

# SOCIAL SCIENCE

## LESSON PLAN

CLASS 8th

MONTH : APRIL,2023-24

TERM1

CH 1	<b>(HISTORY) THE MODERN PERIOD</b>	Number of teaching days of each month:20 Number of days required to complete the topic:5
1.	PREVIOUS KNOWLEDGE TESTING	Ask the following questions: 1. What do you mean by colonialism? 2. Who were the major colonial powers in India? 3. What were the main reasons for the British to colonize India?
2.	SPECIFIC LEARNING OUTCOME	1.Explain and describe that history is divided into 3 parts, ancient, medieval and modern 2. Learn what colonial means, how important dates are in history and how different historians 3. Identify the sources of modern history that include administrative records, surveys, letters etc. 4. Observe the role that media and newspapers played in creating awareness about the intentions.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	<b>Compare</b> the commercial advertisements of today with yesterdays 2. Collect some old <b>photographs</b> and letters of the leaders like Gandhi ji and Nehru ji. 3 . <b>Make a list</b> of books and Indian authors of the pre-independence time and ask your friends and parents if anyone had read them or still read them.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Oratory and creative skills of students will be improved.

5.	RESOURCES INCLUDING ICT	Ask students to work in pairs and create a timeline on computer of the major trade routes and the territories that were impacted by them.
6.	ASSESSMENT ITEMS	<p>1. What is the impact of modernisation and colonisation on the world?</p> <p>2. Describe the major events that occurred during the colonial rule in India.</p> <p>3. What were the major sources of the colonial period?</p> <p>Homework</p> <p>1. Write a short essay on the impact of colonialism on India.</p> <p>2. Analyze a primary source related to the colonial period, a</p>
7.	FEEDBACK AND REMEDIAL TEACHING	<p>Students will be able to understand importance of dates.</p> <ul style="list-style-type: none"> <li>• They could relate dates with incidents.</li> <li>• They will be able to arrange the dates according to happenings.</li> <li>• Different incidents will be discussed in class</li> </ul>
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	<p>1. Collect some old photographs and letters of the leaders like Gandhi and Nehru.</p> <p>2. Make a list of books and Indian authors of the pre-independence time and ask your friends and parents if anyone had read them or still read them.</p>

Ch2	<b>FROM TRADE TO TERRITORY</b>	Number of teaching days of each month:20 Number of days required to complete the topic:6
1.	PREVIOUS KNOWLEDGE TESTING	Ask the students about their knowledge of the British East India Company and its role in India. Discuss the impact of British rule on India's economy and society.
2.	SPECIFIC LEARNING OUTCOME	Summarize the rivalries and battles among the trading companies. 2. Recognise the British dominance in India 3. Explain how British conquered all the territories 4. Evaluate the Policies followed by British to annex the territories.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	List out few Ancient tools and <b>compare</b> them to the modern tools. 2. Discuss the attitude of the then rulers. How unconcerned and incompetent they were! Have an <b>extempore</b> to know the views of the student.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Oratory skills of students will be improved
5.	RESOURCES INCLUDING ICT	Ask students to work in pairs and create a timeline on computer of the major trade routes and the territories that were impacted by Them.
6.	ASSESSMENT ITEMS	How did trade impact the territorial expansion of various empires in the 18th and 19th centuries? What were some of the major trade routes that existed during this time period? How did the Atlantic Slave Trade impact the territorial expansion of European empires?
7.	FEEDBACK AND REMEDIAL TEACHING	Ask students to research and write a short essay on the impact of trade on the territorial expansion of a specific empire.
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Students will be divided into groups and encouraged to collect information about Tipu Sultan and his wars with British and other group will be encouraged to collect information on kingdom annexed by British on the basis of doctrine of lapse, paramountacy and Subsidiary alliance.

<b>CH 3</b>	<b>COLONIALISM AND TRIBAL COMMUNITIES</b>	Number of teaching days of each month: 20 Number of days required to complete the topic:
1.	PREVIOUS KNOWLEDGE TESTING	1. What do you understand by colonialism?  2. What is the impact of colonialism on tribal communities?  3. What are the different types of life skills that tribal communities possess?
2.	SPECIFIC LEARNING OUTCOME	1. Understand the impact of colonialism on tribal communities  2. Analyze the linkages between colonialism and life skills of tribal communities  3. Evaluate the importance of infusing life skills in modern history education
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	Divide the class into groups and ask each group to analyze the linkages between colonialism and life skills of tribal communities. Encourage them to discuss the different types of life skills that tribal communities possess and how they were affected by colonialism. <b>Case study</b> on Birsa Munda will be discussed
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Provide students with relevant websites and books for further reading. Encourage students to participate in extracurricular activities such as debates and essay competitions to further enhance their knowledge of the topic.
5.	RESOURCES INCLUDING ICT	Prepare a PowerPoint presentation on sentinelese tribe of the Andaman islands of India including their clothing, food, houses, trade, craft, tools and weapon.
6.	ASSESSMENT ITEMS	How did colonialism affect the tribal

