

In the year 2021-22 Bridge course programme

30 Days Bonding:-Capacity annexureprogramme

9th standard

Subject : Social Science

Expected Learning Outcome	Learning Points	Suggestive Activities	Instructions for Activity Management
<p>1.They would have appreciated the achievement and contributions of Vijayanagar Rulers [Learning Outcome -01-7th standard]</p>	<ol style="list-style-type: none"> 1. Dynasties that ruled over vijayanagar. 2. Prominent Rulers and their contributions. 3. Cultural contributions. 	<ol style="list-style-type: none"> 1.1 Treasure hunt activity. 1.2 Picture collection (Relating to Art and Architecture) 1.3 Glorious story of Hampi 1,4 Mock - Trade 1.5 Preparing the list 1.6 Watch the kannada movie “ Sri Krishna devaraya “-Starring by Dr.Rajkumar Web: https://youtube/soGnX1u/ZGU 1.7 Construction of genealogical tree 1.8 Learning platform Drama on “RakkasaTangadi”. 	<ol style="list-style-type: none"> 1.1 Hide and keep in distant places about informations and pictures on rulers who ruled over vijayanagara and ask them to arrange in chronological order collect the names of “Astadiggajas”. 1.4 Instruct the students to do the mock trade, trading pearls and precious stones which occurred during vijayanagar period. <p>[Total Days – 03]</p> <ol style="list-style-type: none"> 1.6 Teachers in school let students watch “Sri Krishna devaraya movie”.(war scenes) 1.8 Create learning platform. Let students write information and present on contributions of important rulers.

<p>1. They describe the contributions of Bahamani Sultans in the field of literature, art and architecture [learning outcome-02, 7th standard]</p>	<p>1. Establishment of Bahamani Kingdom. 2. Contributions of Muhammad Gawan. 3. Cultural contributions.</p> 	<p>2.1 Visit to place [Local Masjid] 2.1 Picture collection 2.2 Information collection. 2.3 Arranging in chronological order 2.4 Quiz 2.5 Performance on short play 2.6 Autobiography</p>	<p>2.2. Collect the information and pictures during the Bahamani rulers period, List out the features of architectural styles of Bahamani and Vijayanagar and observe the difference. 2.7 Ask them to read the Autobiography of Hasan Gangu Bahaman Shah. [Total Days – 01]</p>
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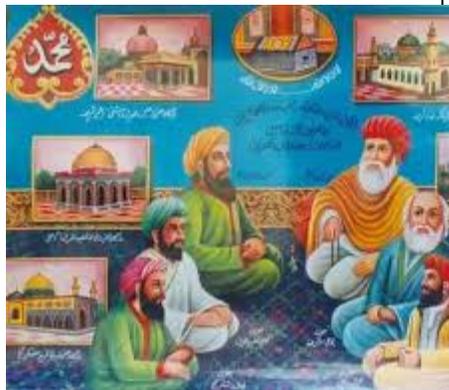
2. The role of Bhaktipanth in bringing out the religious harmony. The teachings of saints and Dasas are explained
 [Learning outcome- 03,7th standard]

1. The three Aacharyas



2. Bhakti Saints

3. Sufi Saints



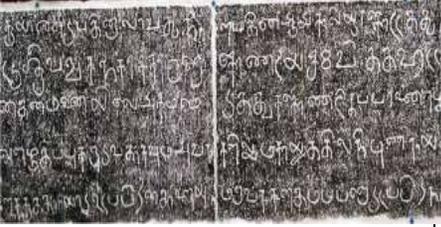
- 3.1 Role
- 3.2 Short play performance
- 3.3 Photo collections of Bhakti Saints
- 3.4 Teachings of Sufi saints, collection of autobiographies
- 3.5 Collection of Vachanasongs
- 3,6 group activity
- 3,7 Quiz
- 3.8 Dance songs
- 3.9 Watching movie
 Weblink;
<https://youtu.be/B6wHMFAKE8K>
- 3.10 Mock parliament [First parliament of World]
- 3.11 Learning station
- 3.12 Watching the movie on "Santa ShishunalaSharieff".

- 3.1 Ask the students to do role play on the tree Aacharyas
 - 3.2 Assign the role play of Basavanna.
 - 3.6 Divide the class into various group's .Ask them to collect the information of various Bhaktisaints and to share in the class.
 - 3.7 Arrange the Quiz on sharanas, Bhakti saints,life of sufi saints and their teachings.
 - 3.10 Arrange the show-case of AnubhavaMantapa wherein various sharanas tried to eradicate caste system.
 - 3.11 Keep the information of Bhakti saints in various learning platforms and ask the students to visit and collect information.
- [Total Days – 02]**

