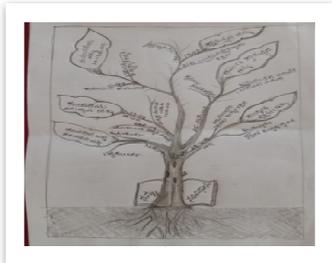


10 Standard -: 30 days Bridge course programme -2021-22 Subject: Social Science

Expected learning outcomes	Learning Points	Instructions for activity Management	
<p>1.They explain the prominent and special geographical features of karnataka like physiography, land divisions, rivers, weather, types of bio diversity and wildlife</p> <p>(Total Days-4)</p>	<ul style="list-style-type: none"> * They know about the physical divisions. * They know about the rivers * Awareness about Bio-diversity places *They know about Karnataka National Parks. 	<p>1.1 Map drawing[Karnataka/India]</p> <p>1.2 Preparation of list. Example :-Students should list the rivers of their district]</p> <p>1.3 You tube video on “One state many world” by Karnataka Tourism Department .</p> <p>1.4 Interview..</p> <p>1.5 Model making.</p>  <p>1.6 Construction of Pyramids.</p> <p>1.7 Rangoli competition[Example:-Physical</p>	<p>1.3 While showing youtube video on “one state many world” by Karnataka Tourism Department.(https://youtu.be/yzMoVPw9oQo)do like this.</p> <ol style="list-style-type: none"> 1 Tell them to watch the entire video,caregully atonce. 2 While playing for second time video give information to students wherever necessary. 3 Talk to students about the key points identified in the video. <p><u>1.6 Lets create a pyramid</u></p> <ol style="list-style-type: none"> 1. What is the total number of physical divisions in Karnataka? 2.The tallest waterfall built by Sharavathi river. 3. This famous waterfall on the 3 ghataprabha river is located J O G in the northern place. G O K A K <p>M A D H U G I R I</p> <p>4.Asians tallest monolathichill</p>

		divisions]	
<p>2.They learn the factors leading to Natural disasters and also the controlling method (Total Days -4)</p>	<p>*They understand the natural disasters [Example:- Earth quake] * Know the reasons for natural disasters. *Analyse the results of natural disasters. *Suggest the measures for the control of Natural Disaster.</p>	<p>2.1 Debate competition. 2.2 Video footage show;"Twister cinema " – witness on video clipping. 2.3 Preparation of list-list the reasons for natural disaster through the previous knowledge. 2.4Making picture collage.</p>  <p>2.5 Dumb sharads. Example:-lf l become flood 2.6 Activity on learning station. 2.7 Album making. 2.8 See the image and name[natural disaster] 2.9Drama:- Precautions to be</p>	<p><u>2.1 Debate competition :Stage 1</u> Total number of students are divided into two groups motivate the children to name the natural disasters they know. Stage 2 :- On the debate topic “ Man made factors have more impact on natural disasters than natural factors” prepare oneteam on behalf of the other and encourage them to speak far and against to topic. Stage 3 :- In the end ask one team to explain effects and another to controlling measures teacher should consolidate the above discussed points and substantiate the learning outcome. 2.6 Learning station Activity To learn about the causes, effects and solutions to natural disasters. Create learning cards keep them in separate places. Take each student team to each station. Read and notedown the keywords ask them to present in seminar stage and left over points to be done by other team.</p>

		taken for natural disasters.	
<p>3.They learn about the fundamental rights and Duties of the Constitution (Total Days -2)</p>	<p>* Equal educational opportunities[Article 21 A,24, 29, 30] * Social equality (Article 14, 16(4), 17) * Educational Duties (Article-51 A)</p>	<p>3.1 Quiz. 3.2 Chart making (on Rights and Duties) 3.3 Enact a drama (child labour system) 3.4 Ward puzzle 3.5 Jatha and house visit. 3.6 Children's chat platform 3.7 Treasure hunt 3.8 Making of Table.  3.9 Creation of Mind Map.</p>	<p>3.1 Two days before learning for every concept create three teams there should be at least three students in a team. Students should manage all stages of quiz programme. [Framing of questions, Anchoring, Marks consolidation e.t.c] motivate the team to prepare the questions on the concept. [source 9th standard lesson on constitution]. Suggest them to take prior permission from teachers and correct the questions for different stages and give suggestion to follow it [give complete freedom to children's creativity] lastly appreciate the correct concept, and also guide the concepts which has to be corrected.</p> <p>3.9 Creation of Mindmap:- Tell the children to create a mind map on fundamental rights given in the constitution Ex:- </p>

4. Analyze the factors responsible for the Indian social awareness and social reforms.

(Total Days -3)

* They learn about the Indian social reformers.
 * They learn about Basaveshwara and Ramanujacharya.
 * They will know about Dayananda Saraswathi, Swami Vivekananda

- 4.1 Impromptu speech.
- 4.2 Act on the spot.
- 4.3 Seminar.
- 4.4 Presentation on Subject
- 4.5 Essay writing
- 4.6 Preparation of mind map.