		<p>communities in terms of their culture and traditions?</p> <p>What were the economic impacts of colonialism on tribal communities?</p> <p>What are some of the life skills that can be infused in the study of modern history?</p>
7.	<b>FEEDBACK AND REMEDIAL TEACHING</b>	<p>The students will be asked to write an essay on the impact of colonialism on tribal communities. Demonstration: The teacher will demonstrate the importance of feedback and remedial teaching in the learning process. The teacher will provide feedback to the students on their assignments and tests. The teacher will also provide remedial teaching to the students who need extra help.</p>
8.	<b>INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION</b>	<p>Group Discussion: The students will be divided into groups and asked to discuss the impact of colonialism on tribal communities. The teacher will provide feedback and guidance to the students during the discussion.</p>

<b>CH 4</b>	<b>THE REVOLT OF 1857</b>	
1.	<b>PREVIOUS KNOWLEDGE TESTING</b>	<p>1. What do you know about the Revolt of 1857?</p> <p>2. Who was the last Mughal Emperor and</p>

		<p>what was his role in the Revolt of 1857?</p> <p>3. What was the impact of the Revolt of 1857 on India's struggle for independence?</p>
2.	SPECIFIC LEARNING OUTCOME	<p>After this lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the condition of India just before the revolt of 1857</li> <li>• explain and describe the political, social, religious and military causes of the revolt</li> <li>• identify the people who played an important role in the revolt</li> <li>• analyse the cause of its failure and why the Indians didn't take advantage of their gains</li> </ul>
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	<ol style="list-style-type: none"> <li>1. Collect <b>pictures</b> of all the Indian leaders' during 1857 as well as pictures of British army officers who defeated them.</li> <li>2. Arrange the pictures on a <b>chart</b> to know the faces of the individuals in the mutiny.</li> </ol>
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Art and craft
5.	RESOURCES INCLUDING ICT	Use a projector to demonstrate how computer technology can be used to analyze historical data. Show examples of computer-generated maps, graphs, and charts that can help historians understand the Indian Revolt of 1857.

6.	ASSESSMENT ITEMS	<p>What were the causes of the Revolt of 1857?</p> <p>What were the consequences of the Revolt of 1857?</p> <p>How did the Revolt of 1857 impact India's struggle for independence?</p> <p>Who were the key personalities involved in the Revolt of 1857?</p> <p>What were the major events of the Revolt of 1857?</p>
7.	FEEDBACK AND REMEDIAL TEACHING	<p>Students will be given sample test papers on the Revolt of 1857 and ask them to identify their strengths and weaknesses.</p>
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	<p>Make a PowerPoint presentation of all the leaders of the revolt and their centres.</p>

CH5	<b>(GEOGRAPHY) RESOURCES</b>	Number of teaching days of each month:23 Number of days required to complete the topic:5
1.	<b>PREVIOUS KNOWLEDGE TESTING</b>	What are resources? Give examples. What are the different types of resources? Give examples. How are resources distributed and utilized? Why is it important to conserve resources? Differentiate between renewable and non-renewable resources.
2.	<b>SPECIFIC LEARNING OUTCOME</b>	1.Students will be able to recall the meaning of resources how it adds value to our life. 2. Categorize the type of resource. 3. Differentiate between human and human made resources. 4. Identify the growing need of human resources
3.	<b>PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )</b>	1. Pick a stone and <b>make a paper weight</b> . 2. Be a conservationist. <b>Make a chart</b> to show five steps you can take to conserve water in your home and school or paste pictures of things which you can reuse, recycle or reduce(3R'S).
4.	<b>INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS</b>	Art and craft and drawing will be improved through posters and recycling
5.	<b>RESOURCES INCLUDING ICT</b>	Make a PowerPoint presentation of visuals-based interactive smart class/ Screen sharing/ Video link
6.	<b>SUSTAINABLE DEVELOPMENTAL GOALS</b>	Students will be able to understand how to save water and live in sanitation.



