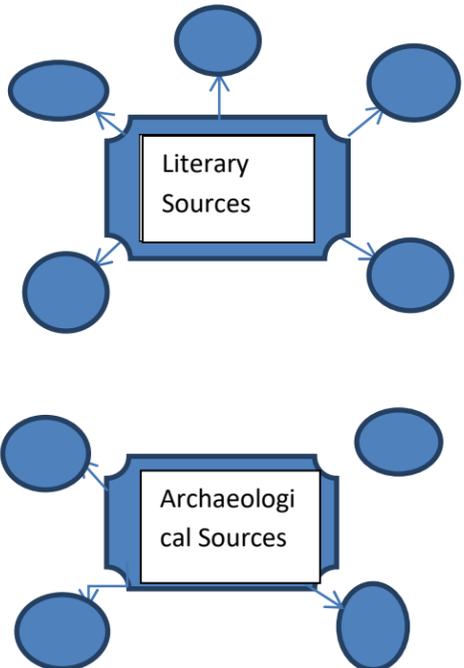
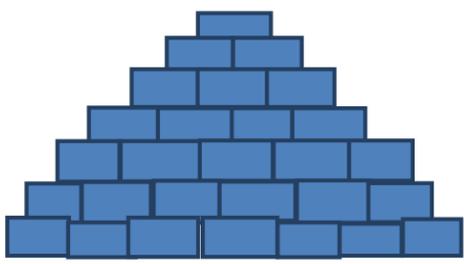
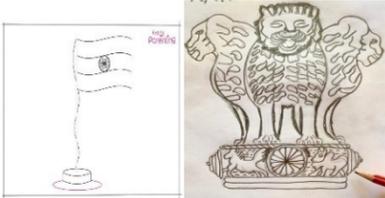


