there are one lakh fifty thousands hand-looms. They have not started using electricity to run looms.

Power looms: They use electricity to run looms. They produce a variety of cloth - cotton, silk, woollen, etc.

1. Silk and Cotton Saries: Ichalkarnji, Malegaon, Bhiwandi, Ahmednagar, Nagpur.
2. Peetambar (Yellow Silk Dhoti) : Yeola.
3. Paithanis (Silk Saries): Paithan.
4. Himru Shawls: Aurangabad.

Other Small Industries

Copper and brass vessels: Nasik, Pune, Sangli.

Stainless steel: Pune.

Coloured Wooden Toys: Savantwadi.

Tobacco bidies: Nagpur, Nasik, Bhandara.

Small Scale Industries Run on Modern Lines

Fruit Preservation: To make seasonable fruits available throughout the year or in the season when they are not grown they are preserved in different forms.

Juice or slice - are canned.

Bananas are dried or dehydrated or turned into powder.

Jalgaon, has started a mill for making

Banana powder.

Making jams and pickles.

Industrial Estates

The small scale industries using modern equipment are now-a-days set up together in a separate locality on the outskirts of city. They form what is called the 'Industrial Estate'.

The Government of Maharashtra has started several such estates in different parts of the State by providing financial aid as well as land, water and electricity for their factories. These factories produce a variety of articles like, wire, screws, spokes, electrical goods, aluminium vessels, oil-engines, etc.

Assignment

Practical Work:

1. For your class museum collect some specimens of the ear heads of Jowar, Rice and Wheat.
2. Prepare small plastic bags and mount them on pieces of card board. Then collect the specimens of the following pulses. Put them in the bags and label them.
Wal, Pavate, Mung, Kulith, Udid, Chavali,
Gram, Vari, Tur.

Writing:

Pupils write the information about large scale and small scale industries.

Reading:

Pupils read and get more information on occupation of Maharashtra.

1. Farming
2. Industries

FOOD GRAIN

81

Name of the Crops	Climate	Rain fall	Soil	District in which they are grown	Other information if any
1. Jowar	Warm and dry	Varying from moderate to scanty	Rich black soil	Bank of the Tapi, Purna, Godavari, Bhima, Krishna, Sholapur, Osmanabad, Ahmednagar (In the Middle of Maharashtra)	Produce in both seasons Kharif and Rabi Produce large quantities Sholapur Store House
2. Bajra	Warm and dry	Less rain	Not so much fertile as that required for Jowar	Nasik, Ahmednagar, Pune, Satara, Aurangabad.	Kharif crops. Sown in rainy season.
3. Wheat	Dry-cold climate	Between moderate to scanty	Rich soil which can retain moisture	Nasik, Nagpur, Dhulia Aurangabad.	More nourishing than Jowar and Bajra sown in November by February - crops ready.
4. Rice	Hot moist climate	Good rain fall	Light soil which can retain water for a long time	Konkan, Western coastal, Maval, the whole Wain-ganga basin, Southern portions of the Wardha, Rice Trading Centres Pen Panvel Mahad and Tumasar	The seed is sown in prepared bed after they are transplanted. Granaries: Kolaba, Thana, Ratnagiri, Chanda, Bhandara.

The fruits of the Konkan: Mangoes, Coconuts, Jack fruits.

1. Mangoes: Alphonso, Payari - Ratnagiri, Kolaba, Thana.

2. Jack fruits:

3. Coconut: Coastal regions - sea shore - wish - granting palm

4. Chashew nuts: Large scale - Malvan.

5. Chikoos: Dahanu, Gholwad.

6. Banana: Bassien (Vasai) famous quality.

Fruits on Plateau:

1. Mangoes & Bananas: Generally all parts of plateau.

2. Bananas: Jalgaon - eastern part - large quantities
Aurangabad

Basmat Taluka.

3. Orange: Nagpur - It is called golden fruit.

Amravati Vardha - large orchards of oranges.

4. Grapes: Different varieties - Nasik, Ahmednagar Beed Aurangabad.

Spices:

1. Onions and garlic: Niphad and Lasalgaon in District - Nasik, Pune, Satara, Lonavala, Junnar, and Fursungi, Lunavad.

2. Chillies: Throughout the year - Amravati, Nagpur, Chanda, Dhulia, Jalgaon, Wanded.

3. Turmeric: Satara-Sangli.

CASH CROPS

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Name of the Crops	Climate	Rainfall	Soil	District in which they are grown	Other information, if any.
Sugar-cane	Warm climate	Plenty water	Rich black soil	Kolhapur, Ahmednagar, pune, Sholapur.	Heavy manuring
Cotton	Hot dry climate	Between moderate and scanty	Rich black soil	Tapi-Purna basin	Kharif crop Two varieties of cotton short stape long staple. Maharashtra provides the rest of India with most of the cotton it needs.
Tobacco (leaves)	Hot climate	Scanty rainfall	Rich black soil	Sangli and Kolhapur	Transplanted like rice.
Oil seeds (Ground nut)	Hot and dry climate	Between moderate and scanty	Moderately rich soil	Usmanabad, Nasik, Satara, and Sangli.	Kharif crops.

SOCIAL STUDIES

Std. IV

Observe the Pictorial Charts, Maps and Get the InformationUNIT IV

"The Impact of Man-made resources on the occupation of the people."

PART I

Complete the following tabular charts:

Name of the Crops	Natural Requirement			Crop Producing District
	Rainfall	Temperature	Soil	
<u>Food Grain</u>				
(1) Rice				
(2) Wheat				
(3) Jowar				
(4) Bajra				
<u>Cash Crops</u>				
(1) Sugar cane				
(2) Cotton				
(3) Tobacco				
(4) Oil seeds				

Fruits of the Konkan.

Fruits of the Maharashtra plateau.

PART II

Small Scale Industries:

(1) Silk and Cotton saris are made in Ichalkaranji Bhivandi,

_____.

- (2) Peetamber from _____ and Paithanis from _____
are famous in Maharashtra.
- (3) Copper brass vessels industries are in Nasik, _____
_____.
- (4) _____ city is famous for producing Himru shawls.

Large Scale Industries:

Name of Factories	Name of District where the particular factories are situated.
(1) Gining Factories	_____
(2) Spinning Factories	_____
(3) Textile Mills	_____
(4) Sugar Factories	_____
(5) Oil Factories	_____
(6) Biddi Factories	_____

UNIT IV

Sub: Social Studies

Std. IV

"THE EFFECT OF MAN-MADE RESOURCES ON THE
OCCUPATION OF THE PEOPLE."

QUESTIONNAIRE

PART I

Crops

1. What is meant by Kharif and Rubbi crops? Give example for the Kharif and Rubbi crops.
2. Fill up the following tabular charts:

Name of the Crops	Requirements	District in which crops grow
<u>Food Grain</u> 1. Rice 2. Wheat 3. Jowar 4. Bajari		
<u>Cash Crops</u> 1. Sugar Cane 2. Tobacco 3. Cotton 4. Oil Seed		

PART II

Small Scale Industries

Name of Industries	Name of the Place
1. Silk and Cotton Sari 2. Himru Shawls 3. Tobacco Bidies 4. Copper and Brass vessels.	

PART III

Large Scale Industries

Name of Industries	Name of the place
1. Textile Mills 2. Ginning Factories 3. Spinning Mills 4. Sugar Factories 5. Oil Mills	

Teacher-Pupils' Activities

1st Period: Introduction to first part of the Unit IV. Teacher displays some advertisements on the agricultural and industrial product and introduces new topic. Teacher gives brief overviews of the topic and also he explains new concepts and principles. Teacher revises in brief the previous topic (man made resources) by asking few questions.

2nd and 3rd Periods: Exploratory Observation of the Displays.

Teacher displays maps of Maharashtra showing food grains and fruits and cash crops. Teacher asks the pupils to observe the displays and write the gap words of the sentences on the given sheet. Pupils observe the displays and write the answers. Teacher supervises the class, if necessary to help the pupils and guides them.

4th Period: Exploratory Work with Key Questionnaire 1 and Textbooks

Pupils refer the books, write the answers on the given questionnaire. They can observe the displays if necessary. Teacher supervises the class. If necessary, teacher guides the pupils.

5th Period: Discussion among the groups.

Pupils sit among their groups. Here they first refer the books and complete the yesterday's tabular charts. They discuss among themselves and verify their collected information.

Teacher supervises the class and if necessary guides them.

6th and 7th Periods: Activity for Whole Class.

Teacher arranges academic game. Teacher explains the academic play. The academic game is,

Leader of the group 1 announces the name of the crop. Then

each of the member of the group write in tabular form charts about the requirements for growing the crops as well as district in which they grow.

Time allotted for writing is two minutes.

Pupil can refer their note books as well as textbooks. In this way in 3rd period food grain and fruit are covered and in 4th period cash crops are covered. After writing all the crops requirement (3rd-food grain, 4th cash crops). Group leader collects the answer sheets from the group member. Group leaders change the answer sheets among themselves. He distributes these answer sheets among their group members. Teacher supervises the class and if necessary teacher explains. Pupils play their role and write the answer. After finishing the game, teacher draws following chart and asks the pupils one by one to fill it.

Name of the Crops Growing Regions			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	Name of the Crops	
<input type="text"/>	Requirements	<input type="text"/>	
	<input type="text"/>		
	Soil		

Pupil fills the chart. Teacher corrects it. If necessary rest of the pupils assess the answers. In this way teacher and pupils discuss the topic of food grain and fruits.

8th Period: Introduction to second part of the Unit IV.

Teacher displays maps of Maharashtra showing large scale and small scale industries and introduce new topic. Teacher gives brief overviews of the topic and also he explains new concepts and principles.

9th Period: Exploratory observation of the display.