<p>4.They learn about the influence of Sultans and Moghul Rule on Political, Social economical and cultural life of the people. [Learning concept=-6- 7th standard]</p>	<p>1. Cultural contributions of Delhi Sultanate and Moghul period.</p>	<p>4.1 Group discussion 4.2 Preparation of lists [festivals, professions] 4.3 Collection of monument pictures 4.4 Autobiography 4.5 Learning platform 4.6 Conversation 4.7 Group discussion 4.8 Collection of words from different language.</p>	<p>4.1 Divide the class into groups assign one cultural contribution learning concept to every group , let them collect information, facilitate for discussion. 4.3. Mae the students to collection the pictures of monuments and observe analyse the differences in the structure of building. 4.6 Do discussion on the cultural contribution of Delhi Sultans and Mughal period. 4.8 Visit the Revenue Department and motivate them to collect the words used their in other languages[Ex: Shirastedar, Pahani, Patta, Bagarhukum, e.t.c.,] [Total Days – 02]</p>
<p>5.Summarize the life and achievements of Shivaji [Learning outcome 07- 7th standard]</p>	<p>1. Early life of Shivaji 2. Military Achievement 3. Administrative Reforms.</p> 	<p>5.1 Video display 5.2 Picture collection on Forts. 5.3 Drawing 5.4 Dramas 5.5 Construction of Map 5.6 Role play 5.7 Mock on Royal court 5.8 Make them to narrate the</p>	<p>5.1 Video display on the assassination of Afzal Khan by Shivaji. 5.5 Cocate the conquered places of Shivaji during the reign of marathas. 5.6 Create the comparative concept of Astapradhanas with present Cabinet Ministers.</p>

		<p>story.</p> <p>5.9 More information on Guerilla Warfare.</p>	<p>[give different roles to students and ask them to act like Astapradhans. Later ask them to enact like present modern ministers]</p> <p>5.8 Grandmother stories.</p> <p>[[Total Days – 02]</p> <p>5.9 Weblink on Shivaji’s information.</p> <p>https://youtu.be/AhBylSaCD-Y</p>
<p>6. They learn about Fundamental Rights, Duties, Directive Principles of state policy and the advantages the citizens gain from it.</p> <p>[Learning outcome-17, 7th standard]</p>	<ol style="list-style-type: none"> 1. To learn about the Fundamental Rights. 2. To know about the Fundamental Duties 3. To know about the Directive Principles of the state policy. 	<ol style="list-style-type: none"> 6.1 Learning station. 6.2 Debate 6.3 Group discussion 6.4 Mock show 6.5 Treasure hunt 6.6 Ideal talk 	<p>6.4 Demonstrate a mock show on the protection of public property and public behavior[4 creating awareness to students by making them to enact on the destruction of public property, and examples of damaging public property]</p> <p>Example:- Writing ugly words in the public places e.t.c.,</p> <p>6.6 Facilitate the students to discuss on Rights and Duties through ideal talk.</p> <p>[Total Days – 01]</p>
<p>7. Identify and locate his state Vidhanasadhha Constituency and local</p>	<ol style="list-style-type: none"> 1. Introduction to vidhanasabha and 	<ol style="list-style-type: none"> 7.1 Quiz 7.2 To locate on Karnataka 	<ol style="list-style-type: none"> 7.2 Ask the students to locate the vidhanasabha constituencies on

<p>Vidhanasabha member. [Learning outcome -18- 7th standard]</p>	<p>vidhanaparishath 2. Introduction to local Representatives</p>	<p>Map 7.3 Interview 7.4 Preparation of table [To know about the C.M or other members, from which constituency they are chosen.</p>	<p>the map of Karnataka. Locate the local vidhanasabha constituency. 7.5 Arrange an interview to the local M.L.A's if they are available. [Total Days – 02]</p>
<p>8.Describe the signifance and the role played by the Defence service. [Learning outcome -19 7th standard]</p>	<p>1. Introduction of Defence force. 2. Importance of Defence force. 3. Different types of Armed forces.</p>	<p>8.1 Preparation of cader list. 8.2 Collection of information. 8.3 Collection of pictures relating to military force. 8.4 An interview with local military person. 8.5 Video display Weblink: https://youtu.be/KxsdWBcaKvK</p>	<p>8.2 Ask the students to make a list of Defence Force in India and display in class. 8.1 Ask them to collect information on various posts available in the Defence Force. 8.3 Ask them to collect and store the pictures and information which are often published in the newspaper. 8.4 Make them to an interview with the retired military person 8.5 Witness the Republic Day Parade. [Total Days – 02]</p>