8 TH STANDARD	BRIDGE COURSE PROGRAMME	SOCIAL SCIENCE																																																																																																					
Expected Learning outcomes	Teaching points	Suggested Activities	Instructions for activity management																																																																																																				
<p>3. Appreciate the significance of Bhakti and Sufi saints in encouraging harmony and social awareness.</p>	<p>3.1 Know the promoters of Bhakti Panth and Sufi saints.</p> <p>3.2 Understand the teachings of Bhakti and Sufi saints.</p> <p>3.3 Students grasp the teachings taught by the Sufi saints.</p>	<p>3.1 CARD SHUFFLE GAME: A card containing the photos of Bhakti and Sufi saint, prepare an another card of details related to the photo and understand it.</p> <p>3.2 COLLECTION OF PHOTOS: Collect the photos of Bhakti and Sufi saints.</p> <p>3.3 ROLE PLAY/ CINEMA WATCHING: Instruct to perform the role play of Bhakti and Sufi saints.</p> <p>3.4 INTERVIEW: Interview the local matt, guru and maulvi.</p> <p>3.5 VISITING: Visiting temples, gurudwars and dargas.</p> <p>3.6 THE WORD SQUARE: Pick out the names of Bhakti and Sufi saint from the word grid with the help of the given hints.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>a</td><td>Pu</td><td>d</td><td>b</td><td>y</td><td>r</td><td>h</td><td>p</td><td>t</td><td>w</td></tr> <tr><td>b</td><td>ran</td><td>y</td><td>s</td><td>d</td><td>h</td><td>Mee</td><td>ra</td><td>ba</td><td>i</td></tr> <tr><td>t</td><td>da</td><td>b</td><td>h</td><td>j</td><td>f</td><td>y</td><td>g</td><td>y</td><td>b</td></tr> <tr><td>s</td><td>ra</td><td>t</td><td>s</td><td>g</td><td>y</td><td>b</td><td>h</td><td>w</td><td>y</td></tr> <tr><td>j</td><td>da</td><td>j</td><td>h</td><td>d</td><td>u</td><td>b</td><td>u</td><td>r</td><td>y</td></tr> <tr><td>u</td><td>sa</td><td>m</td><td>j</td><td>m</td><td>g</td><td>b</td><td>g</td><td>r</td><td>g</td></tr> <tr><td>e</td><td>t</td><td>b</td><td>c</td><td>t</td><td>s</td><td>w</td><td>h</td><td>r</td><td>t</td></tr> <tr><td>w</td><td>d</td><td>r</td><td>d</td><td>r</td><td>r</td><td>h</td><td>t</td><td>r</td><td>y</td></tr> <tr><td>t</td><td>u</td><td>Ni</td><td>za</td><td>mu</td><td>ddi</td><td>n</td><td>Ou</td><td>li</td><td>a</td></tr> <tr><td>b</td><td>i</td><td>s</td><td>f</td><td>ñ</td><td>h</td><td>h</td><td>n</td><td>b</td><td>k</td></tr> </table>	a	Pu	d	b	y	r	h	p	t	w	b	ran	y	s	d	h	Mee	ra	ba	i	t	da	b	h	j	f	y	g	y	b	s	ra	t	s	g	y	b	h	w	y	j	da	j	h	d	u	b	u	r	y	u	sa	m	j	m	g	b	g	r	g	e	t	b	c	t	s	w	h	r	t	w	d	r	d	r	r	h	t	r	y	t	u	Ni	za	mu	ddi	n	Ou	li	a	b	i	s	f	ñ	h	h	n	b	k	<p>3.1 Paste the photos of eight Bhakti and Sufi saints in the flash cards. Like so, write the name and details related to them in other eight more flash cards. Hang the flash card reverse which has the photo, call the students to find out the photo and ask them to say the name and co-operate to explain.</p> <p>3.3 Show the devotion oriented film to the students. Give the roles of Bhakti saints to the students and make them perform play. (Kanakadasa, Sharif.....etc cinema)</p> <p>3.5 Get the students to the field view of the local temples, Gurudwars and Dargas. Collaborate to gather information.</p> <p>3.6 THE WORD SQUARE: Teachers frame the table of 10 or 12 boxes at the top and the bottom with the names of the Bhakti and Sufi saints with many other names, and help the students to find Bhakti and Sufi saints names and circle it.</p> <p>GET TO BE DONE IF POSSIBLE:</p> <ul style="list-style-type: none"> • Collect and sing Meera Bhajans • Call the folk artists to school to sing eulogy and Bhajan. <p>(Days -03)</p>
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<p>12. Analyse the nature, reasons of the revolt of 1857 and causes for its later development.</p>	<p>12.1 Know the immediate cause of the revolt.</p> <p>12.2 Know the immediate cause of the revolt.</p>	<p>12.1 IMPROMPTU SPEECH: Arrange the impromptu speech/pick and speak contest for the students on the Indian leaders who are responsible for the revolt of 1857.</p> <p>12.2 LOCATING MAP: On an outline map of India during 1857, locate the</p>	<p>12.1 Give information to the students about the topics with the help of the key points' chits of 1857 revolt.</p> <p>12.2 Write the names of the places of revolt,</p>																																																																																																				