4.7 Album making.



- 4.8 Singing Ballads.
- 4.9 Autobiography.
- 4.10 Dumb sharrads [Example: -If I become Basavanna--?]
- 4.11 Activity on Treasure Hunt.
- 4.12 Activity on word table.

4.11 Impromptu Speech:-

Teachers should prepare the list of social reformers. Write their names separately in different chits and put in the box, Let children pick and speak.

4.12 Word-Table Activity

As shown below, prepare the table of letters, identify the names of the social reformers and let children fill it with colours.

ಲೆ	ಸ	ತ	ನಿ	ಇ	ಸ	ಉ	ಗಾ	ರ	ದಿ
ಜ	ಕ	ದ	ನೇ	ಟ	ಕ	ಯ	ಶ	ದ	ಪ
ಮ	ಡ	ಣೆ	ಕಾ	ರ	ಜ	ವೇ	ಪ	ಚ	ಲ
ಕ	ದ	ಯಾ	ನಂ	ದ	ಸ	ರ	ಸ್	ತಿ	ಡ
ರ	ಳ	ಡ	ದ	ಬ	ಪ	ಆ	ಇ	ಜ	ಅ
ಬ	ಹ	ಜ	ಎ	ರು	ಜ	ನು	ಮಾ	ರಾ	ಕ
ಡಿ	ತ	ಪಂ	ಲ	ಲ	ಪ	ರ	ಲ	ರ	ಯ

<p>5. They analyse the causes for 1857 Revolt and causes for the Rise of India's National freedom movement.</p> <p>(Total Days -3)</p>	<p>*Analyse the causes for the Revolt</p> <p>*Identify the causes for the failure of Revolt.</p> <p>*Analyse the effects of Revolt</p>	<p>5.1 Performance of Drama.</p> <p>5.2 Debate competition.</p> <p>5.3 Presentation of subject.</p> <p>5.4 View of video clipping.</p> <p>5.5 Individual role play(Example :- Jhansi Rani Lakshmi Bai)</p> <p>5.6 Flast card.</p> <p>5.7 Mime(dumbsharrod)</p>	<p><u>5.1 Performance of Drama :-</u></p> <p>From students [or take the help of drama teacher if provided]</p> <p>Prepare a dialogue, create the roles, facilitate the children to choose the interesred role they like, summarize all the learning points of the lessons which are included in the chapter.</p> <p><u>5.4:- View on Video clippings:-</u></p> <p>Arrange to show the video clippings to show the video clipping of "Bharath Eak Koz" broadcasted in doordarshan.</p> <p>Let the children talk about main points, summarize with learning points.</p> <p>To watch the video use the below youtube link</p> <p>https://youtu.be/qYz6qtJwoY4</p>
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<p>6. They will list out the causes for the rise of British power in India and various policies of the British.</p> <p>(Total Days -3)</p>	<ul style="list-style-type: none"> * They learn about subsidiary alliance system. * Analyse the policy of Doctrine of Lapse” * Explain the policy of British Education system 	<p>6.1 Role play.</p> <p>6.2 Individual Role play.</p> <p>6.3 Debate competition report on Macalay’s Education Policy</p> <p>6.4 Identifying the places on the map.</p> <p>6.5 Children’s chit chat platform[ideal talk].</p> <p>6.6 Model activity on home group and expert group.</p>	<p>6.1 Role Play:- Identify the three roles [Example:- Lord Wellesly, Dalhousie and Macaulary] prepare the students for this role with students for this role with dialogues. Facilitate them to deliver the dialogue and converse in manuscript form , in the Royal decree Instruct the other students to listen to it take the feedback form the children</p> <p>6.6 Home Group and Expert Group Model Activity:- Create two groups of children. Ask students of the expert group to answer the questions asked by the students of the home group.</p> <p>[Let the teachers also be in the expert group]</p> <p>6.3 Seminar :- Macanlay’s Education Report :- Make the students to read the historical letter of Macaulay and conduct a debate. Consolidate the information summarize the learning points.</p> <div data-bbox="1444 1040 1772 1300" data-label="Image"> </div>
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<p>7. Creating an awareness on consumer education (Basic learning outcome)</p> <p>(Total Days -2)</p>	<p>*Adulteration of the substance .</p> <p>* Cheating on prize</p> <p>* Differences in weight</p> <p>*The importance of consumer education.</p>	<p>7.1 see the picture and explain the incident</p> <p>7.2 Poster[Jago Grahak Slogan]</p> <p>7.3 Debate [Ex:- What do you do if you are cheated while purchasing the goods]</p> <p>7.4 Display the substance and collect the information</p> <p>7.5 Advertising display</p> <p>7.6 Dramatic performance</p> <p>7.7 Visit to a place [visit to district consumer forum]</p> <p>7.8 Introduction to main customer conflicts.</p>	<p><u>7.4 Exhibit the display and collect the information:-</u></p> <p>Tell the children to bring the wrapper of any product purchased for the home to school. Let them collect the informations[Ex:- name of the firm, maximum prize, manufactured date, expiry date, quality mark, weight e.t.c], Let the children tell orally</p>
<p>8.They learn the role of local self government in ,aintaining health cleanliness and other facilities.</p>	<p>*Rural local self government</p> <p>*Formation of Grama Puchayath</p>	<p>8.1 Visit to a village and collection of information[information about the facilities we have andhave not's]</p>	<p><u>8.1</u>Visit to Grama/Ward-collection of information.</p> <p>Tell the students to collect the information about the facilities needed and health, cleanliness and reforms needed in their town and present the same in the class.</p>

