

**SHRIMATI INDIRA GANDHI RESIDENTIAL SCHOOL  
SC-23, HOSADURGA (T), CHITRADURGA (D)**

**6<sup>TH</sup> STANDARD 2025-26  
SOCIAL SCIENCE  
LESSON PLAN**

**PREPARED BY KISHORA A,  
SOCIAL SCIENCE TEACHER.**

**VISION**

<b>Subject:- Social-Science      <u>History</u>      <u>Chapter-1 INTRODUCTION TO HISTORY AND PRE-HISTORIC SOCIETY</u>      Class:6<sup>th</sup> standard</b> <b>Beginning Date :      Ending Date:</b>						
<b>Teaching &amp; Learning Competencies</b>		1] Able to comprehend the concept of History. 2] Know the importance of History. 3] To know the role of sources in formation of history. 4] To understand the role of letters in classification of history. 5] Identifying the different stages of stone age and important locations. 6] Analysing the role of metals in the development of the civilization.				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	➤ Able to comprehend the concept of History.	• Ancient India Map	Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	<ul style="list-style-type: none"> <li>Know the importance of History.</li> <li>Analysis of meaning of 'history'</li> </ul>	➤ India Map	Check list	Observation	
EXPLAIN	PPT Presentation method	<ul style="list-style-type: none"> <li>To know the role of sources in formation of history.</li> <li>To understand the role of letters in classification of history.</li> <li>Identifying the different stages of stone age and important locations.</li> </ul>	Charts PPT	Flashing Cards	Performance Test	
	Discussion method			Check list	Observation	
EXPAND		➤ The role of metals in the development of the civilization.		Check list	Test	
EVALUATION		➤ Unit Test		Question paper	Written Test	
Teacher's Sign			Head Master/Principal's Sign			

<b>Subject:- Social-Science</b>	<b><u>History</u></b>	<b>Chapter-2 <u>INDIA-OUR PRIDE</u></b>	<b>Class:6<sup>th</sup> standard</b>
<b>Beginning Date :</b>			<b>Ending Date:</b>

<b>Teaching &amp; Learning Competencies</b>		1. Understanding how the modern European scholars helped the world to comprehend the glory of India 2. Understanding and feeling proud about the achievements of Indians in the fields of science and the knowledge 3. Comprehending the eternal values that Indians gifted to mankind and how they are relevant in modern times				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
<b>ENGAGE</b>	Question & Answer method	➤ Facilitator start hymn on 'Janani Janmabhumischa Swargadapi Gariyasi'. Then starts asking questions to the pupils regarding significance of motherland like 'India'.	• Ancient India Map	Questionnaire	Oral Test	
<b>EXPLORE</b>	Group discussion & PPT	➤ Facilitator introduces the concepts 'Bharata Khanda', 'Bharata,' Hindustan, 'India'. ➤ Analysis of meaning of 'Bharata'	➤ India Map	Check list	Observation	
<b>EXPLAIN</b>	PPT Presentation method	➤ Know about the European scholars discovered glory of India ➤ Narration the contributions of Indians to Mathematics ➤ Interpretation on influences of Indian culture outside of India ➤ Substantiate of some eternal values of India	Charts PPT	Flashing Cards	Performance Test	
	Discussion method			Check list	Observation	
<b>EXPAND</b>		➤ Make a chart of that eternal values of human life in India		Check list	Test	
<b>EVALUATION</b>		➤ Unit Test		Question paper	Written Test	

<b>Teacher's Sign</b>	<b>Head Master/Principal's Sign</b>
-----------------------	-------------------------------------

Subject:- Social-Science Beginning Date :		History	Chapter- 3 <u>OUR PRIDE OUR STATE - KARNATAKA</u>		Class: 6 <sup>th</sup> standard Ending Date:	
Teaching & Learning Competencies		1. Understanding the importance of the history of the divisions of Karnataka, the districts of each division and their significance. 2. Understanding the details of crops that are grown, population, industries, rivers and other aspects of the division. 3. Understanding which our division is, what are its uniqueness, what are the natural resources available, wild life, bird sanctuaries of the division. 4. Understanding the well-known people in the fields of sports, literature and arts. 5. Information about people who have excelled in the field of art, literature, sports and politics.				
5E’s Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr’sSelf-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	➤ Asking the questions to the students and trying to grab the attention of the students ‘Which is our state?’	* Division wise map of Karnataka	Questionnaire	Oral Exam	
EXPLORE	Group discussion & PPT	➤ Facilitator allot group exercise to collect information about the various aspects of Bangalore division		Check list	Observation	
EXPLAIN	PPT Presentation method	➤ Learn the importance of the history of the divisions of Karnataka, the districts of each division and their significance. ➤ Explain the details of crops that are grown, population, industries, rivers etc.	India Map  Charts	Flashing Cards	Performance test	
	Discussion method	➤ Natural resources available, wild life, bird sanctuaries of the division. ➤ Pupil understand about the literature, sports, politics	PPT	Check list	Observation	
EXPAND	Map drawing method	➤ Draw an outline map of Karnataka & show the four divisions with different colors		Check list	Test	
EVALUATION		➤ Unit Test		Question paper	Written Test	
Teacher’s Sign			Head Master/Principal’s Sign			