	<p>12.3 Recall the prominent leaders who fought.</p> <p>12.4 Analyse the failure and consequences of the revolt.</p>	<p>areas which were under the policy of “Doctrine of Lapse”.</p> <p>12.3 LEARNING STATION: Design the learning stations for political, economic, military, administrative and immediate reasons which caused the revolt of 1857 and make them practice.</p> <p>12.4 ALBUM MAKING: Collect the photos of the leaders who took part in the revolt and prepare an album in the school.</p> <p>12.5 VIDEO DISPLAY/CINEMA VIEW: Show the cinema of Mangal Pandey.</p> <p>12.6 DRAMA : Display the drama of the revolt’s immediate cause, based on the sample picture given below:</p>  <p>12.7 BALLAD BUILDING: Make them sing the historical events in the form of ballad.</p>	<p>areas which were under “ The Doctrine of Lapse” policy in chits and put it on the table. Cooperate the students to find out/locate and paste the chit of place they got on the sample map.</p> <p>12.3 Create six learning rooms in the class and facilitate for subject based learning.</p> <p>12.4 Collaborate to collect pictures through school library, internet and magazines.</p> <p>12.6 PLAY: Acting the immediate cause of the revolt in the form of play. Share the roles of Mangal Pandey, Major Hudson, The Indian soldiers and The British soldiers to the students. Facilitate students to act the dialogue of why they do not use enfield rifles. (Days -03)</p>
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<p>13. Explain the steps taken by the government regarding women empowerment and environmental movement along with the examples.</p>	<p>13.1 Understand the role of women in the freedom struggle.</p> <p>13.2 Know the achievement of women in the construction of the society.</p> <p>13.3 Explain the formation and functions of self help group of women.</p> <p>13.4 Name the women in the development of Karnataka after independence.</p>	<p>13.1 LIST OUT: List out the names of women who have made achievement historically and socially.</p> <p>13.2 INTERVIEW: Interview your local achieved women and collect the factors of their motivation</p> <p>13.3 VISITING: Visit your nearest woman's club and collect the details.</p> <p>13.4 DEBATE COMPETITION: Hold an open discussion on the topic " Is it possible for a woman to lead independent life?"</p> <p>13.5 FETCHING DETAILS: Fetch the details on " Women' s Day Celebration"</p> <p>13. 6 Woman oriented drama display/show</p> <p>13.7 Children's Chit-chat Sitout Forum: Create children's chit-chat sitoout forum and conduct a chit chat programme on the status of women, reservation, women achievers, male-female discrimination.</p>	<p>13.1 Explain the names of the women with the examples who achieved in the field of politics, economy, aviation, industry, transport, education, sciences, defence, environment, technology, sports, literature etc in pre independence and post independence.</p> <p>- Motivate for oral and written presentation.</p> <p>13.2 Invite the woman member of the local organization to your school. Interview on the status of women.</p> <p>13.3 Motivate to visit the nearest woman's club, and know the role of the organization in making women empowerment.</p> <p>13.5 Facilitate to gather information about the women's programmes conducted by different organizations.</p> <p>13.7 Divide the class students into 2 teams, name the teams and motivate the teams to chit chat/discuss subjectwise.</p> <p>(Days -03)</p>
<p>2. Recognise the various sources of the history, categorize them and define them.</p>	<p>2.1 Stir the concept of history.</p> <p>2.2 segregating the sources of history.</p>	<p>2.1 LIST OUT: List out the oral sources and archeological sources from the given points.</p>	<p>2.1 Make the students to segregate and list out the oral sources and archeological sources from the given points: 1 ballads 2. Coins 3</p>

	<p>2.3 Explain the role of sources in writing history.</p>	<div style="text-align: center;">  </div> <p>2.2 ALBUM MAKING: Collect the pictures of monuments, coins, inscriptions, historical places, ballads, folk tales and make an album.</p> <p>2.3 GROUP DISCUSSION: Discuss on how the sources are helpful in writing history.</p> <p>2.4 STORY TELLING: Express the history of your town/village in story form. Know how that name came.</p> <p>2.5 PLACE VISIT: Visit the historical places of your town/village.</p>	<p>monuments 4 legends 5. native literature 6 inscriptions 7 foreign literature 8 other remains 9 folk tales</p> <p>2.2 Help to collect the pictures of monuments, coins, inscriptions, historical places through using news papers, magazines and internet.</p> <p>2.3 Encourage the students to discuss in groups by dividing monuments, coins, legends, native literature, foreign literature, inscriptions and folk tales in groups.</p> <p>2.4 Facilitate to know how their town got the name? and to know the stories about their town literature and archaeological sources.</p> <p>2.5 Visit the nearest ancient temple, monument and historical places and try to know the history of it. Help to list out the sources of it, segregate and write. (Days-03)</p>
<p>22. Understand the geographical codes and signs using on the map. Categorize the different types of maps. Identify the unit points necessary for map structure. Ex: scale (measurement), distance, direction and sign/symbol. Know the use of sign and code.</p>	<p>22.1 Know the method of drawing map and types of maps.</p> <p>22.2 Know the sign, code of the map and their use.</p> <p>22.3 Understand the skill of colouring the map and reading map.</p>	<p>22.1 Pyramid formation: Fill the appropriate answer in the pyramid boxes based on the clues and according to the numbers.</p> <div style="text-align: center;">  </div> <p>22.2 Rangoli contest of map drawing: Draw the map of India in Rangoli and fill the colour.</p> <p>22.3 Model making: Prepare a model of compass, showing directions.</p> <p>22.4 Mock act: Form the</p>	<p>22.1 Teachers frame the model pyramid. Here the clues are jumbled. Help to fill the correct answers in the pyramid. CLUES:</p> <ol style="list-style-type: none"> 1. Strait which India has (1) 2. Which is our state? (4) 3. Tip of India (5) 4. Sacred river of India (2) 5. India is an—Island (3) 6. North hill range of India (7) 7. Indian state which has the highest population (6) <p>22.2 Facilitate to conduct the contest of drawing map of India and states and contest of colouring map in the school.</p> <p>22.4 Facilitate the</p>