Teacher displays maps of Maharashtra showing large scale and small scale industries. Teacher asks some of the pupils one by one to match the pair by drawing a line from the name of the district to the product producing factories. Correctly one by one pupil who is asked to draw a line comes and draws the line correctly. Pupils write the information on the given sheet i.e. Questionnaire No.2, from the name of the district to the product producing factories.

10th Period: Activity for Whole Class Academic Game.

Academic game is same. Hence 6th period procedure is followed. But in the game the chart is different from the previous one. It is as follows:

	Name of the Factory		Name of the District
	A		B
1	----- -----	1	----- -----
2	----- -----	2	----- -----
3	----- -----	3	----- -----
4	----- -----	4	----- -----

Teacher asks them to join the Block 'A' with Block 'B' by drawing the line.

Assignment: Teacher gives report books to pupils and asks them to write work report.

11th Period: Presenting Work Report.

Teacher asks any pupil to present his work report. Pupil comes forward and reads his work report.

12th Period: Unit Test.

Pupil writes and teacher supervises the class.

Teacher explains - what ?

- o In different geographical conditions different crops grow.
- o Industrial estates.
- o Industries are developed where the abundant raw material and power sources are available.

Revision of Previous Unit

1. Why do the people of Maharashtra have the problem of continuous supply of water?
2. How did people of Maharashtra solve this problem of continuous supply of water?
3. What are the power resources?
4. How did the man make use of these power resources to increase the production of his occupation.

QUESTIONS FOR WORK REPORT

1. What is meant by Kharif and Rubbi crops?
Give example of the Kharif and Rubbi crops.

2. Fill up the following tabular chart:

Name of the crops	Requirements			District in which crops grow
	Climate	Rainfall	Soil	
<u>Food Grains</u> 1. Rice 2. Wheat 3. Jowar 4. Bajari				
<u>Cash Crops</u> 1. Sugar cane 2. Tobacco 3. Cotton 4. Oil seeds				

Small Scale Industries

Name of Industries	Name of the Place
1. Silk and Cotton Sari 2. Himru Shawls 3. Tobacco Bidies 4. Copper and Brass vessels	

Large Scale Industries

Name of Industries	Name of Place
1. Textile Mills	
2. Ginning Factories	
3. Spinning Mills	
4. Sugar Factories	
5. Oil Mills	

UNIT TEST IV

Time: 35 minutes

Std. IV

Marks: 25

Sub : SOCIAL STUDIES

Date:

(Note: Write all the answers of the questions in the space provided below it.)

I.A. Write answers of the following questions: 4

1. What are the agricultural products which are produced in Maharashtra? Out of them what are the Kharif crops?

OR

1. In what geographical condition sugar cane grows?

(Write about soil, climate and rainfall).

2. What work is done in 'ginning factories' and spinning mills? OR

2. What is meant by small scale and large scale industries? Give one name of each industry.

B. Name of the cities are given in Group A while the name 1 of the fruits and crops are given in Group B. Match each

Item in Group A with that in Group B.

Group A	Group B
1. Nasik	1. Cashewnuts
2. Malvan	2. Grapes
	3. Bananas
	4. Coconuts

C.1. Write the difference between: 1

Handloom and Powerloom.

2. Tick mark correct letter for reason of the following: 2

(i) There are many sugar factories in Ahmednagar because-

(a) electricity is available

(b) sugar-cane is plenty

(c) climate is hot and dry

(ii) Sholapur district produces large quantities of Jowar

because climate and soil of Sholapur district are-

(a) warm and dry climate and light soil

(b) warm and dry climate and rich black soil

(c) dry and cold climate and rich black soil.

II.A. Write answers in one word of the following: 2

1. Bengal state has hot moist climate with good rainfall and light soil, then which agricultural product will Bengal produce?

2. Uttar Pradesh State produces sugar-cane in large quantities. Then what will be rainfall of Uttar Pradesh?

B. Below some statements are given. Read carefully and answer the question in one sentence each. 4

- o Egypt produces plenty of cotton
- o Sheth Dayabhai wants to develop textile mills
- o Indira likes to wear handloom sari
- o Narayan wants to purchase Alphonso Mango.

1. What industries will develop in Egypt?
2. In which place will Sheth Dayabhai develop the textile mills?
3. Where does Indira purchase handloom silk sari?
4. Where does Narayan go for purchasing Alphonso Mango?

III.A. Below there is given some information about "The ways of changing the Earth". Read carefully and write the answer of the question. 4

THE WAYS OF CHANGING THE EARTH

"One part of the Grand Canyon at one time was a shallow bed. But water erosion that has gone for the longest time and it has dug out the land a lot more. Hence now it is much deeper. You cannot imagine that long back it was once a small stream bed. This is the one of the ways that earth is changed by natural force.

Man builds big walls across the river and blocks its water. Then he gives out-lay to this water to some other dry place. Thus man changes the natural flow of river by building dams across the river. This is the one of the ways that earth is changed by man force."

Question:

1. In what way is earth changing? And how?

B. Look at the Map to find answers.

2

(See Map in the Separate Page)

Write the names of the regions where following crops are growing:

1. Wheat producing region
2. Cotton producing region
3. Cattle rearing region
4. Tobacco growing region

IV. You will find four sentences on this sheet. Each sentence 5 shows some one's behaviour pattern. Give your opinion about their behaviour by giving answer to the questions which are written under each sentence.

1. Amita never helps her friend Sheela to clean the classroom.

Do you think Amita is right? Give your justification for your answer.

2. Rama has pain in his knee. But when teacher enters the class, all the pupils stand and Rama does not stand.

Do you think Rama is right? Give your justification for your answer.

3. Shobha being group leader always scolds Neela who is a member of her group.

Do you think Shobha is right? Give your justification for your answer.

4. Being group member Seeta always finishes her work before and helps her group leader Sheela in her work.

Do you think Seeta is right? Give your justification for your answer.

Do you think Sheela is right? Give your justification for your answer.

BLUE PRINT OF UNIT TEST IV

Std. IV

Time: 35 minutes

Sub: Social Studies

Marks: 25

The Effect of Man-Made Resources on
the Occupation of the People of Maharashtra.

Contents	TYPES OF OBJECTIVES					Total							
	TYPES OF QUESTIONS												
	Knowledge and Comprehension	Skills	Attitudes										
Different occupations of the people of Maharashtra State:	S.A.	V.S.A.	O.A.	S.A.	V.S.A.	O.A.	S.A.	V.S.A.	O.A.	S.A.	V.S.A.	O.A.	
	4(2)	-	2(3)	-	3(3)	-	2(4)	-	-	-	-	-	11(12)
	2(1)	-	1(1)	-	2(2)	-	-	-	-	-	-	-	5(4)
	2(1)	1(1)	-	-	1(1)	-	-	-	-	-	-	-	4(3)
Small Scale Industries	-	-	-	-	4(2)	-	-	-	-	-	-	9(7)	
General	4(2)	-	-	-	-	-	-	-	-	-	-	4(2)	
Optional	4(2)	1(1)	3(4)	-	6(6)	-	4(2)	-	2(4)	-	5(5)	-	25(24)
Total													

Note: In the bracket - Nos. of question
Outside the bracket - Marks.

UNIT V

THE MAN AND HIS CULTURE

Sociological Work - for the Preservation of Culture.

Religious Work - for the Preservation of Culture.

Time: 20 periods

Contents: Sociological Work -

Work of Saints and Poets and Its Effect on
the Society in the Medieval Age.

Religious Work -

- (i) Shivaji's struggle against Muslim Religious Powers
- (ii) His Coronation for Establishment of Hindu Kingdom
- (iii) His Greatness as a Statesman
 - as a Administrator
 - as a Warrior
 - as a King.

Teaching Aids:

- 1. Maps (1)
- 2. Graphica and Picture Charts (10)
- 3. Key for Exploratory Observation
- 4. Observe the Maps, charts and get the information
- 5. Key Questionnaire for Self Learning

Activities : Group and Individual

- 1. Exploratory observation
- 2. Writing
- 3. Reading
- 4. Discussing
- 5. Asking Questions and Answering Questions
- 6. Performing Drama - Play
- 7. Presenting Work Reports

ANALYSIS OF TEACHING POINTS : UNIT V - PART I

I. Dark Night of Slavery of Maharashtra

For about three hundred and fifty years ago, Maharashtra was not free. In those days Maharashtra was governed by four different powers. The Moghul Emperor of Delhi, Sultan Adilshah of Bijapur, The Portuguese of Goa and Siddi of Janjira. They were powerful opponents firm in their authority. The Adilshahi and Nizamshahi Kingdoms were constantly at war with each other. They made use of armies of Maratha Sardar in their war. Also Maratha Sardars constantly fought against each other with the result that the people suffered and were harassed. People were not safe even in their own homes. There was injustice every where, but no one would dare to utter a word against them. Those days were really the Dark Night of Slavery of Maharashtra. On this sociological and political background saints of Maharashtra did a great deal of work.

II. Works of Saints and its Effect

There were many saints like Namdev, Gyaneshwar, Eknath, Tukaram Swami Randas, in Maharashtra. They preached the virtue of service, sacrifice generosity equality and brotherhood and taught them to organise themselves and fight against injustice. This gave courage to people.

The work of these saints can be compared to that of a farmer who tills the land and makes it ready for sowing seeds.

Effect of Saints' Work: The work of these saints brought about a great awakening among the people. Religion once again became a thing to be respected and spirit of self-reliance was born. People regained their lost confidence. This great awakening among the people brought about by saints was used by Shivaji in his fight for Swaraj.

UNIT V
THE MAN AND HIS CULTURE

OVERVIEW

It is human nature to preserve his culture and the man has to struggle for that. People of Maharashtra also have struggled to preserve religions and social culture in the medieval age. For about three hundred and fifty years, before Shivaji, Maharashtra was not free. In those days Maharashtra was governed by different Muslim religious powers. Under their rule, people were harassed like anything. It was a really dark night of Maharashtra. No one would dare to utter a word against their power. On this sociological and political background, saints of Maharashtra awakened the society and taught them to organise themselves and fight against injustice. This gives courage to the people. This great awakening among the people was used by Shivaji in his fight for Swaraj.