<p>(Total Days -3)</p> <p>8.They learn the role of local self government in maintaining Health, Cleanliness and other facilities.</p>	<p>Functions and significance of grama panchayath.</p>	<p>8.2 Children's chit chat[ideal talk] platform.</p> <p>8.3 Mock Grama Sabha.</p> <p>8.4 Treasure Hunt.</p> <p>8.5 Plan for Grama Sabha.</p> <p>8.6 Visit to Grama Panchayath.</p> <p>8.7 Creation of Mind map..</p> <p>8.8 Collage making [deprived of facilities and Model Grama Panchayath]</p>  <p>8.9 Impromptu dpeech[If I become president of Grama Panchayat----?-----]</p> <p>8.10 In interview to the president of grama panchayath.</p>	<p>8.4 Treasure Hunt:-</p> <p>Prepare the flashcard on the facilities of Grama Panchayath, On the black board through writing the map give the clue where it has been hidden. Let the teams of student go to their respective places, collect information a make a short note. Let all the team meet and present the topic.</p> <p>8.7 Let us create a Mind Map:-</p> <p>From pre-knowledge about grama and grama panchayath , tell the students to speak, classify on the blackboard and create mind map.</p>
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<p>9. They learn the social problems and remedial measures.</p> <p>(Total Days -3)</p>	<ul style="list-style-type: none"> * Gender discrimination *Child labour *Untouchability, female foeticide sexual Abuse 	<p>9.1 Collect of Newspaper information</p> <p>9.2 Child labour survey and date collection.</p> <p>9.3 Quiz.</p> <p>9.4 See the picture and illustrate the incident.</p> <p>9.5 Speech competition .</p> <p>9.6 Drama.</p> <p>9.7Interview.</p> <p>9.8 Ballads.</p> <p>9.9 Model of learning station.</p>	<p><u>9.2 Child Labour Survey and date Collection:-</u></p> <p>In the area where the student resides, form the school, if any drop out students are found, survey the child labour and collect information has to be told to the students.</p>
<p>10.They will learn the Nation Income and Indian economy different Zones.</p> <p>(Total Days -3)</p>	<ul style="list-style-type: none"> * Concept of National Income and per capita Income. *Primary sector *Secondary sector *Tertiary sectors 	<p>10.1 Interview with a farmer</p> <p>10.2 List and classification of different occupations of people in your sector</p> <p>10.3 Essay writing:-</p> <p>(Agriculture is the backbone of Indian economy)</p> <p>10.4 Conduct students parliament and held a</p>	<p>10.1 <u>Interview with the farmer</u></p> <p>Ask the children to do an interview of their hometown farmer, collect the information about the crops grown by them, methods adopted in farming practices .</p>

		<p>comprehensive discussion on agriculture problems.</p> <p>10.5 Album making(other occupations)</p> <p>10.6 An ideal talk on Business, commerce coming in the magazines and Newspaper..</p>	
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