**Subject:- Social-Science    History    Chapter- 4 THE CULTURE OF THE VEDIC PERIOD****Beginning Date :****Class: 6<sup>th</sup> standard****Ending Date:**

Teaching & Learning Competencies		1] To know the names of the four Vedas. 2] To identify the changes that took place in Pre-Vedic and Post-Vedic periods. 3] To know the political institutions of the Vedic period. 4] To understand the message of the Vedas. 5] To know the names of the great Epics of India.				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	➤ Asking the questions to the students and trying to grab the attention of the students 'Names the four Vedas?'	Show the model photos of Vedic periods.	Questionnaire	Oral Exam	
EXPLORE	Group discussion & PPT	➤ Story telling about Pre-Vedic and Post-Vedic periods. ➤ Group discussion about contributions of Pre-Vedic and Post-Vedic periods.		Check list	Observation	
EXPLAIN	PPT Presentation method	➤ Listening of stories. ➤ Present in class already discussed in groups. ➤ List out administrative strategy of Pre-Vedic and Post-Vedic periods. ➤ Discuss about the role of Pre-Vedic and Post-Vedic periods religious contributions ➤ Collect information about political institutions of the Vedic period. ➤ Collect information about Gandhara style of architecture	India Map Charts PPT	Flashing Cards	Performance test	
	Discussion method			Check list	Observation	
EXPAND	Map drawing method	➤ Prepare a project about Pre-Vedic and Post-Vedic periods.		Check list	Test	
EVALUATION		➤ To know the names of the great Epics of India.		Question paper	Written Test	

**Teacher's Sign****Head Master/Principal's Sign**

Subject:- Social-Science		History	Chapter-5 <u>RISE OF NEW RELIGIONS</u>		Class:6 <sup>th</sup> standard	
Beginning Date :			Ending Date:			
Teaching & Learning Competencies		1] To know the biographies of Gautama Buddha and Mahaveera. 2] To understand the preachings of Gautama Buddha and Mahaveera. 3] To comprehend the relevance of the Buddhist and Jain Philosophies. 4] To appreciate the tradition of Republics which were present two thousand five hundred years ago				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Story telling method	Narrating the story about the Gautama Buddha and Mahaveera.		Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	➤ Preparing the students to learn about Gautama Buddha and Mahaveera.		Check list	Observation	
EXPLAIN	PPT Presentation method	➤ Listening to the preachings of Gautama Buddha and Mahaveera. ➤ Listing out the tradition of Republics which were present two thousand five hundred years ago ➤ Comprehend the relevance of the Buddhist and Jain Philosophies.	India Map  Charts  PPT	Flashing Cards  Check list	Performance Test  Observation	
EXPAND	Map drawing method	➤ Draw an outline map of India & mark the places which are visited place Gautama Buddha and Mahaveera		Check list	Test	
EVALUATION		➤ Unit Test		Question Paper	Written Test	
Teacher's Sign			Head Master/Principal's Sign			

**Subject: Social-Science History**

**Chapter-6 ANCIENT DYNASTIES OF SOUTH INDIA**

**Class: 6<sup>th</sup> standard**

**Beginning Date :**

**Ending Date:**

**Teaching & Learning Competencies**

1. Know about the literature of Sangam age and sri Thiruvalluvar, the great poet
2. Appreciate the contributions of Shatavahanas, Kadambas, and Gangas to architecture, iconography and literature
3. Understand the position of trade and city life during the time of Shatavahanas
4. Understand the culture of the Kadamba period
5. Understand the Chalukyan art and architecture
6. Achievement and Contributions of Kanchi Pallavas to architecture and Gangas art, architecture
7. Understand the contributions of Rashtrakutas, Chalukyas of Kalyana, Hoysalas in the fields of kannada language, literature and art, architecture. And also achievements and contributions of Cholas of Tanjore

5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	➤ Asking a question about North Indian Dynasties correlate the answer with present topic	Flashcards of dynasties	Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	➤ Provide a chance to discussion in groups about learning points. ➤ Prepare students to know about S a n g a m a g e , GautamiputraShatakarni, Mayurvarma, Pulakeshi & others.		Check list	Observation	
EXPLAIN	PPT Presentation method	➤ Narrating story about Kadamba family & Mayuravarma ➤ List out the literary works during this time. ➤ Discussion about administration ➤ Preparation of lineage of the dynasties ➤ Understanding the achievements of Pulakeshi II and Pallavas, of Kanchi, Cholas through videos	India Map Charts PPT	Flashing Cards	Performance Test	
	Discussion method	➤ Explanation of history of Rashtrakutas, Chalukyas of Kalyanas, Hoysalas and listening. ➤ Understanding about the contributions. ➤ Ensured the learning by participating in activities		Check list	Observation	
EXPAND		➤ List out the names of ancient south Indian monuments		Check list	Test	
EVALUATION		➤ Unit Test		Question paper	Written Test	