Shivaji struggled against Muslim religious powers and established Swaraj based on justice. He not only established Swaraj but he sets up an efficient administration to run government and made the people happy.

TERMINAL BEHAVIOUR OF THE PUPILS

I. Knowledge and Comprehension

1. Acquisition of Knowledge of the Facts

- (1) Pupils state sociological and political condition before the time of Shivaji.
- (2) Pupils tell the work of Saints and its effect on society.

(3) Pupils state about Shivaji's struggle against Muslim religious power i.e. Adilshah of Bijapur and Moghul Emperor.

(4) Pupils tell Shivaji's greatness as an Administrator
as a warrior
as a king.

2. Terms and Concepts

Pupils tell about 'Guerilla Tactics'.

3. Principle and Generalization

- o Whenever the force would prove useless, good statesman uses diplomacy.
- o A king who loves his subjects as a mother loves her children, is called a peoples' king.

4. Relationships

Pupils tell the events of Shivaji's struggle against Muslim religious powers in sequential order. Pupils find out the cause and effect relationship and predict the reasons of the following:

- (1) Shivaji refused to fight Afzalkhan on the plains.
- (2) Shivaji decided to sign a treaty with Mirza Raje Jaising.
- (3) Shivaji left the Darbar in blazing anger.
- (4) Shivaji has crowned himself.
- (5) Shivaji appointed men of different communities to guard the forts.

5. Interpretation

- A. Pupils are able to apply their knowledge of facts in new situation.
- (1) A good statesman used diplomacy to defeat powerful enemies.
 - (2) A cruel king harasses his subjects and affectionate king loves his subjects.
- B. Pupils are able to apply their knowledge of cause and effect relationships in new situation.
- (1) The technique of Guerilla warfare is helpful to defeat powerful force.
 - (2) A king who is good statesman sometimes accepts the defeat and makes the treaty with enemies.

Skills

- (1) Pupils develop the ability to locate the ideas in new situation.
- (2) Pupils perform short drama-play.
- (3) Pupils prepare the group work report, and present it before the class.

Development of Attitudes

- (1) Pupils work co-operatively with friends.
- (2) Pupils give regards to teacher and friends.
- (3) Pupils do their work as responsible member of the group.
- (4) Pupils respect for group rules and difference of opinion.
- (5) Pupils appreciate the work of saints and Shivaji's bravery, struggles against Muslim religious powers.

III. Shivaji's struggle against Muslim Religious Powers

A. Struggles against Adilshah of Bijapur

He sent his Sardar Afzalkhan. Afzalkhan accepted the challenge to arrest Shivaji and bring him before the Sultan of Bijapur. But Shivaji used his diplomacy and killed him with great skill.

Siddi Jouhar, another sardar of Adilshah, laid seige to Panhalgad and confined Shivaji within the fort. Shivaji escaped from Panhalgad to Vishalgad at the cost of Baji Prabhu's brave death.

Adilshah of Bijapur could not force Shivaji to surrender.

Every sardar of Bijapur who was sent against Shivaji was defeated. Adilshah at last gave up the fight, made peace with Shivaji and gave recognition to his independent kingdom. Shivaji thus had peace for some time on his southern border.

PART II

B. Shivaji's Struggle against Moghul Emperor

Shaistekhan: In the meanwhile constant Moghul attacks from the north had practically ruined Maharashtra. Shivaji therefore turned his attention to north and carried out raids in the territory of the Moghul Emperor, Aurangzeb. Hence Aurangzeb got angry and sent Shaistekhan, his uncle to deal with Shivaji and teach him a lesson. But Shivaji's sudden attack on Shaistekhan in Lal Mahal at Poona had compelled him to escape but, instead of losing his life the Khan was lucky to escape with loss of three fingers only.

Sardar Mirza Raje Jay Singh and Dilerkhan: Other sardars of Aurangzeb, Mirza Raje Jay Singh and Dilerkhan landed in the Deccan with a huge army and unlimited funds. Swaraj was in real danger. These two sardars laid siege to powerful fort of Purandar. Murarbaji who was in charge of the fort, decided to defend the fort with the support of his brave troops. But he was killed by Dilerkhan after a great fight. Shivaji came to know that he could hold each one of his forts against

the Moghul army for at least more than a year. But he was unwilling to do so at the cost of his men who would die in the attempt. Hence Shivaji surrendered to Mirza Raje for the time being he made treaty at Purandar. He gave 23 forts and a territory with a revenue of four lakhs 'hons' in 1665.

Shivaji's Escape from Agra: After the treaty was signed, Jay Singh suggested to Shivaji that he would go to Agra and visit the Emperor. But in Agra's court Shivaji was insulted by the Emperor. But Shivaji escape from Agra's prison with great skill and courage. Shivaji gave the slip to the Emperor and returned safely at his kingdom in 1666.

PART III

The Coronation Ceremony: Shivaji took the oath of Swaraj in the temple of Raireswar. He had to face numerous difficulties and calamities in his efforts to win swaraj for his people. The new kingdom was both respected and feared. With a view to have his kingdom recognised by all other princes in the land, big and small, Shivaji decided to have himself crowned. So that everyone would come to know that Swaraj was firmly established. He did not do it for self-glorification or personal happiness. He did to give the newly founded Swaraj a firm footing.

IV. Shivaji's Greatness

As an Administrator

Shivaji's kingdom was surrounded by enemies on all sides and was in constant danger of attack from these enemies. For a kingdom to be stable and long-lasting it must have good administration. Shivaji provided an excellent administrative machinery to his Swaraj.

1. Shivaji's Council of Eight Ministers

For smooth working the administration was divided into eight departments. He appointed a minister in charge of each. Shivaji was a very shrewd judge of men. Just as a jeweller he selected each of his ministers with great care. He gave them neither Jagirs nor fields. They were paid handsome salaries instead.

2. Defence

Shivaji's army was divided into two main divisions: infantry and cavalry. He also established a naval wing which was something quite new. His army consisted mostly of 'Kotkaris' from the Konkan and 'Mavlas' from Plateau.

The Cavalry: Classes of trooper-monthly pay-directly attached to government. Shiledars - their own weapons; they were bound to use these in warfare and in return received suitable rewards.

The Infantry: The big divisions like cavalry - There were many officers of different ranks - Hajari, Jumledar, Havaladar, etc. Rigid discipline - Strict order - not to drink, harass women or plunder the subjects. Paid regularly.

The Maratha Navy: The Siddis, the Portuguese and English started harassing from the sea. With characteristic foresight Shivaji built up a navy to meet their threat. He built strong forts like Sindhudurg, Vijaydurg along the sea coast.

Forts: Forts in those days offered a powerful support for defence. 300 forts under Shivaji's direct control. Officer of the fort - Killedar, Karkhanis, Phadnis and many others.

Bahirij Naik was the chief of this branch of the defence department. Shivaji's spies knew almost everything that went on in the enemy camp.

Excellent Civil Administration: He divided whole kingdom into

twelve 'Subas' - appointed a 'Subedar' also the head of each 'Suba'. Suba-divided into Pargana-Havaldar head. Consist of many villages- Head Patil and Kulkarni.

Large Hearted Shivaji: Shivaji collected around him persons belonging to all communities and appointed them for administrative posts. In doing this, he took into account the man's ability and not his religion or caste.

Religious Tolerance: Shivaji showed respect for all religions. He never hated a Muslim simply because he was a Muslim. If a person who had changed his religion wished to return to his original religion, Shivaji always helped him. Bajaji Naik, Nimbalkar, Netaji Palkar - became Hindus again.

Shivaji is an unending source of inspiration.

As a Great Warrior: Shivaji's War Strategy - Within the short span of thirty+five years, Shivaji with incomparable valour and statesmanship, established Hindavi Swaraj. Throughout his life he fought for Swaraj. He personally conducted and won many campaigns. But when he thought that force would prove useless, he used diplomacy viz. death of Afzalkhan, escape from the siege of Siddi Jauhar; his attack on Shaistekhan; escape from Aurangzeb's prison of Agra.

Shivaji's Guerilla Tactics: Shivaji's enemies were very powerful. Compared to the enemy forces Shivaji's army was very small. Hence Shivaji made use of the local terrain for warfare. He would organise surprise attacks on the enemy, isolate and destroy them unit by unit before they could be warned. By the time the enemy reformed and got ready for battle, Shivaji's troops were no where insight. In this way, he perfected the technique of guerilla warfare and destroyed the vast army of the Emperor. Shivaji's war strategy greatly depended on hill forts.

As a King: Shivaji was really a people's king.

He did what was good for the happiness of the subjects. He is an affectionate master, viz. his great affection towards his follower - Baji Prabhu, Tanaji, Madari Mehetar all died for the country. But Shivaji looked after their families. He gave protection to the subjects against enemies harassment. viz. when Shaistekhan marched against Swaraj. The Khan's army destroyed everything that came in the way and harassed the people. Shivaji wrote to his officer, "Shift the people to a safety place. If the Moghuls arrest my subjects the sin will be on your head". Shivaji loved his subjects as a mother loves her children.

SOCIAL STUDIES

Std. IV

Observe the Pictorial Charts and Maps and Get the InformationUNIT V"The Man and his Culture."PART I

I. Complete the following sentences.

(1) The four powers that ruled Maharashtra were

(1) _____ (2) _____ (3) _____ (4) _____

(2) Adilshah and Nizamshah were constantly at war. They made use of armies of Maratha Sardars in these wars.

Maratha sardars also fought constantly with each other. The effect of the constant fights on the people was _____.

II. (1) Sant Namdeo preached people by _____.

(2) Sant Gyaneshwar preached the people by _____.