		<p>team of 8 people and act relatably introducing directions.</p> <p>22.5 Word Puzzle on riddles: Knowing the states in Indian map, frame the riddles to know the districts of our Karnataka state.</p> <p>22.6 List out: List out the Indian states and Union territories.</p>	<p>students to introduce themselves as the directions by allowing them to stand in 8 directions.</p> <p>22.5 Help to frame riddles: ex: 1. Rama is in that town/city 2. Our state language is in the opposite direction of the south. 3. Pictures are carved on the way. 4. Many doors are in forts. 5. Great demand for buds in the city of Shiva. 6. Entered the city by hoisting the flag of victory. 7. Dyavanna drew the line of his town owner 8. Chamaraja is the name of the king of that city. 9. Yadavas are residing amidst of the hills. 10. Raya has sent his daughter to a small town. (Days-03)</p>
<p>14 Identify the national flag, national symbol, national anthem and national festivals.</p>	<p>14.1 Know about the structure,design and the Significance of the national flag of India.</p>	<p>14.1 Drawing the picture :Apply the beautiful colour to the pictures of national flag and national emblem and inform the significance of it.</p>	<p>14.1Facilitate to colour the given pictures of the national flag and national emblem and to know the significance of it.</p> 
	<p>14.2 Know about the national emblem,design,message, and its significance.</p> <p>14.3 Understand about the draft of the anthem, history,dignity and its significance.</p>	<p>14.2 Singing contest: Conduct a contest on singing National anthem.</p> <p>14.3 Essay contest: Write an essay on the national festivals.</p> <p>14.4 Album making: Collect the pictures of our national emblems and prepare a beautiful album.</p> <p>14.5 Recognising the pictures and naming: Identify the following pictures. Name our national emblems.</p> 	<p>14.2 Conduct a singing contest of the National Anthem in the class. Motivate to observe the pronunciation, clarity, dignity and voice modulation of our national anthem.</p> <p>14.7 Cooperate to celebrate the different national festivals in the school and to show the video clippings of various national festivals.</p> <p>14.4 Cooperate to collect the pictures immensing the respect of our country,national emblems and to framea beautiful album.</p> <p>14.6 Motivate to enact by giving prior information about the role of costume to the children.</p>