**Teacher's Sign**

**Head Master/Principal's Sign**

**Subject: Social-Science      Civics      Chapter-7   CITIZEN AND CITIZENSHIP**

**Civics Chapter-7 CITIZEN AND CITIZENSHIP**

## Chapter-7 CITIZEN AND CITIZENSHIP

**Class:6<sup>th</sup> standard**

**Beginning Date :** \_\_\_\_\_ **Ending Date:** \_\_\_\_\_

**Ending Date:**

<b>Teaching &amp; Learning Competencies</b>	<ol style="list-style-type: none"> <li>Understand how one can become a citizen and also how one can lose citizenship</li> <li>Tell the qualities of a good citizen</li> </ol>
---	---

1. Tell the meaning of citizen and citizenship
2. Understand how one can become a citizen and also how one can lose citizenship
3. Tell the qualities of a good citizen

5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
<b>ENGAGE</b>	Question & Answer method	➤ Asking a question about citizen and citizenship correlate the answer with present topic with conversation between Saritha and Teacher		Questionnaire	Oral Test	
<b>EXPLORE</b>		➤ Forming groups ➤ Distributing the learning points to the groups		Check list	Observation	
<b>EXPLAIN</b>	PPT Presentation method	➤ Discuss about the meaning of citizen & Citizenship. ➤ Learn about the important features of Citizenship. ➤ Learn about the various qualities of citizen. ➤ Discuss about the various Methods of losing citizenship.	Charts  PPT	Flashing Cards	Performance Test	
	Discussion method			Check list	Observation	
<b>EXPAND</b>		➤ Make a list of losses one has to undergo due to loss citizenship.		Check list	Test	
<b>EVALUATION</b>		➤ Unit Test		Question paper	Written Test	

**Teacher's Sign** **Head Master/Principal's Sign**

**Head Master/Principal's Sign**



**Subject: Social-Science****Civics****Chapter-8 OUR CONSTITUTION****Class:6<sup>th</sup> standard****Beginning Date :****Ending Date:**

<b>Teaching &amp; Learning Competencies</b>		<ol style="list-style-type: none"> <li>1. Understanding the meaning and importance of the Constitution</li> <li>2. Understanding the importance of the preamble of the Constitution</li> <li>3. Appreciating the main features of the Indian Constitution</li> <li>4. Knowing the contributions of eminent persons who participated in the preparation of the Constitution</li> <li>5. Understanding the concept of the Republic</li> <li>6. Understanding the essence of secularism and imbibing its spirit</li> <li>7. Developing the attitude to respect the constitution.</li> </ol>				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
<b>ENGAGE</b>	Picture showing method	➤ Showing the pictures of Dr. Ambedkar Dr Rajendra Prasad and trying to grab the attention towards the topic.	Pictures of Ambedkar , Rajendra Prasad	Questionnaire	Oral Test	
<b>EXPLORE</b>	Group discussion & PPT	➤ Making the children to listen about writing of the constitution, drafting committee and it's preamble. ➤ Asking the students to list out the learning points in the groups.		Check list	Observation	
<b>EXPLAIN</b>	PPT Presentation method	➤ Listening to the facilitator's explanation attentively. ➤ Making the students to repeat the points in preamble loudly. ➤ Listing out the Fundamental Rights . ➤ Chart of features of the constitution ➤ Chart of fundamental rights	India Map Charts PPT	Flashing Cards  Check list	Performance Test  Observation	
<b>EXPAND</b>		➤ Writing an essay on Fundamental rights helps in the development of an individual		Check list	Test	
<b>EVALUATION</b>		➤ Unit test		Question Paper	Written Test	

**Teacher's Sign****Head Master/Principal's Sign**

**Subject: Social-Science****Civics****Chapter-9 TYPES OF GOVERNMENT****Class:6<sup>th</sup> standard****Beginning Date :****Ending Date:**

Teaching & Learning Competencies		1] Understand the meaning of the term government. 2] Understanding about the democratic government. 3] Understanding dictatorship government. 4] Identifying the difference between these three governments				
5E’s Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr’s Self-Evaluation
				Tools	Techniques	
ENGAGE	Picture showing method	➤ Asking a question about term government.	Pictures of model government	Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	➤ Making the children to listen about writing of the democratic government.. ➤ Asking the students to list out the learning points in the groups.		Check list	Observation	
EXPLAIN	PPT Presentation method	➤ Listening to the facilitator’s explanation attentively. ➤ Describe the dictatorship government. ➤ Listing out the Fundamental Rights. ➤ Difference between these three governments	India Map  Charts  PPT	Flashing Cards  Check list	Performance Test  Observation	
EXPAND		➤ Writing an essay on democratic government		Check list	Test	
EVALUATION		➤ Unit test		Question Paper	Written Test	
Teacher’s Sign			Head Master/Principal’s Sign			

**Subject: Social-Science****Geography****Chapter-10 GLOBE AND MAPS****Class:6<sup>th</sup> standard****Beginning Date :****Ending Date:****Teaching & Learning Competencies**

1. Understanding the importance and uses of the globe.
2. Understanding the types of maps and the essential components for map making.
3. Understand the symbols and keys contained in the maps
4. Interpret and uses geographical signs and symbols in the maps.
5. Master the art of map reading