(3) Sant Eknath preached the people by _____.

(4) Sant Tukaram gave the message to people by _____.

(5) Swami Ramdas preached the people _____.

III. (1) Shivaji killed Afzal Khan on Pratapgud by _____.

(2) The Moghul Emperor Aurangzeb sent Shaist Khan, his uncle, to deal with Shivaji and teach him a lesson but what happened _____.

(3) Shivaji was insulted in Agra's court by the Emperor and was imprisoned by Aurangzeb. But Shivaji escaped from the prison of Agra. How _____ ?

UNIT V

Sub: Social Studies

Std.IV

THE MAN AND HIS CULTURE

Questionnaire 1

PART I

Write the answers in brief:

1. What were the rulers on the Maharashtra State before Shivaji?
2. What were conditions of the Hindu people before Shivaji?
3. What message did Ramdas and Tukaram give to the people?
4. What were the effect of Saints' works?

PART II

Write the answers in brief:

1. What challenge did Afzalkhan take in the court of Adilshah?
Why?
2. Why did Shivaji select Pratapgad to fight against Afzalkhan?
3. What did Afzalkhan do to take a fight against Shivaji on the plain?
4. How did Siddi Jouhar confine Shivaji within the fort Panhalgad?
5. Why did Pawankhind become famous in history?

PART III

Answer in brief:

1. Why did Aurangzeb get angry with Shivaji? And what did he do against Shivaji?
2. Write short notes on the following:
 - (a) Discomfiture of Shaistakhan
 - (b) Shivaji's escape from Agra.
3. Why did Shivaji make a treaty with Mirza Raje Jaisingh at Purandar?

UNIT V

Sub: Social Studies

THE MAN AND HIS CULTURE

Questionnaire 2

PART I

Shivaji's Coronation

1. Why did Shivaji have himself crowned?
2. Why did Shivaji Maharaj selected Raigad as his capital?
3. What preparations did Shivaji make for the coronation?

PART II

Shivaji's Greatness as an Administrator

1. What did Shivaji Maharaj do for smooth working of administration of Swaraj?
2. Complete the following tabular charts with appropriate words:

	Name of the Minister	Designation	Department
1.	-	Pradhan	-
2.	-	-	Revenue & Accounts

continued...

Name of the Minister	Designation	Department
3. Hambirrao Mohite	-	-
4. -	Panditrao	-
5. -	-	Justice
6. Annaji Datto	-	-
7. -	Mantri	-
8. -	-	Foreign Relations

3. What policy did Shivaji adopt in appointing officers of State?
4. Why did Shivaji build a navy?

PART III

Shivaji's Greatness as a Warrior

1. Give two examples of Shivaji's incomparable valour and courage.
2. It is said that "Shivaji was not only a brave warrior but also a great statesman". Give example for the statement.
3. What is Guerilla warfare?
4. Why did Shivaji consider hill forts very important in war?

PART IV

Shivaji's Greatness as a King

1. Give example for that Shivaji was an affectionate master.
2. What did Shivaji do for the sake of his subjects?
3. Why did Shivaji stop the system of Vatans?
4. What was Shivaji's liberal religious policy?

1st Period: Introduction to first part of the V Unit.

Teacher displays some charts, pictures showing sociological and political conditions of the time of Shivaji and before Shivaji; and he introduces new topic. Teacher gives brief overviews of the topic and also explains new concepts and principles. Teacher takes brief revision of Shivaji's oath of Swaraj and his struggle against internal enemies by asking few questions.

2nd and 3rd Periods: Exploratory Observation of Displays.

Teacher displays pictures and sketches and asks the pupils to observe them carefully. Read the statements and collect the information about -

1. political and social conditions before Shivaji and at the time of Shivaji.
2. saints of Maharashtra at the time of Shivaji and before Shivaji.
3. their message for the people.
4. the effect of saints' work on the society.

Group leader distributes the work among the group members.

Pupils observe the pictures and sketches. Read the statements and try to get the information on given points and write it in the note book.

4th Period: Exploratory Work with Key Questionnaire to Part I and Text book.

Teacher gives one questionnaire-1, asks them to refer the books and write the answers on the same sheet. Pupils can observe the displays, refer to the books and write the answers.

5th Period: Discussion Among the Groups.

Pupils sit in the groups and discuss among themselves on their yesterday's work. They refer to the books also and verify their collected information. Teacher supervises the class work. At the end, teacher collects the list of difficult questions from the group leaders.

6th Period: Activity for Whole Class.

Teacher writes difficult common questions on the black board. Teacher explains and gives more information about 'Dark Night of Slavery'. Some pupils ask questions and others try to answer them. If they are not able to answer, teacher gives explanation for it. If necessary, teacher raises questions and prolongs the discussion.

7th Period: Introduction to second part of the V Unit.

Teacher displays, some pictures charts showing Shivaji's struggles against external enemies and he introduces new topic. Teacher gives brief overviews of the topic and he also explains new concepts and principles.

8th Period: Exploratory Observation of the Displays and Books.

Teacher displays some pictures on 'Shivaji's struggle against Adilshah of Bijapur, and maps of Maharashtra showing important historical places. Teacher asks pupils to observe the pictures maps and read the statements which are given below of each display. Group leader distributes the work among their group members and they try to find out answers and write them in the notebook. Here, they refer books also. At the end, teacher gives information about dramatization which pupils have to perform themselves after assigning subjects to the group.

9th Period: Exploratory Work with Key Questionnaire 1 Part II and Text books. Teacher gives questionnaire 1 Part II to the class. 4th period procedure is followed.

10th Period: Discussion among the group.

Pupils sit among the groups and 4th period procedure is followed.

11th Period: Activity for the Whole Class.

6th period procedure is followed. Teacher reminds the class about dramatization.

12th and 13th Period: Exploratory Work with Key Questionnaire No.1 Part III and Text Books.

Teacher displays the pictures on the Shivaji's struggle against Moghul Emperor Aurangzeb. Pupils and teacher's activities are same as in the 4th period.

14th Period: Discussion Session for Whole Class.

6th period procedure is followed. Teacher asks pupils about their preparation of dramatization.

15th Period: Dramatization.

Teacher wrote four questions on the black board. Teacher asks the group leader to present their drama-play according to their assigned subject. After the dramatization, teacher asks questions and pupils answer.

16th Period: Exploratory Work with Key Questionnaire No.2 and Text Books.

Teacher gives different part of questionnaire '2' to different groups. Teacher asks pupils to refer the books and find out the answers of the questions of the said questionnaire. Pupils refer the books and try to find out answers and write them in their note-books. Teacher supervises the class work, if necessary, guides them.

17th Period: Discussion among the Groups.

Pupils sit among their groups. 5th period procedure is followed.

18th Period: Discussion Session for Whole Class.

Discussion on two days' work. 6th period procedure is followed. Teacher gives Report Books to the pupils and asks them to write the work report.

19th Period: Presenting Work Report.

Teacher asks any pupil to make presentation of his work report.
Said pupil reads work report before the class.

20th Period: Unit Test.

Pupils write and teacher supervises.

Teacher Explains: What?

- o Dark night of slavery.
- o Awakening among the people - saints' work.
- o A good statesman uses diplomacy to defeat powerful enemies.
- o A good statesman sometimes accept the defeat and makes treaty with enemies.
- o Shivaji's policy of appointing men of different communities to guard forts.

Revision of the Previous Portion

1. What oath Shivaji has taken in the temple of Raireswar?
2. Who were the internal enemies of Shivaji?
3. How did Shivaji stop the mutual warfare of the Deshmukhs?

Questions for Dramatization

1. How did Shivaji kill Afzalkhan?
2. The battle of Ghodkhind was memorable. Why?
3. How did Shivaji escape from Agra's prison?
4. "The fort is captured but the lion is dead",said Shivaji.Why?

AssignmentI. Reading

Teacher asks the class to read about (1) Life of saints of Maharashtra, (2) Coronation ceremony of Shivaji, (3) Shivaji's campaigns in the South, and (4) The Tanaji's valour.

II. Writing

Teacher asks pupils to write the dialogues of Shivaji and other men in different situations for dramatization. Teacher distributes the work i.e. he assigns different events to different groups. Pupils should write dialogues which are given in their text book in different form. Teacher explains class how to write different dialogues of Shivaji and others in different situations for the script of drama-play. Subjects for Dramatization:

1. Meeting of Shivaji and Afzalkhan
2. Baji Prabhu and the memorable battle of Chodkhind.
3. Shivaji's escape from Agra.
4. The fort is captured but the lion is dead.

Role: Director - Describes the situation of the events.

- o Describes linking matter of two events
- o Shivaji's Dialogue
- o Other's Dialogue.

UNIT V

WORK REPORT

B. Write the following information in brief:

1. Effect of the work of Saints on the people.
2. Shivaji's struggle against Muslim religion.
 - (a) How did Shivaji defeat Adilshah's Sardar?
 - (b) How did Shivaji protect Swaraj from Moghul Emperor's Sardars?
3. Shivaji's greatness - as an administrator, as a warrior and as a king.

UNIT TEST V

Std.IV

Sub: Social Studies

Date:

(Note:- Write all the answers of the questions in the space provided below it.)

I.A. Write short answers of the following questions: 4

1. What was the condition of the people before the time of Shivaji? OR

1. What was the effect of the work of saints of Maharashtra?

2. Who were Shivaji's Muslim-religious enemies? Write in short, how Shivaji defeated one of them. OR

2. Why did Shivaji Raje crown himself?

B. 1. Write the following events in chronological sequence: 1

(1) Memorable battle of Chodkhind

(2) Death of Afzalkhan

(3) Discomfiture of Shaistekhan

(4) Shivaji's escape from Agra.

2. Write in brief: 1

C. Write the letter of the correct answer in the box 2

supplied to you.