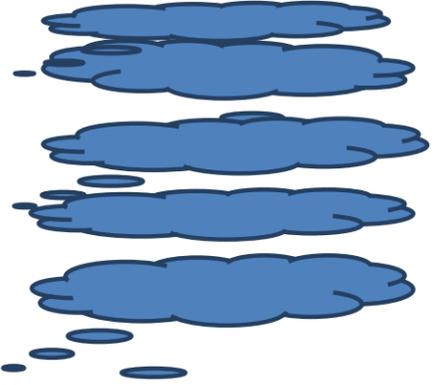
	<p>14.4 Comprehend the significance of the different national festivals.</p>	<p>14.6 Costume contest: Conduct a costume contest of National emblems and national leaders.</p> <p>14.7 Cinema watching: Watch the movie of SangolliRayanna depicting national devotion.</p>	<p>14.7 Introduce about movie depicting national love by giving details. (Days-03)</p>
<p>17 Differentiate between the children rights and human rights and know their significance.</p>	<p>17.1 Understand the meaning and significance of the children rights.</p> <p>17.2 Understand the meaning and significance of human rights.</p>	<p>17.1 Segregating: Identify the pictures of violation of children rights and human rights and segregate it.</p> <p>17.2 Debate contest: Discuss about the children rights and human rights.</p> <p>17.3 Information collection: Collect the contexts of violation of children rights and human rights happening in our country.</p>	<p>17.1 Teachers get the examples of violation of children rights and human rights from children of their surrounding and inform to segregate it.</p> <p>17.2 Create groups in the class. Give cards of each right. Facilitate to discuss in group.</p>
		<p>17.4 Report preparation: Prepare a small report on the rights you use in your home and the rights which your family members have not given you.</p> <p>17.5 Collection of photos: Collect the photos of the persons who fought for the human rights in the world.</p> <p>17.6 Display: Observe the given pictures carefully. Write the six fundamental rights given by our constitution to the citizen in the conceptual indicated place.</p> <p>17.7 Person Interview: Visit the NGO and ask about safeguarding /protection of children and get the answer.</p>	<p>17.3 Inform to use the events occurring in surrounding to children, examples, television, and news papers.</p> <p>17.4 Encourage to gather the details about the rights which children experience.</p> <p>17.5 Introduce/Make themselves only introduce the different fighters of Human rights. Assign a project of collecting details.</p> <p>17.6 Display the charts which reflect 6 fundamental rights. Children should explain it.</p> <p>17. 8 Facilitate to interview the school by NGOS of women and children welfare.</p>
		<p>17.8 Drama display: Drama of children safety/protection</p> <p>17.9 Draft biography:</p>	<p>17.8 Show the movie of children protection in the school, motivate to perform model model dramas.</p> <p>17.9 Let the children study the biography of Kailasathyartha, Malala, Nelson Mandela, Gandhiji and share it.</p> <p>17.8 Watch Satyameva jayathe U tube and</p>

discuss.
(Days-03)

C 01. Identify the pictures of violation of children rights and human rights given to you. Categorize into children rights and human rights. Write in related scheduled list.



C 02 Guess the following pictures and name the fundamental rights.



Instructions:

- Frame the children groups.
- Teachers introduce the pictures.
- Display the picture charts reflecting six fundamental rights, ask them to identify.
- Facilitate the children to draw in conceptual picture by answering.

Sl No.	Children rights	Human rights
1		
2		
3		
4		
5		
6		

Instructions: Frame the children groups.

- Get the examples from the children about the violation of children rights and human rights.
- Introduce the picture with the children.
- Get the answer from the children, categorize and facilitate to write in the related list.

4. Identifying the developmental reasons for ancient civilizations, rivers responsible for it and explain the contributions to the society and culture of the world.

4.1 Locate the rivers responsible for the Indus, the Egypt, Mesopotamia and Chinese civilization or an outline map of the world.

4.2 Know the city life, administration, social, economy, trade and religious system of the Indus, Egypt, Mesopotamia and Chinese civilization.

Know the city life, administration, social, economic and religious conditions.

4.1 Debate contest: Discuss about the factors responsible for the rise of the civilizations.

4.2 Map drawing: On an outline map of India, locate the rivers responsible for the ancient civilizations.

4.3 Essay writing: Write an essay about the town planning of Indus civilization period.

4.4 Table formation: Frame a table showing the differences among the different civilizations and write.

4.1 Introduce the reasons for the rise of civilization by discussing on it.

4.2 Develop the skill of drawing the outline map of the world and introduce the continents, facilitate to locate.

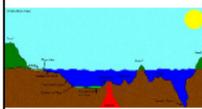
4.3 Frame a table of different civilizations, encourage to answer by differentiating.