5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
<b>ENGAGE</b>	Question & Answer method	➤ Asking a question about the Solar system of the world to create interest among the learners.	Model of the Globe	Questionnaire	Oral Test	
<b>EXPLORE</b>	Group discussion & PPT	➤ Grouping the children & providing them Globe & Maps for reading.		Check list	Observation	
<b>EXPLAIN</b>	PPT Presentation method	➤ Learn about the importance and uses of the globe ➤ Understand the types of maps and the essential components for map making. ➤ Interpreting and uses geographical signs and symbols in the maps.	India Map Charts PPT	Flashing Cards	Performance Test	
	Discussion method	➤ Facilitator explain how to Master the art of map reading ➤ Facilitator shows important symbols to help the learners to read & understand the maps easily.		Check list	Observation	
<b>EXPAND</b>		➤ Colour and mark the oceans and seas surrounding India.		Check list	Test	
<b>EVALUATION</b>		➤ Unit Test		Question paper	Written Test	

**Teacher's Sign****Head Master/Principal's Sign**

**Subject: Social-Science****Geography****Chapter-11 MAJOR LANDFORMS****Class:6<sup>th</sup> standard****Beginning Date :****Ending Date:**

Beginning Date:		Ending Date:				
Teaching & Learning Competencies		1. Understand the meaning of landforms 2. Understand the formation and importance of the major landforms on the earth’s surface 3. Know about the important landforms of the earth 4. Understand the natural regions of the world				
5E’s Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr’s Self-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	➤ Asking a question about the what is the meaning of landforms?	Model of the Globe	Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	➤ Grouping the children & providing them idea and information on landforms		Check list	Observation	
EXPLAIN	PPT Presentation method	➤ Learn about the various landforms ➤ Understand the types of mountains and importance of mountains ➤ Interpreting the types of plateaus and its importance ➤ Facilitator explain the types and importance of the plains ➤ Facilitator narrate the importance of the deserts and types of islands	India Map  Charts  World map  PPT	Flashing Cards	Performance Test	
	Discussion method		Check list	Observation		
EXPAND		➤ List out the importance and types of major natural regions of the world		Check list	Test	
EVALUATION		➤ Unit Test		Question paper	Written Test	
Teacher’s Sign			Head Master/Principal’s Sign			

**Subject:- Social-Science      History      Chapter- 12 ANCIENT DYNASTIES OF NORTH INDIA****Beginning Date :****Class: 6<sup>th</sup> standard****Ending Date:**

<b>Teaching &amp; Learning Competencies</b>		1. Know about Chandragupta Mourya, the founder of Mouryan empire and his preceptor Chanakya, Understand the achievements of Samudra Gupta and Chandragupta II in ancient India 2. Understand the life and achievements king Ashoka, Know the causes that contributed to make Gupta age a golden age 3. Understand the administrative system of Mouryan kings, Understand the contribution of Vardhanas and the achievements of Harshavardhanas 4. Recognise the achievements of Kanishka the famous king of the Kushanas 5. Appreciate the contribution of the Mouryas and the Kushanas in the fields of art, sculpture and architecture				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr'sSelf-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	➤ Asking the questions to the students and trying to grab the attention of the students 'which was the ancient kingdom established in India?'	Show the model photos of founders of Mouryas	Questionnaire	Oral Exam	
EXPLORE	Group discussion & PPT	➤ Story telling about Mourya and Kushana rulers. ➤ Group discussion about contributions of Mouryas and Kushanas.		Check list	Observation	
EXPLAIN	PPT Presentation method	➤ Listening of stories. ➤ Present in class already discussed in groups. ➤ List out administrative strategy of Mouryas and Kushans.	India Map Charts PPT	Flashing Cards	Performance test	
	Discussion method	➤ Discuss about the role of Kanishka in Buddhist religious conference. ➤ Collect information about Arthashastra of Kautilya. ➤ Collect information about Gandhara style of architecture		Check list	Observation	
EXPAND	Map drawing method	➤ . Prepare a project about Inscriptions of Ashoka with pictures.		Check list	Test	
EVALUATION		➤ Mark the places expansion of Mouryas and Kushanas empire		Question paper	Written Test	

**Teacher's Sign****Head Master/Principal's Sign**

<b>Subject:- Social-Science</b>	<b><u>History</u></b>	<b>Chapter-13 <u>SULTANS OF DELHI</u></b>	<b>Class:7<sup>th</sup> standard</b>
<b>Beginning Date :</b>		<b>Ending Date:</b>	

<b>Teaching &amp; Learning Competencies</b>	<ol style="list-style-type: none"> <li>1. Understanding how the Turkish invasions during the 11-12th centuries finally led to the establishment of the rule of the Delhi Sultans</li> <li>2. Understanding the impact of the rule of the sultans on the political, social and cultural life of the people.</li> <li>3. Marking the historical places of the Sultanate Period on the map</li> </ol>
---	--