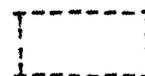
1. Shivaji refused to fight with Afzalkhan on the plains, because one of the important causes was that -

(a) Shivaji and his troops were experts in mountain warfare.

(b) Afzalkhan was much taller and stronger than Shivaji.

(c) Afzalkhan's was accompanied by a huge

army fully equipped for battle.



2. Shivaji appointed men of different communities to guard the forts because -

- (a) It is Shivaji's liberal religious policy.
- (b) It provided mutual check among the officers.
- (c) Shivaji has no trust on his communities.

II.A. Give the correct reasons for the following questions 4
which are given under each statement.

(a) The king of Chittod used the technique of Guerilla warfare to fight against the Moghul Emperor Akbar.

Why did King of Chittod use the technique of guerilla warfare?

(b) Though the king of Chittod was brave and ambitious he made the treaty with his enemies when enemies laid siege to his kingdom.

Why did the king of Chittod make the treaty with his enemies?

B. Tick mark on the correct alternative to complete the 2
following statements:

1. King Ramdev used diplomacy instead of fighting face to face with enemies because,

- (a) Enemies army was huge and well equipped.
- (b) The king Ramdev's army was not well equipped.
- (c) Enemies army was less to Ramdev's army comparatively.

2. The King Krishnadev was called a people's king because-

- (a) he did what was good for the happiness of his subjects.
- (b) he did what was good for himself first and then for his subjects.
- (c) he did what was good but only for his requirements and not for the subject's requirements.

III.A. Below is given brief information of a "Rana Pratap's 2 struggle against Moghul King Akbar". Read it carefully and write the answers.

RANA PRATAP, THE FREEDOM FIGHTER

When a Moghul King Akbar found that peace with Rana Pratap, the king of Mewad, was impossible, he despatched his Sardar Raja Mansingh with a huge army against him. Rana Pratap also made his own preparations. Raja Mansing arrived at Aravalli hills with his huge army. Rana Pratap harassed Mansingh's army by repeated attacks. He adopted guerilla tactics against the army of Mansing and forced it into a very difficult position by his continuous attacks. Pleased with his success Rana Pratap came out in the open and attacked Mansingh's army. A great battle was fought at Haldighat, but in the end, Rana Pratap was defeated in this terrible encounter.

Answer in one sentence each:

1. Why was Rana Pratap succeeded at the beginning?

Answer:

2. Why was Rana Pratap defeated in the battle of Haldighat?

Answer:

B. Write short answers for the following questions: 4

1. Do you like to work alone or in a group? Give your justification for your answer.

2. Do you allow others to talk or do work to others first? Give your justification for your answer.

IV. There are some statements. Each statement shows one 5
behaviour pattern. Whether you agree or disagree with
it, give your opinion by writing tick mark (✓) on agree
or disagree.

1. Neela organises exhibition separately but
Sanjiv, Anita, Vidya. They all jointly
organise one small exhibition on the day
of Independence. Agree/Disagree.
2. Hari expressed his support to Madan
though he did not like Madan's thought. Agree/Disagree.
3. Keshav was very fond of fast cycling and
hence he never listens about it, to anybody
neither his parents nor his teacher. Agree/Disagree.
4. As a secretary of the class Shobha always
comes early and brings required things which
teacher needs for teaching. Agree/Disagree.
5. Shivaji killed Afzalkhan with great
diplomacy. Agree/Disagree.

A BLUE PRINT OF UNIT V

Time:

Sub: Social Studies

Std. IV

Date:

THE MAN AND HIS CULTURE

Marks: 25

Contents	TYPES OF OBJECTIVES					Total			
	TYPES OF QUESTIONS								
	Knowledge and Comprehension	Skills	Attitudes						
	S.A. V.S.A.	O.A.	S.A. V.S.A.	O.A.	S.A. V.S.A.	O.A.	S.A. V.S.A.	O.A.	
Work of Saints and its effect on the Medieval age	4(2)	-	-	-	-	-	-	-	4(2)
Shivaji's struggle against Muslim Powers	2(1)	1(1)	1(1)	4(2)	-	-	-	-	8(5)
Shivaji's Greatness	2(1)	1(1)	1(1)	2(1)	-	-	-	-	6(5)
General	-	-	-	-	4(2)	2(2)	-	-	5(5)
Optional	4(2)	-	-	-	-	-	-	-	4(2)
Total	4(2)	2(2)	2(2)	4(2)	2(2)	-	4(2)	2(2)	25(19)

NOTE: In bracket = Question No.

S.A. = Short Answer

V.S.A. = Very Short Answer

Outside bracket = Marks.

O.A. = Objective type answer.

UNIT VI

THE MAN AND HIS GOVERNMENT

Contents: 1. Political Division of Maharashtra for the purpose of Administration - Districts, Important Towns and cities.

2. Administrative Set Up of District and Taluka:

- 1) Working of Zilla Parishad and
- ii) Panchayat Samiti.

Periods: 14 Periods.

Teaching Aids: 1. Maps

2. Graphic and Picture Charts
3. Text Books
4. Key for Exploratory Observation of Displays-
"Observe the Maps and Pictures and Get the information".
5. Key Questionnaire for Self Learning.

Activities: Group and Individual.

1. Exploratory Observation
2. Reading
3. Writing
4. Role Playing
5. Asking Questions or Answering Questions
6. Discussing
7. Presenting Report

UNIT VI

THE MAN AND HIS GOVERNMENT

OVERVIEW

You have learned how the man struggled against natural environment and improved his way of life. He made progress in occupations transportation and communication and tried to live prosperous life. At the same time he developed well organized administration for the sake of peaceful life.

In Maharashtra, people of Maharashtra also developed well organized administration. For the purpose of administration, Maharashtra is divided into four divisions and twenty-six districts. In district there are some important towns and cities. Zilla Parishad looks after the needs of the District as a whole. Municipality looks after the needs of towns, Panchayat Samiti looks after the needs of the Talukas or developmental block. Village Panchayat looks after the needs of the Village. In this session you will learn about the formation of Zilla Parishad and the Panchayat Samiti and the work of these committees.

TERMINAL BEHAVIOUR OF THE PUPILS

I. Knowledge and Comprehension

1. Acquisition of Knowledge of the Facts.

- (1) Pupils tell the administrative division\$ of Maharashtra, the importance of important cities.
- (2) Pupils state the administrative set up of Maharashtra.
- (3) Pupils tell the formation of Zilla Parishad and Panchayat Samiti.

(4) Pupils state the work of Zilla Parishad and Panchayat Samiti.

(5) Pupils tell the working of Zilla Parishad and Panchayat Samiti.

2. Principles and Generalization.

Pupils are able to generalize that -

if the place is regarded by the people as sacred or if it becomes an attracting centre or if it is a seat of government it grows quickly into a big town.

The chief town of each district is regarded as a city.

3. Relationships.

Pupils find out the cause effect relationships.

(a) Maharashtra is divided into four divisions and twenty-six districts.

(b) Bombay is one of the biggest city of India.

(c) The government exercises control over the work of the Parishad.

4. Interpretation

A. The pupils develop the ability to apply their knowledge of facts in new situations.

Holy Place, Trading Centre, Industrial Place, Seat of Government, these places soon become cities.

B. The pupils are able to apply their knowledge of cause and effect relationships in new situation.

(1) A small town soon grows into a big city.

(2) Government exercises control over one's work.

II. Skills

- A. Pupils interpret the symbolic data of the map of Maharashtra showing importance of important towns.
- B. Pupils develop the ability to locate the ideas in new situation.
- C. Pupils participate in the group activities.
- D. Pupils prepare the group work report and present it in systematic way.

III. Attitudes

To develop the attitudes of pupils.

- (1) Pupils work co-operatively with friends.
- (2) Pupils give regards to teacher and their friends.
- (3) Pupils work as the responsible member of the group.
- (4) Pupils give respect for opinion of others.

ANALYSIS OF TEACHING POINTS: UNIT VI - PART I

I. Administrative Divisions of Maharashtra

Maharashtra is divided into four divisions. The four divisions are Bombay, Pune, Nagpur and Aurangabad. The Nagpur Division is commonly known as Vidarbha and Aurangabad Division as Marathawada. Shivaji Maharaj's mother Jijabai came from village of Shindkhedraja in Vidarbha, his father was a village chief from Marathawada. Shivaji Maharaj began his activities in the rest of Maharashtra. These facts show that all these different parts of Maharashtra were incidently connected with his life. There are six districts in Bombay division,

six districts in Pune division, eight districts in Nagpur division and five districts in Aurangabad division.

District is divided into many cities and towns. There are also villages in the district.

II. Important Towns and Cities of Each Division.

Maharashtra has more than six hundred towns, each with a population of more than five thousand and twelve cities, each with a population exceeding one lakh. The chief town of each district is regarded as a city because it has important government offices.