4.5 Facilitate to use U tube, Google, newspapers and magazines.

4.3 Differentiate the factors among the

4.5 Album making: Collect the pictures

4.6 Prepare two lists of the ancient and present civilization.

	<p>various ancient civilizations.</p> <p>4.4 Comparing the present civilization's way of life to the ancient civilizations.</p>	<p>of the 7 wonders of the ancient world.</p> <p>4.6 List out: Prepare a list of the specialities of ancient and present civilizations.</p>	<p>Prepare facility cards. Facilitate to compare and differentiate. (Days -03)</p>
<p>7. Explain the reasons for the rise of new religions in India and accept the changes by verifying it.</p>	<p>7.1 Know the factors responsible for the rise of new religions.</p>	<p>7.1 Debate contest: Discuss the factors responsible for the rise of new religions. 7.2 Role play: Make the performance of "The great sacrifice" of Buddha.</p>	<p>7.1 Facilitate to gather information on the reasons for the rise of new religions. 7.2 Narrate the stories related about Buddha and Mahaveera.</p>
	<p>7.2 Know about the life of Buddha and Mahaveera.</p> <p>7.3 Know the teachings and principles of Buddha and Mahaveera.</p> <p>7.4 Apply the teachings and principles of Buddha and Mahaveera to the present social life.</p>	<p>7.3 Presentation of the topic: Make the teachings of Gauthama Buddha and Mahaveera questioning some of the practices of vedic period and present the topic on it.</p> <p>7.4 Drama display: Conduct a drama display of the dialogue between Angulimaala and Buddha.</p> <p>7.5 Essay writing: Write an essay on the impact of Jainism and Buddhism on the Indian society.</p> <p>7.6 Name: With the help of the Ashoka chakra picture, write the principles taught by Gauthama Buddha on each strokes.</p> <p>7.7 List out: List out the religious festivals celebrated locally.</p>	<p>7.3 Motivate to analyse the factors of vedic period which are against the aspirations of the Indian society.</p> <p>7.4 Facilitate the children to watch Jataka tales and cinema.</p> <p>7.4 Frame the children into teams, distribute the roles and cooperate to practice.</p> <p> 7.6 With the help of this picture, introduce the values by showing fingers from the children on every stroke. (Days -03)</p>
<p>18. Identify the prominent geographical features such as oceans, rivers, mountains, grounds and border areas of Asia. (periods – 03)</p>	<p>18.1 Draw the outline map of the world and locate the areas.</p> <p>18.2 Understand the information about the geographical features of the world.</p> <p>18.3 Know the information of the world's continents, oceans, countries, mountains, grounds and borders.</p>	<p>18.1 Map drawing: Draw a map containing the geographical features of surrounding town area.</p> <p>18.2 Locate the places: Draw an outline map of the world and locate the prominent continents.</p> <p></p>	<p>18.1 Introduce the geographical features of their surrounding environment and cooperate to draw the map.</p> <p>18.2 Take the help of model world map to introduce to the students and motivate to draw the map.</p> <p> 18.3 Encourage to fill the colour to the ocean grounds in rangoli as in the below rangoli model.</p>

		<p>18.3 Draw the picture of Rangoli: Prepare a picture of the world's deepest ocean grounds through rangoli.</p> <p>18.4 Information collection: Collect the information of the world's continents, oceans, countries, mountains, grounds with the help of the school library.</p>	<p>18. 5 Guide the children to use the school library and map. Assist to frame questionnaire.</p>
		<p>18.5 Quizprogramme: Conduct a quiz programme on the geographical features of the world.</p> <p>18.6 Album making: Make an album of the different land maps.</p> <p>18.7 Video show: Watch the geographical videos which telecast in the Animal planet geographical channel.</p> <p>18.8 List out and relate:List out the local river, mountains, hill station, grounds and write relating these..</p>	<p>18.6 Facilitate to draw the model maps of hobli, taluk, district, state, country and abroad.</p> <p>18.7 Cooperate to watch the internet and U tube videos.</p> <p>18.8 Introduce the local river, mountains, ground and geographical features and motivate to write relating them. (Days -03)</p>