5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
<b>ENGAGE</b>	Story telling method	➤ Narrating the story about the richness of India & the Somanath temple of Gujarat & Invasion by Arabs		Questionnaire	Oral Test	
<b>EXPLORE</b>	Group discussion & PPT	➤ Preparing the students to learn about Mohammad Ghazni & Mohammad Ghori.		Check list	Observation	
<b>EXPLAIN</b>	PPT Presentation method	➤ Listening to the explanation of the circumstances that lead the establishment of Sultanate kingdom in Delhi. ➤ Listing out the five dynasties of Delhi sultanates. ➤ Contributions of different dynasties of Delhi Sultanate(Gulami, Khilji, Tuglaq, Syed and Lodi)	India Map Charts PPT	Flashing Cards  Check list	Performance Test  Observation	
<b>EXPAND</b>	Map drawing method	➤ Draw an outline map of India & mark the places which are invaded by Ghazni & Ghori		Check list	Test	
<b>EVALUATION</b>		➤ Unit Test		Question Paper	Written Test	

<b>Teacher's Sign</b>	<b>Head Master/Principal's Sign</b>
-----------------------	-------------------------------------

**Subject:- Social-Science****History****Chapter-14 VIJAYANAGARA EMPIRE AND BAHAMANI KINGDOM****Class:7<sup>th</sup> standard****Beginning Date :****Ending Date:****Teaching & Learning Competencies**

1. Understanding the achievements of the the Vijayanagara rulers
2. Appreciating the greatness of the literature works, music architecture and sculpture of that time and lending a hand in protecting them.
3. Appreciating the significant work done by the Vijayanagara emperors towards preserving and nourishing Dharma and culture
4. Marking on the map important places associated with the empire
5. Understanding the contributions of Firuz Shah and Mohammud Gawan
6. Appreciating the great contributions of the Bahamani and Bijapur sultans to literature, art and architecture
7. Marking on the map important historical places relating to the Bahamani kingdom

5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
<b>ENGAGE</b>	Question & Answer method	➤ Showing the video of Vijayanagar kingdom and arousing the interest of the students towards the lesson.	India Map	Questionnaire	Oral Test	
<b>EXPLORE</b>	Group discussion & PPT	➤ Preparing the students to enact the roles of Bukkaraya, Prauda Devaraya, Krishnadevaraya	*Show the model picture of Krishnadevaraya	Check list	Observation	
<b>EXPLAIN</b>	PPT Presentation method	➤ Children will learn as they are playing the roles. Ex: He starts his conversation with I am Bukkaraya ➤ Listing out the achievement of Krishnadevaraya. ➤ Locating the places in the map ➤ Discussing about the roles of Bahamani kingdom rulers like Firuz Shah and Mohammed Gawan ➤ Explaining about the society, economy, and their contributions in cultural fields.	India Map Charts PPT	Flashing Cards Check list	Performance Test Observation	
<b>EXPAND</b>		➤ Collect the pictures of Hampi buildings & prepare an album		Check List	Test	
<b>EVALUATION</b>		➤ Quiz		Questions	Quiz	

**Teacher's Sign****Head Master/Principal's Sign**

Subject:- Social-Science		History	Chapter-15	THE MUGHALS AND THE MARATHAS		Class:6 <sup>th</sup> standard	
Beginning Date :				Ending Date:			
Teaching & Learning Competencies		<ul style="list-style-type: none"><li>Marking the historical places of the Sultanate Period on the map Appreciating Akbar’s liberal policies and achievements</li><li>Understanding how Aurangzeb’s narrow-minded policies led to riots in the country and ultimately to the decline of the Mughal empire.</li><li>Appreciating how the Mughal emperors enriched the fields of literature and art.</li><li>Marking on the map historical places relating to the Mughal era</li><li>Appreciating the life, adventures, character and achievements of Shivaji</li><li>Marking on the map places associated with Shivaji.</li></ul>					
5E’s Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr’s Self-Evaluation	
				Tools	Techniques		
ENGAGE	Story telling method	<ul style="list-style-type: none"><li>➤ Name the dynasties that ruled India?</li><li>➤ By asking this question giving a base to today's topic</li></ul>		Questionnaire	Oral Test		
EXPLORE	Group discussion & PPT	<ul style="list-style-type: none"><li>➤ Preparing the students to learn about Mughal rulers like Babur, Akbar, Humayun etc.</li></ul>		Check list	Observation		
EXPLAIN	PPT Presentation method	<ul style="list-style-type: none"><li>➤ Listening to the explanation of the circumstances that lead the establishment of Mughal kingdom.</li><li>➤ Discussing about the rule revenue policy and administration of Akbar.</li><li>➤ Discussing about the contributions of Mughals in the field of administration, society, art and architecture.</li><li>➤ Analysis of establishment of Maratha dynasty and its founder Shivaji background</li><li>➤ Interpretation of life and achievement of Shivaji</li></ul>	India Map  Charts  PPT	Flashing Cards  Check list	Performance Test  Observation		
EXPAND	Map drawing method	<ul style="list-style-type: none"><li>➤ Collect the picture of Tajmahal &amp; Red fort &amp; write a short note on them.</li></ul>		Check list	Test		
EVALUATION		<ul style="list-style-type: none"><li>➤ Unit Test</li></ul>		Question Paper	Written Test		
Teacher’s Sign			Head Master/Principal’s Sign				