IMPORTANT CITIES AND TOWNS

I. Bombay Division

Important for

- | | |
|--|---|
| 1. Bombay (Thana District)
The capital of
Maharashtra. | 1. Capital of Bombay Division. Biggest city in India.
2. Great Natural Port, Air Port, Terminal station of Railways.
3. Big Factories and Industries.
4. Educational Centre. |
| 2. Nasik (Nasik District
Bank of Godavari) | 1. Holy Place.
2. Government Security Press-Prints
currency notes and Postal stationery.
3. Grapes. |

II. Poona Division

- | | |
|---|--|
| 1. Poona (Poona District)
10 lakh population | 1. Historical Place-Capital of Peshwas
2. Educational Centre, Terminal
Railway Station.
3. Factories-(i) Antibiotic-Penciline
(ii) National Chemical Laboratory- |
|---|--|

- | | |
|---------------------------------------|---|
| | 4.National Defence Academy, Khadak-
vasla. |
| 2.Pandharpur
(Sholapur District) | Holy Place. |
| Alandi(Pune District) | |
| Kolhapur
(Kolhapur District) | Gur Industries Shivaji University |
| 3.Ahmednagar
(Ahmednagar District) | 1.Ahmednagar Fort(Historical place)
2.Chandbibi's Mahal. |
| 4.Kirloskar Wadi | Iron and Steel workp. |

III. Aurangabad Division

- | | |
|--------------------------|--|
| 1.Aurangabad(Aurangabad) | 1. Bibika Maqbara
2.Panachakki
3.Daulatabad (Devgiri) Fort
4.World Famous Ellora and Ajanta Caves |
| 2.Nanded (Nanded) | 1.Shrine of Guru Govind Singh
2.Hcly place for Sikhs. |
| 3.Paithan (Aurangabad) | 1.Ancient City -(Saint Eknath
Kashi of Deccan - Holy place).
2.Product Paithanis. |
| 4.Fuljapur(Osmanabad) | Holy Place. |

IV. Nagpur Division

- | | |
|--------------------------|---|
| 1.Akola (Akola District) | Cotton Market |
| 2.Amravati(Amravati) | Largest Cotton Trading Centre in India |
| 3.Wardha (Wardha) | Closely Associated with Mahatma
Gandhi in Sevagram Ashram. |

Nagpur (Nagpur)

1. Next to Bombay - The Legislature meets here once a year.
2. Seat of Nagpur University.
3. Being Centre of India-Railway Junction
4. Handloom Saries
5. Orange excellent variety biggest orange market in India.

Hills Stations of Maharashtra: Matheran, Mahabaleshwar,
Panchgani, Chikhaldra,
Toranmal and Mhalsmal.

Why a small town or village grows into a big city?

- Reasons:
1. If a factory is started.
 2. The place is regarded by the people as sacred.
 3. Seat of government.
 4. Hill station.
 5. Trading centre.

PART II

The Formation of Zilla Parishad

There are twenty five districts in Maharashtra. Each of these districts except Bombay, has a zilla parishad. Citizens living in the rural area of the district who have attained the age of twenty one, elect representatives to the Zilla Parishad. On an average, there is one representative for every thirty-five thousand citizens. The Parishad consists of anything between forty and sixty members. They are elected once every five years.

The elected representatives then meet and elect a President and a Vice-President. The President conducts the meeting of the Parishad and keeps an eye on the various jobs assigned to it. President is paid an honorarium of Rs.500/- per month, Vice President Rs.300 per month. The Parishad has a big staff of workers under it. The head of this staff is known as the chief executive officer.

How the Parishad Works

There are frequent meetings of the Parishad at which decisions are taken on the different projects to be undertaken and money to be spent on each. These projects are carried out by the Chief Executive Officer under the general supervision of the President. Parishad's work is divided into a number of committees. They are:

- (1) Agricultural committee, (2) Co-operative Committee,
 - (3) Education committee, (4) Building and Construction Committee
 - (5) Finance Committee, (6) Health committee, (7) Social Welfare Committee.
- Each committee prepares a detailed programme of work and forward to standing committee for approval. Proposal accepted by Standing Committee are put before General Body of the Parishad. If the general body approves the scheme - the work of the scheme will be started.

Actual work of different committees:

1. Agricultural Committee: Development of agriculture with this in view to supply the farmers with good seeds and tools and implements. It makes -

- (1) Arrangement of granaries to store grain, (2) Arrangement to spray crops with chemicals, (3) Arrangement of adequate water supply, (4) Arrangement of proper selling organization, and (5) Raises village security force to protect the crops from thefts.

2. Health: Free medicines and free medical examination throughout district. Free hospitals and children's home. It gives general information to people about health and hygiene with the help of film shows.
3. Education: Free primary education. Maintain hostels. Parishad started Vidyaniketans which are special schools for intelligent boys. It provides - radio sets, runs free reading room. Three special programmes like Shetakari Mandal, Mahila Mandal.
4. Social Welfare: The Parishad takes several measures to see that untouchability is removed completely. It provides the Harijans with special educational facilities. It runs free hostels, for their children and helps them to find jobs. It also tries to remove their poverty by encouraging and helping them to start small-scale or village industries. Government agencies also help with financial grants.
5. Building & Construction Committee: Road and Building -All villages in the district connected with one another. For this purpose roads and bridges are constructed by this department. Similarly dispensaries, schools, dharmashalas are built all over the district.
6. Co-operative Committee: It provides loan to encourage cottage industries and local skills and tries to sell their products at a good price. It provides cheap raw materials to the cottage industries and arranges for the sale of their products.
7. Financial Committee: All above activities cost money. Parishad raises this money in different way. The State Government gives a fixed annual grant to the Parishad to addition government provides funds also.

Primary Education is the whole responsibility of the Parishad. Government gives educational grant for this purpose. The Parishad has also the right to levy taxes like the tax on fairs, entertainment, market cess and professional tax, land revenue and state government always helps the parishad.

Government Control: The Government provides ample funds to the Parishad for doing the work allotted to it. Naturally the government exercises control over the work of the Parishad. The District Director and Divisional Commissioner keep an eye on the work of Parishad on behalf of government.

8. The Panchayat Samiti: Just as there are talukas in the District there are also Development Blocks. Development Blocks have a Panchaya Samiti. Persons who represent these Development Block on the Zilla Parishad automatically become members of the Panchayat Samiti. Beside these the Sarpanch and representatives of Village Panchayats and Co-operative Societies are also members of the Panchayat Samiti. The average strength of the Panchayat Samiti is fifteen. The Samiti elects its own President who gets monthly honorarium of Rs.300/-. The Samiti has its own staff. Head of the staff, the Block Development Officer, executes the Projects sanctioned by the Samiti.

9. The Work of the Panchayat Samiti: It has two fold functions -on one hand it plans the development of the villages in the Block, ^{and on the oth} It carefully surveys the local needs and forwards its proposals. If the Parishad approves of the proposals, it provides the required funds and entrusts the actual execution of the approved small schemes to the Samiti. The funds required are of course provided by the Parishad

10. Comparison between the past administrative set up i.e. administration of Shivaji and present administrative set up i.e. working of Zilla Parishad.

Teacher-Pupils' Activities

1st Period: Introduction to the first part of the VI Unit.

Teacher displays some charts and maps of Maharashtra showing administrative divisions and important towns and he introduces new topic. Teacher gives brief overview of the topic and also he explains new topic. Teacher revises the previous topic (administrative set up of Shivaji Maharaj) in brief by asking few questions.

2nd and 3rd Periods: Exploratory observation of the displays only.

and

4th Period: Exploratory Work with Key Questionnaire No.2 and Text-books.

Teacher displays maps of Maharashtra showing important towns and cities of each district of each administrative division. Teacher distributes the work among the groups. One Administrative Division to one group, and explains how to work on it. Then group leader finds out how many districts are there in his Administrative Division. Then he assigns the district of his Administrative Division to one or two members of the group. Pupils observe the maps only (2nd and 3rd period) and try to find out the information regarding their assigned work and write the information on the note-book in the following way. They refer textbooks also.(4th period only).

Name of the Administrative Division

Name of the District	Name of the Towns or Cities	Importance
----------------------	-----------------------------	------------

5th Period: Discussion Among the Group.

Pupils sit in their groups. They refer to the books and verify their collected information about importance of towns and cities. Then they discuss among themselves. At the end, teacher asks pupils to bring some objects or pictures regarding importance of the cities and towns.

6th and 7th Periods: Activity for Whole Class.

Teacher explains how to make a presentation regarding information about the towns and cities. In this programme pupil himself is one district, and he is giving information about himself regarding importance of towns and cities. At the same time he should point out his place in the Map of Maharashtra and its importance. He should show the object or pictures what he has brought in his presentation.

8th Period: Introduction to the second part of the VI Unit.

Teacher displays some picture charts showing administration of Zilla Parishad and he introduces new topic. Teacher gives brief overviews of the topic and he also explains new concepts and principles.

9th Period: Exploratory Observation of Displays only.
and

10th Period: Exploratory Work with Key Questionnaire No.2 and Text-books.

Teacher displays some charts of Administration of District and asks pupils to observe them carefully and find out the gap words to complete the sentences which are given on each display. Pupils observe the charts and refer to the textbooks (10th Period) and write the answers on the given sheet.

11th Period: Discussion Among the Groups.

Pupils sit in the groups. 4th period procedure is followed.

12th Period: Activity for the Whole Class.

Teacher writes common difficult questions. Some pupils try to answer it. Teacher encourages and gives some clue to find out the answer. Teacher explains and gives more information about administration of district and Taluka level. Teacher gives Report Books to the pupils and asks them to write.

13th Period: Presenting Work Report.

Teacher asks pupil to present his work report. The said pupil comes forward and reads his work report.

14th Period: Unit Test.

Unit Test is administered. Pupils write and teacher supervises.

Teacher Explains: What?

1. More information about administrative division.
2. Reasons of growing a small village into big city.
3. Why the government exercises its control over others administration, private or government agencies.
4. Explains about - Standing Committee, process of working of Zilla Parishad. Similarities and differences of past and present administrative set up.

Revision of the Previous Topic

Questions:

1. What did Shivaji do to establish well organized administration?
2. Why did he distribute the administrative departmental work among different people?

Assignment

Writing:

1. Write the answers of the questionnaire No. 1 & 2.

Practical Work:

Prepare a small model of Zilla Parishad's Work.

OR

Make a chart of working committees of Zilla Parishad.

SOCIAL STUDIES

Std. IV

Observe the Pictorial Charts and Maps and Get the InformationUNIT VI

"The Man and his Government."

PART I

I. (a) The four administrative divisions are -

- (1) _____ (2) _____
 (3) _____ (4) _____

(b) In each administrative division, there are certain districts. They are -

Name of the Administrative Division	Name and Nos. of Districts in each Administrative Division.
(1)	
(2)	
(3)	
(4)	

II. Name of the important
Towns or citiesImportance of the
Towns.

- (1) Historical places
 (2) Holy places
 (3) Factories
 (4) Hill stations
 (5) Railway junctions.