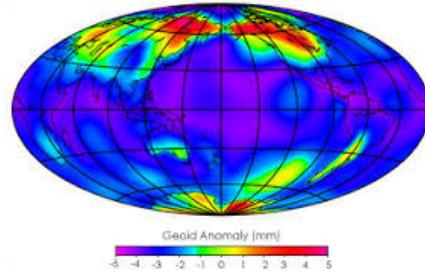
<p>9. They explain the Buddhism and Jainism teachings and differences in life style. [Learning outcome-06 8th standard]</p>	<p>1. They learn about Buddhism. Weblink: https://youtu.be/FwTVAPxiGGg.</p> <p>2. More information about Jainism</p>	<p>9.1 Role play 9.2 Autobiography 9.3 Dance song 9.4 Dance Drama 9.5 Conversation 9.6 Poetry writing 9.7 Drama</p>	<p>9.4 Teach them Dance drama on “KisaGautami”. 9.7 Facilitate to arrange the Dramas on Angulimala, BuddhanaNeralu, Mahanirgamana. [Total Days – 02]</p>
<p>10. They compare the cholas period local self-Government and present local self-government system. [Learning point 13 – 8th standard]</p>	<p>1. Village administration during the reign of Chola period. 2. Local self-Government.</p> 	<p>10.1 Visit/interview 10.2 Mock on Grama Sabha. 10.3 Dumb sherrod 10.4 Debate 10.5 Release of uttarameruru inscription.</p>	<p>10.1 Make them to visit the local gramapanchayath. 10.3 Provide an opportunity to students to enact as president, vice president of GramaPanchayath through Dumbsherrod and let them explain their function. 10.4 facilitate the students to discuss on the topic “Development of village is the true development of Nation”. [Total Days – 02]</p>

11. They explain the shape of the earth. They will draw the diagram of the earth showing circumference , equator and polar diameter.

They will distinguish between latitudes and longitudes.

They Identify the longitudes on globe and map.
[learning outcome-17-8th standard]

1. The Land Master



2. Latitudes and Longitudes

- 11.1 Observation
- 11.2 Modal making
- 11.3 Practical Activity

11.3 5 K.M from the Bedford Bridge in London, 5m high three poles were placed on flat western parallel. When it was observed from Telescope from the bridge the middle looked high. The experiment conducted in 1953 provided for definitive evidence of the shape of the earth.
[as described conduct the activity given below]
Geography , partner volume-01.

11.3 Observe the line of power poles on the ground from the high point. You can find the middle pole as high.
[Occasional overview read the ‘ Guruchettan’s Professional development literature]
[Total Days – 03]

<p>12. They understand the difference between weather and climate. [Learning point-19 – VIII standard]</p>	<p>1. Weather and climate . 2. Atmospheric Zones.</p>	<p>12.1 Survey 12.2 Listening and recording the weather report given by Doordarshan(T.V) and Radio. 12.3 Identifying in Maps. 12.4 Ideal talk.</p>	<p>12.2 Record daily changes that take place in the weather and prepare the map. 12.3 Identify the five zones. 12.4.Record the daily changes of the atmosphere for a week and facilitate the children to talk about its differences. [Total Days – 02]</p>
<p>13. To create awareness of various environmental planning programmes on land conservation. [Learning points-24-8th standard]</p>	<p>1. Awareness about school environment.</p>	<p>13.1.Overview of the school environment around the school. 13.2 Preparation of life biodiversity found in the surroundings. 13.3 Environment survey 13.4 parasitic classification. 13.5 Project preparation. 13.6 Visiting a place. 13.7 Witness a tele film. 13.8 Interview. 13.9 Soil Testing method Weblink:- https://youtu.be/O19NnSR6kok 13.10 Observation 13.11 Make them to write water literacy chart. 13.12 To go around the surrounding area .</p>	<p>13.3 Let’s recognize biodiversity. 13.4 Prompt them to identify the ty 13.4 Encourage them to divide garbage into wet and dry then to dispose it. 13.5 Facilitate them to prepare a plan on the usage of water. 13.9.Simple soil testing method watch Youtube clipping. 13.10 At school or at home finding out the percentage of sorted raw and dry garbage. 13.11 Calculate the amount of water you use per day and think about how little you can use. Construct a table , through this do confirmation of low usage of water.</p>

		[In India by going one round we can see 600 species. This number is very less in other countries]	[Total Days – 03]
14..To become aware about economic activities.	1. Financial Management of Home.	14.1 Preparation of Home Budget chart . 14.2 Preparation of Budget list of Kitchen. 14.3 Budget of Non-Financial commodity service. 14.4 Writing a diary. 14.5 Documentation.	14.1 A description of the various expenses of the house hold are collected and the balance sheet [Budget list] is prepared. 14.4 Motivate the students to write their day to day expense in their diary. 14.5 Register the various works of the town and workers occupation has to be recorded. [Total Days – 02]
15. They learn about Business organizations and classification of local enterprises.	1. Business organizations.	15.1 Interview. 15.2 Survey. 15.3 Going around the street. 15.4 Collection of newspaper information.	15.1 Facilitate to arrange the interview of local entrepreneur and enterprise. 15.2 Facilitate to do the survey on the prices and view the pricelist. [Total Days – 01]