Subject:- Social-Science		History	Chapter-16, <u>INDIAN IDEOLOGY &amp; BHAKTI CULT</u>		Class:7 <sup>th</sup> standard	
Beginning Date :			Ending Date:			
Teaching & Learning Competencies		1. Understanding the thoughts and reforms of religious reformers. 2. Understanding the extent to which there thoughts are relevant. 3. Understanding the contributions of the teachings of Bhakti saints to social harmony. 4. Understanding the teachings of the saints, and imbibing generosity.				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Story telling method	Narrating the story about the thoughts and reforms of religious reformers.		Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	➤ Preparing the students to learn about religious reformers.		Check list	Observation	
EXPLAIN	PPT Presentation method	➤ Listening to the explanation of the religious reformers ➤ Listing out the religious reformers ➤ Contributions of the religious reformers. ➤ Contributions of the teachings of Bhakti saints to social harmony.	India Map  Charts  PPT	Flashing Cards  Check list	Performance Test  Observation	
EXPAND	Map drawing method	➤ Draw an outline map of India & mark the places which are religious reformers.		Check list	Test	
EVALUATION		➤ Unit Test		Question Paper	Written Test	
Teacher's Sign			Head Master/Principal's Sign			

**Subject: Social-Science****Civics****Chapter-17 DEMOCRACY****Class:6<sup>th</sup> standard****Beginning Date :****Ending Date:**

Teaching & Learning Competencies		1. Understand the differences between the rule of kings and rule of the people(Democracy) 2. Appreciate the greatness of democracy 3. Understand the role of elections 4. Know about the importance of voting in democracy 5. Know the process of election				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	<ul style="list-style-type: none"><li>➤ Asking a question about what is the meaning Democracy? and correlate theanswer with present topic</li><li>➤ Statement of Abraham Lincoln on Democracy</li></ul>	<ul style="list-style-type: none"><li>• Show the pictures of king and voting right</li></ul>	Questionnaire	Oral Test	
EXPLORE		<ul style="list-style-type: none"><li>➤ Forming groups</li><li>➤ Distributing the learning points to the groups on comparative discussion of kingship and Democracy</li></ul>		Check list	Observation	
EXPLAIN	PPT Presentation method	<ul style="list-style-type: none"><li>➤ Discuss about the rights of the people in democracy</li><li>➤ Learn about the importance of Democracy.</li><li>➤ Learn about the election system in India</li><li>➤ Discuss about the importance of voting system</li></ul>	Charts  PPT	Flashing Cards	Performance Test	
	Discussion method			Check list	Observation	
EXPAND		<ul style="list-style-type: none"><li>➤ Make a report on election process of India.</li></ul>		Check list	Test	
EVALUATION		<ul style="list-style-type: none"><li>➤ Unit Test</li></ul>		Question paper	Written Test	
Teacher's Sign		Head Master/Principal's Sign				

**Subject: Social-Science    Civics****Chapter-18 DIRECTIVE PRINCIPLES OF STATE POLICY****Class:7<sup>th</sup> standard****Beginning Date :****Ending Date:**

Teaching & Learning Competencies		1. Understanding the meaning and importance of the Directive principles 2. Understanding the how Directive principles of state policies are helpful in achieving the ideal of a welfare state				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	<ul style="list-style-type: none"><li>➤ Facilitator asks questions to create interest among the children.</li><li>➤ What are your duties as a student?</li></ul>		Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	<ul style="list-style-type: none"><li>➤ Making the children to listen about writing of the constitution, it's preamble.</li><li>➤ Asking the students to list out the learning points in the groups.</li></ul>		Check list	Observation	
EXPLAIN	PPT Presentation method	<ul style="list-style-type: none"><li>➤ Listening to the facilitator's explanation attentively.</li><li>➤ Making the students to repeat the points in preamble loudly.</li><li>➤ Listing out the Directive Principles of State Policy</li><li>➤ Listing the Directive Principles of State Policy</li></ul>	India Map  Charts  PPT	Flashing Cards   Check list	Performance Test   Observation	
EXPAND		<ul style="list-style-type: none"><li>➤ Make a chart of Directive Principles of State Policy</li></ul>		Check list	Test	
EVALUATION		<ul style="list-style-type: none"><li>➤ Unit test</li></ul>		Question Paper	Written Test	
Teacher's Sign		Head Master/Principal's Sign				

**Beginning Date :**

**Ending Date:**

**Teaching & Learning Competencies**

1. Understanding the differences between the natural rights and the fundamental rights
2. Understanding the significance of the fundamental rights given to Indian citizens by the our Constitution
3. Comprehending the eleven fundamental duties and preparing one for adopting them.
4. Finding the methods to restore one's rights when one is deprived of them