PART II

I. (1) One representative for every thirty five thousand was elected from rural area of the District. About 40 to _____ representatives are in the _____.

(2) President and Vice President were elected by

_____.

(3) The Parishad has big staff of workers under it.

The head of this staff is known as the _____.

(4) (1) Zilla Parishad works for _____.

(2) Panchayat Samiti works for _____.

(3) Village Samiti works for _____.

II. The Zilla Parishad has a variety of jobs to carry out.

It's work is therefore, divided into a number of

Committees. They are - (1) _____ (2) _____

(3) _____ (4) _____ (5) _____ (6) _____

(7) _____

Work of Each Committee.

Name of the Committee	Work of the Committee
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	

III. The Government provides ample funds to the Parishad for doing the work allotted to it. Government naturally exercises _____ of Parishad.

IV. Our responsibility towards these institutions:

(1) It is our responsibility to elect good people on these bodies.

(2)

(3)

(4)

Sub: Social Studies UNIT VI

Std.IV

THE MAN AND HIS GOVERNMENT

Questionnaire No. 1

Part I

Write the answers in brief :

1. What are the Administrative Divisions of Maharashtra State ?
What is the purpose of this division ?
2. What are the reasons of growing small town into a big city ?
3. What is the importance of the Bombay city ?

Part II

Write the answers in brief :

1. How is the Zilla Parishad formed ?
2. What are the working committees of Zilla Parishad ?
3. What is the work of Zilla Parishad ?
4. Why does government exercise control over the work of Zilla parishad ?

5. Write similarities and differences of :-

	Similarities	Differences
Administrative set up of Shivaji		
Administrative set up of Zilla Parishad		

Questions for the Work Report:

1. What are the Administrative Divisions of Maharashtra State? What is the purpose of this division?
2. What are the main reasons of growing a small town into a big city?
3. How is the Zilla Parishad formed?
4. What are the working committees of Zilla Parishad?
5. What work does Zilla Parishad do?

UNIT TEST VI

Sub: Social Studies

Std. IV

Time : 35 minutes

Date:

(Note: Write all answers to the questions in space provided below it.)

I.A. Write the answers to any two of the following questions: 4

1. What are the Administrative Divisions of Maharashtra State?
2. Why does a small town grow into a big city?
3. How is Zilla Parishad formed?
4. What is the work of Zilla Parishad?

B. In group 1 below the names of places are given while 2
in group 2 you are told what they are famous for. Pair
them up correctly.

GROUP 1

1. Nanded
2. Aurangabad
3. Nasik
4. Nagpur

GROUP 2

1. Ellora and Ajanta Caves
2. Government Security Press
3. Holy place for Sikhs
4. The Biggest Orange Market.

C. Write the correct answer letter in the box supplied 2
in the following :

1. Maharashtra is divided into four divisions and twenty-five districts because,

- (1) people of different religions live in Maharashtra.
- (2) people live in different parts of Maharashtra.
- (3) it is for the sake of good administration.



2. The Government exercises control over the work of the Parishad because,

- (1) the government has highest administrative power.
- (2) the government provides fund to the Parishad for doing this work.
- (3) both (government and parishad) are formed by representatives of peoples.

II.A. Write the possible reasons for the following: 4

- (a) Tatanagar was a small village but it soon grew into a big city. What is the reason for it?
- (b) Sheth Chunilal was the owner of the textile mills. But government exercises the control over their works. What will be the reason for it?

B. Below there are some statements. Read them carefully 2
and write answers to the questions. (ANY TWO).

- (a) There is a big iron and steel factory in Bhilai.
- (b) There is very beautiful greenary and cold climate even in summer in Masoori.

(c) Calcutta is the biggest Jute trading centre.

(d) Bhilai, Masoori and Calcutta soon grew into cities.

What will be the reasons of that?

III.A. Below there is given some information about "School House System". Read carefully and write the answer to the question. 4

SCHOOL HOUSE SYSTEM

Now-a-days 'House System' is very common in school life. It gives democratic life experience to school pupils. Six to ten pupils of each class are divided into different houses. Naturally in one House there are sixty to hundred members. These members of the House elect their two representatives to main House Committee. There are eight to ten elected representative members of the main House Committee. This main House Committee looks after the needs of the pupils. This Main House Committee has a variety of jobs to carry out. Its work is therefore divided into a number of committees. Committees are: (1) Study Committee, (2) Health Committee, (3) Sports Committee, (4) Drama Committee, (5) Magazine Committee, (6) Standing Committee etc.

Questions:

1. Why is the House System very common in school life?
2. How is the main House Committee formed? And what job does it have to carry out?

There is map of Gujarat State. From that point out following items.

(The Map of Gujarat State is given on separate page)

1. Write the name of

- (a) one holy place
- (b) one industrial place
- (c) capital of Gujarat
- (d) one sea port.

IV.A. There are some statements. Read them carefully. Answer 4
the questions, ^{which are} given below:

- o It is the rule of the class that Monitor should bring the home work note-book from the staff room.
- o As a Monitor of the class, Jyoti asked Shashi to bring the note-books from the staff room.
- o Shashi brought the note-books from the staff room.

Questions:

1. Do you think Jyoti is right? Give justification for your answer.
2. Do you think Shashi is right? Give your justification for your answer.

B. Mira, Sheela and Neela always work together and help each other though others blame them.

(Write the answer in two sentences:)

Do you think Mira, Sheela and Neela are right?

Std. IV BLUE PRINT OF UNIT TEST VI Date: _____
 Sub: Social Studies The Man and His Government Time: 35 minutes

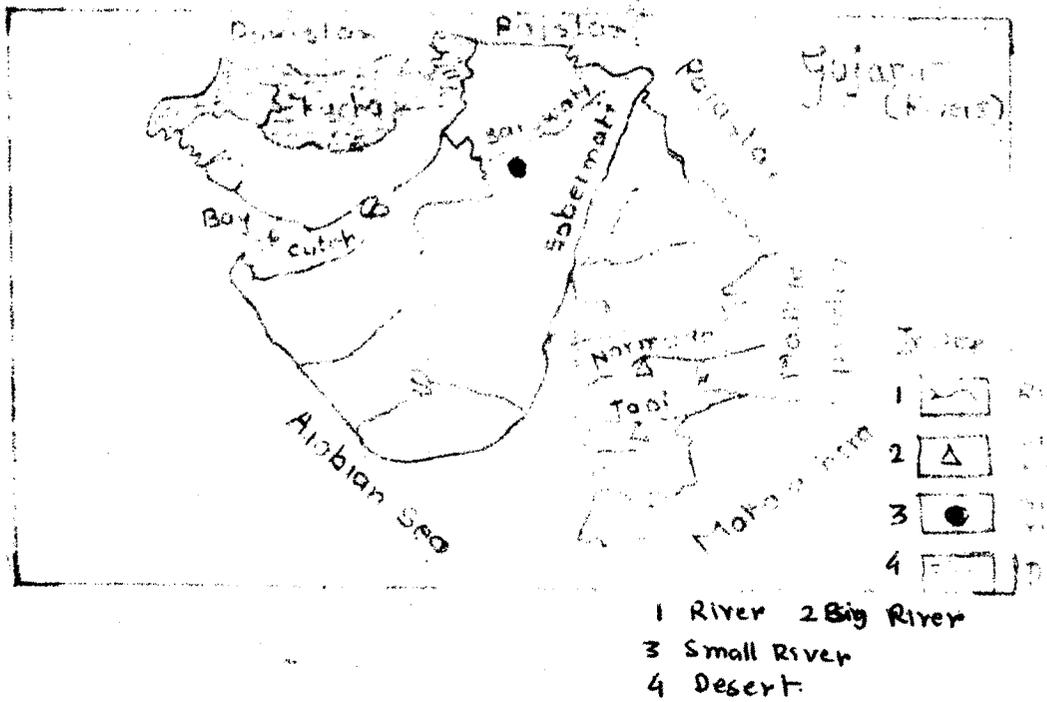
Contents	TYPES OF OBJECTIVES					Total						
	TYPES OF QUESTIONS											
	Knowledge and Comprehension	Skills	Attitudes									
	S.A. V.S.A. O.A.	O.A. S.A. V.S.A. O.A.	S.A. V.S.A. O.A.	S.A. V.S.A. O.A.	S.A. V.S.A. O.A.							
Administrative Divisions of Maharashtra	2(1)	-	1(1)	-	-	-	3(2)					
Importance of Towns and Cities	2(1)	-	4(2)	4(2)	2(2) 1(1)	-	2(4)	-	-	16(12)		
Administrative set up	2(2)	-	1(1)	-	-	-	-	-	-	3(3)		
General	-	-	-	-	-	4(2)	-	-	5(3)	-	7(5)	
Optional	4(2)	-	-	-	1(1)	-	-	-	-	-	4(3)	
Total	4(2)	-	6(4)	4(2)	2(2)	-	4(2)	-	2(4)	5(3)	-	25(19)

NOTE: In bracket 1 No. of questions. Outside the bracket = Marks.
 S.A. = Short Answer V.S.A. = Very Short Answer O.A. = Objective Answer.

TEACHING AIDS

MAPS USED FOR UNIT TESTS AND ACHIEVEMENT TEST

Unit Test 1 Q.II B

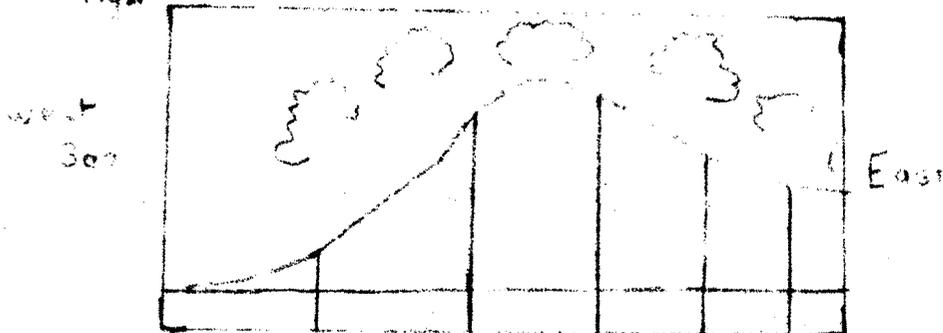


Unit Test II Q.II B

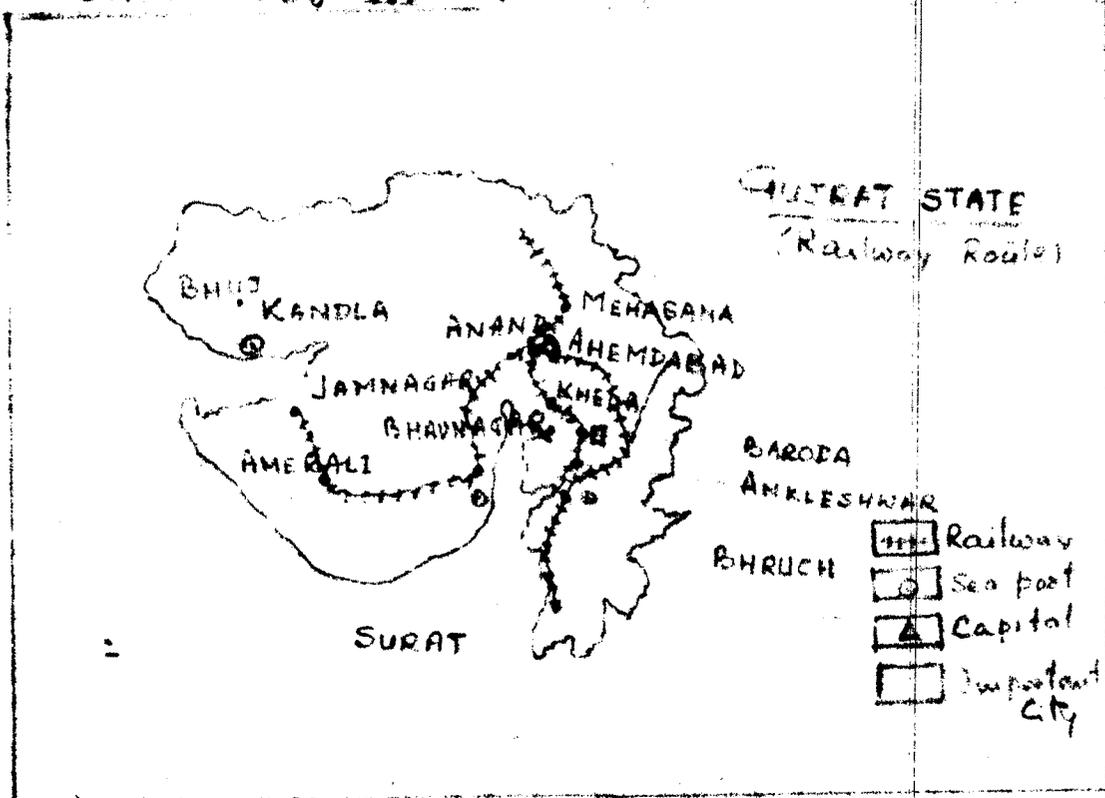
Fig i



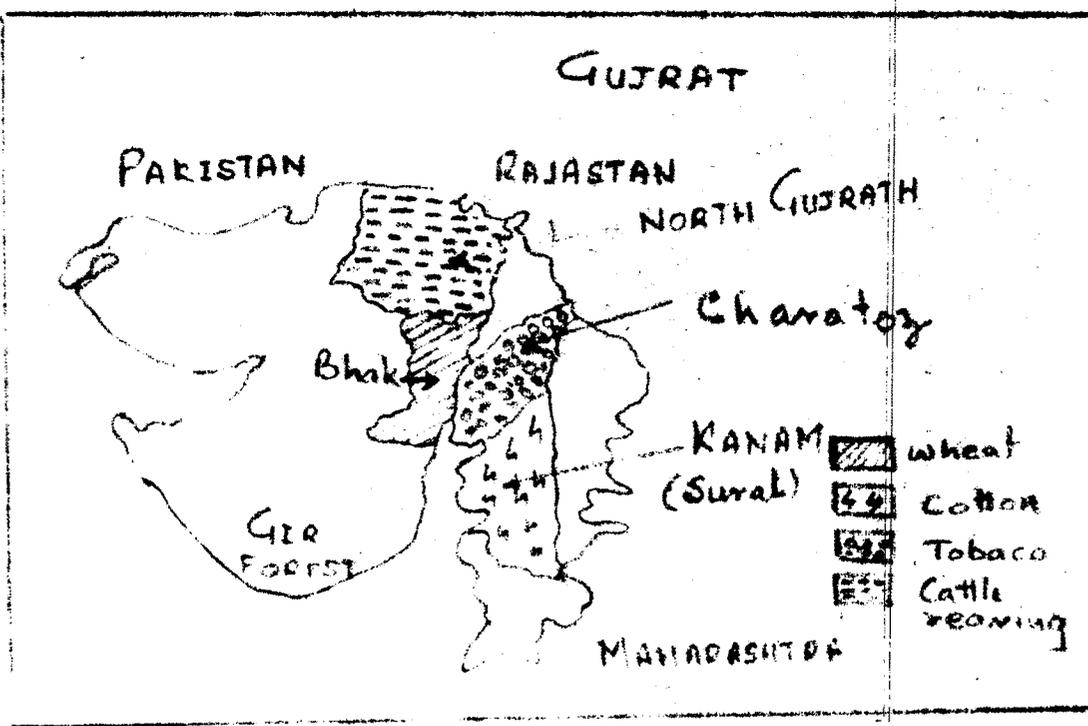
Fig II



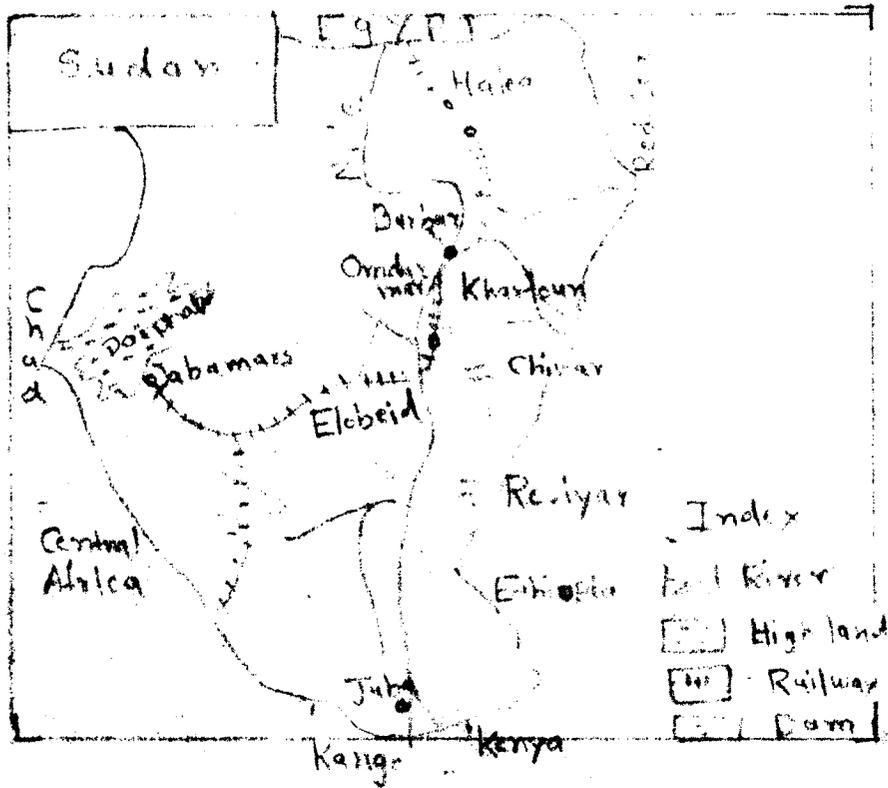
Unit Test III Q III A



Unit Test IV Q III B



Q.I (b)



Q.I (c)

Wind

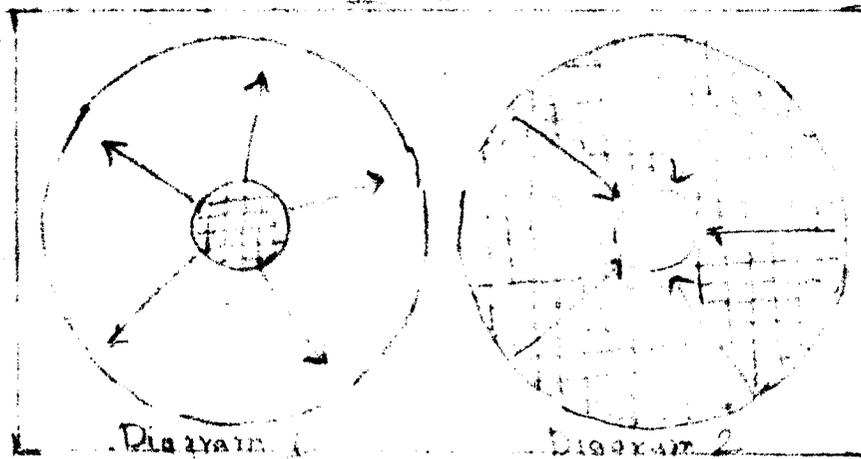


Diagram 1

Diagram 2

Index

→ Direction of the wind

[Hatched] High pressure

[Shaded] Lower pressure