5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	<ul style="list-style-type: none"> <li>➤ Facilitator asks questions to create interest among the children.</li> <li>➤ What are your duties as a student?</li> </ul>		Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	<ul style="list-style-type: none"> <li>➤ Making the children to listen about writing of the constitution, it's preamble.</li> <li>➤ Asking the students to list out the learning points in the groups.</li> </ul>		Check list	Observation	
EXPLAIN	PPT Presentation method	<ul style="list-style-type: none"> <li>➤ Listening to the facilitator's explanation attentively.</li> <li>➤ Making the students to repeat the points in preamble loudly.</li> <li>➤ Listing out the Fundamental rights.</li> <li>➤ Listing the Fundamental duties</li> </ul>	India Map Charts PPT	Flashing Cards  Check list	Performance Test  Observation	
EXPAND		<ul style="list-style-type: none"> <li>➤ Make a chart of Fundamental Rights &amp; Duties</li> </ul>		Check list	Test	
EVALUATION		<ul style="list-style-type: none"> <li>➤ Unit test</li> </ul>		Question Paper	Written Test	

**Teacher's Sign**

**Head Master/Principal's Sign**

**Subject: Social-Science****Civics****Chapter-20 NATIONAL INTEGRATION****Class: 6<sup>th</sup> std.****Beginning Date :****Ending Date:****Teaching & Learning Competencies**

1. Understanding that the concept of national integration includes the idea of national unity and solidarity
2. Understanding the significance of national integration
3. Understanding that the national integration is possible in spite of differences in sect, religion, language, gender etc.
4. Understanding the challenges thrown up by casteism, communalism and regionalism to national integration

5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Watching method	➤ Showing the video clipping of showing Patriotism by this trying making the students get ready to learn the lesson.	National symbols	Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	➤ Dividing the students into three groups ➤ Giving nationalism, national integration topics to the first group. ➤ Factors that enable unity in. diversity to the second group. ➤ Obstacles in promoting national integration and their remedies to the third group		Check list	Observation	
EXPLAIN	PPT Presentation method  Discussion method	➤ Presentation on the topic and group discussion on unity in diversity ➤ Listing out the factors that promote national integration and their threats. ➤ Important speech on " Patriotism should be every citizens soul and breath"	India Map  Charts  PPT	Flashing Cards   Check list	Performance Test   Observation	
EXPAND		➤ Write the information about the Rules of the National flag everyone must follow.		Check list	Test	
EVALUATION		➤ Unit Test		Question paper	Written Test	

**Teacher's Sign****Head Master/Principal's Sign**

**Head Master/Principal's Sign**

Subject: Social-Science Beginning Date :		Geography	Chapter-22 <u>ASIA</u>	Class:6 <sup>th</sup> standard Ending Date:		
Teaching & Learning Competencies		1. Understanding the location, extent, physical setting and contrasting features of Asia. 2. Understanding the regional divisions and highlights of their contrasting features. 3. Describing the major physiographic divisions of Asia. 4. Understanding the relationship between the rivers and agricultural activity. 5. Knowing the relationship between climate and natural vegetation of Asia. 6. Understanding the occurrence of major minerals, growth, distribution and density of population.				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	➤ Asking a question about the continents of the world to create interest among the learners.	*Map of Asia	Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	➤ Making the children to listen about the continent of Asia.		Check list	Observation	
EXPLAIN	PPT Presentation method	<b>Pupil understands</b> ➤ Location, Extent and Physical Setting ➤ Major Rivers and Agriculture ➤ Agriculture of Asia ➤ Climate and Natural Vegetation ➤ Distribution of Rainfall of Asia ➤ Natural vegetation of Asia ➤ Natural vegetation of Asia ➤ Major Industrial Regions of Asia ➤ growth, distribution and density of population	India Map	Flashing Cards	Performance Test	
	Discussion method		Charts PPT	Check list	Observation	
EXPAND		➤ Study the map of Asia from your Atlas and list out the mountains, plateaus, plains and rivers.		Check list	Test	
EVALUATION		➤ Unit Test		Question paper	Written Test	
Teacher's Sign			Head Master/Principal's Sign			

**Subject: Social-Science****Chapter-23 EUROPE****Class: 6<sup>th</sup> standard****Ending Date:****Beginning Date :**

Teaching & Learning Competencies		1. Understanding the location, size and physical setting of Europe. 2. Identifying the physical and climatic divisions of Europe. 3. Understanding the influence of climatic regions on natural vegetation. 4. Knowing how the minerals determine the industries of Europe. 5. Interpreting the factors affecting the uneven distribution, density and migration of population.				
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation
				Tools	Techniques	
ENGAGE	Question & Answer method	<ul style="list-style-type: none"><li>➤ Facilitator asks questions to create interest among the children.</li><li>➤ How many Continents are there in the world?</li></ul>	<ul style="list-style-type: none"><li>• Map of Europe</li></ul>	Questionnaire	Oral Test	
EXPLORE	Group discussion & PPT	<ul style="list-style-type: none"><li>➤ Making the children to listen about the continent of Europe</li></ul>		Check list	Observation	
EXPLAIN	PPT Presentation method	<ul style="list-style-type: none"><li>➤ Listening to the facilitator's explanation attentively.</li><li>➤ Making the students to recognize the longitudinal &amp; latitudinal extent of Europe</li><li>➤ Listing out the physical divisions of Europe</li><li>➤ Listing the lakes, Natural vegetation, rivers, animal wealth, &amp; mineral wealth</li><li>➤ Explain the factors affecting the uneven distribution, density and migration of population</li></ul>	Charts  PPT	Flashing Cards	Performance Test	
	Discussion method			Check list	Observation	
EXPAND		<ul style="list-style-type: none"><li>➤ Observe your surroundings and list out the landforms, vegetation and crops cultivated.</li></ul>		Check list	Test	
EVALUATION		<ul style="list-style-type: none"><li>➤ Unit Test</li></ul>		Question paper	Written Test	
Teacher's Sign			HM/ Principal's Sign			



Subject: Social-Science		Geography		Chapter-23		Class: 6 <sup>th</sup> std.	
Beginning Date :				AFRICA		Ending Date:	
Teaching & Learning Competencies		1. Understanding the location, size and physical setting and physical divisions of Africa. 2. Highlighting the major river systems, climatic regions, natural vegetation and animal life of Africa. 3. Describing agriculture, industries and precious minerals. 4. Knowing the growth, distribution and density of population					
5E's Stages	Facilitating methods	Activities	TLMs	Evaluation		Tr's Self-Evaluation	
				Tools	Techniques		
ENGAGE	Question & Answer method	<ul style="list-style-type: none"><li>➤ Facilitator asks questions to create interest amongthe children.</li><li>➤ Which is the largest &amp; smallest continent?</li></ul>	Photos of Reformers	Questionnaire	Oral Test		
EXPLORE	Group discussion & PPT	<ul style="list-style-type: none"><li>➤ Making the children to listen about the continentof Africa.</li></ul>		Check list	Observation		
EXPLAIN	PPT Presentation method	<ul style="list-style-type: none"><li>➤ Listening to the facilitator's explanationattentively.</li><li>➤ Making the students to recognize the longitudinal&amp; latitudinal extent of Africa</li><li>➤ Listing out the physical divisions of Africa</li><li>➤ Listing the lakes, Natural vegetation, rivers,animal wealth, &amp; mineral wealth</li><li>➤ Explain the factors affecting the uneven distribution, density and migration of population</li></ul>	India Map	Flashing Cards	Performance Test		
	Discussion method		Charts	Check List	Observation		
EXPAND		<ul style="list-style-type: none"><li>➤ On outline map show the important rivers andmountains.</li></ul>		Check List	Test		
EVALUATION		<ul style="list-style-type: none"><li>➤ Unit Test</li></ul>		Question paper	Written Test		
Teacher's Sign			Head Master/ Principal 's Sign				

**10th Standard Social Science Study Material**

**VISION**

As per Karnataka state syllabus 2025-26  
English Medium

**SOCIAL SCIENCE**

Your future is your fingertips

**HIGHLIGHTS**

- ✦ Using AI technology,
- ✦ 100 % Covered syllabus & Explained by all Criteria
- ✦ Analysed the all concept of textbook,
- ✦ Illustrated using multimedia colour images.
- ✦ About 40 previous years' question papers have been analysed chapter wise.
- ✦ Concept wise analysed,
- ✦ Easy to learn and understand,
- ✦ Multiple choice questions, One-mark questions, Text book Exercise questions & Model questions & answers are given.
- ✦ Scoring package,
- ✦ Included passing package,

**KISHOR A**

FOR COPIES AVAILABLE CONTACT  
**7899601240, 8884919488**

**9th Standard Social Science Study Material**

**VISION**

As per Karnataka state syllabus  
English Medium

**SOCIAL SCIENCE**

Your future is your fingertips

**HIGHLIGHTS**

- ✦ Using AI technology,
- ✦ 100 % Covered syllabus & Explained by all Criteria,
- ✦ Analysed all concept of the textbook in new dimension,
- ✦ Illustrated using multimedia colour images.
- ✦ Easy to learn & understand,
- ✦ Multiple choice questions, One-mark questions, Text book Exercise questions & Model questions & answers are given.
- ✦ Scoring package & Included passing package,
- ✦ 5 SA-1 & SA-2 Model question paper,
- ✦ Student friendly & Teachers guide to,
- ✦ It will be more helpful for competitive exams,

FOR COPIES AVAILABLE  
CONTACT : **KISHOR A**  
**7899601240, 8884919488.**

**8th Standard Social Science Study Material**

**VISION**

As per Karnataka state syllabus  
English Medium

**SOCIAL SCIENCE**

Your future is your fingertips

**HIGHLIGHTS**

- ✦ Using AI technology,
- ✦ 100 % Covered syllabus & Explained by all Criteria,
- ✦ Analysed all concept of the textbook in new dimension,
- ✦ Illustrated using multimedia colour images.
- ✦ Easy to learn & understand,
- ✦ Multiple choice questions, One-mark questions, Text book Exercise questions & Model questions & answers are given.
- ✦ Scoring package & Included passing package,
- ✦ 5 SA-1 & SA-2 Model question paper,
- ✦ Student friendly & Teachers guide to,
- ✦ It will be more helpful for competitive exams,

FOR COPIES AVAILABLE  
CONTACT: **KISHOR A**  
**7899601240, 8884919488.**

**BOOK AVAILABLE IN THIS CONTACT NUMBER : 7899601240, 8884919488. KISHOR A**