7.	ASSESSMENT ITEMS	<p>What is resource?</p> <p>What is the difference between ubiquitous and localised resources?</p> <p>Define biotic and abiotic resources.</p> <p>What is conservation of resources?</p> <p>Explain sustainable development.</p> <p>Worksheet based on objective type questions</p> <p>2. Pen and paper test.</p>
8.	FEEDBACK AND REMEDIAL TEACHING	<p>Make a list of a few renewable resources and write down how we will be affected by their overuse.</p>
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	<p>Be a conservationist. Make a chart to show five steps you can take to conserve in home or school.</p>

CH 6	<b>LAND ,WATER AND SOIL</b>	<p>Number of teaching days of each month:20</p> <p>Number of days required to complete the topic:5</p>
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1.	PREVIOUS KNOWLEDGE TESTING	How land, soil and water are precious for us? How land, soil and water are important resource for us? How we can conserve these resources?
2.	SPECIFIC LEARNING OUTCOME	1. Learn the land use pattern in India. 2. Infer the methods for conserving the land. 3. Distinguish the types of soil, its characteristics and formation. 4. Analyse the reasons for soil degradation and conservation. 5. Recognize the need for multipurpose projects. 6. Summarize the factors responsible for water scarcity and discuss the need to conserve water
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	1. Does your school have a rain water harvesting system? Find out how water is collected and stored as ground water. 2. <b>Map skill:</b> On the political map of India Show the soil types 3. <b>WATER MAN OF INDIA</b> Name: Belongs to which state: How did he get the title? Write 2 to3 sentences about his achievements
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Link with science ,art and craft and drawing
5.	RESOURCES INCLUDING ICT	Prepare ppt with Tabular representation of soils layers
6.	SUSTAINABLE DEVELOPMENTAL GOALS	Students will be able to understand how to live a life on land by conserving land ,soil and water on earth.

7.	ASSESSMENT ITEMS	<ol style="list-style-type: none"> <li>1. Interpret the land use pattern in India.</li> <li>2. Discuss the methods for conserving the land.</li> <li>3. Classify the types of soil, its characteristics and formation.</li> <li>4. Examine the reasons for soil degradation and conservation.</li> <li>5. Identify the fresh water resources and need for multipurpose projects.</li> <li>6. Recognise the factors responsible for water scarcity and explain the measures to conserve it.</li> </ol>
8.	FEEDBACK AND REMEDIAL TEACHING	Students can be asked to prepare artificial layers of soil.
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Students will be able to distinguish between different soils and what can be grown on them. Students will be able to understand the importance of water and its conservation

CH7	<b>NATURAL VEGETATION AND WILDLIFE</b>	Number of teaching days of each month:23 Number of days required to complete the topic:5
1.	<b>PREVIOUS KNOWLEDGE TESTING</b>	<ol style="list-style-type: none"> <li>1. What is the importance of natural vegetation?</li> <li>2. What are the different types of forests found in India?</li> <li>3. What is deforestation and what are its effects?</li> <li>4. What is the difference between flora and fauna?</li> <li>5. What is the importance of wildlife conservation</li> </ol>
2.	<b>SPECIFIC LEARNING OUTCOME</b>	<ol style="list-style-type: none"> <li>1. Realize the impact of forest degradation and the need for forest conservation as well as develop concept towards depletion of resources.</li> <li>2. Causes for the depletion of flora and fauna.</li> <li>3. Demerits of developmental processes.</li> <li>4. Classification of forests into Reserved, Protected and Unclassed forests</li> </ol>
3.	<b>PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )</b>	The student may be encouraged to identify reserved forests areas located in their districts/State and <b>share their experience</b> in class.
4.	<b>INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS</b>	Link with science and art and craft and drawing

5.	RESOURCES INCLUDING ICT	<p>Research: Students can use computers to research more about different types of natural vegetation and wildlife found in their region or in other parts of the world. They can also explore different conservation methods and their effectiveness.</p> <p>2. Data Analysis: By using various software tools, students can analyze data related to natural vegetation and wildlife such as population trends, migration patterns, and habitat loss. This can help them understand the impact of human activities on the environment and come up with effective solutions.</p> <p>3. Multimedia presentations: Students can create multimedia presentations on natural vegetation and wildlife using various software tools. These presentations can include images, videos, and audio recordings to make the learning experience more engaging and interactive.</p> <p>4. Virtual field trips: With the help of virtual reality technology, students can take virtual field trips to different forests and wildlife sanctuaries around the world. This can help them understand different ecosystems and the importance of conservation efforts.</p>
6.	SUSTAINABLE DEVELOPMENTAL GOALS	<p>Students will be able to understand how to achieve goal of responsible consumption and production of resources and its effective and judicious use.</p>

7.	ASSESSMENT ITEMS	<ul style="list-style-type: none"> <li>*Describe the bio diversity of India.</li> <li>*Classification of animal species</li> <li>*Factors affecting the distribution of flora and fauna in India.</li> <li>*Causes for the depletion of flora and fauna.</li> <li>*Demerits of developmental processes.</li> <li>*Classification of forests into Reserved, Protected and Unclassed forests.</li> </ul>
8.	FEEDBACK AND REMEDIAL TEACHING	<p>Feedback: Based on the assessment results, it seems like many students are struggling with identifying the different types of forests found in India.</p> <p>Remedial Teaching: To address these issues, we will review the different types of forests found in India and their characteristics. We will also discuss the importance of natural vegetation and how it supports wildlife conservation. During the class, we will use visual aids such as maps and diagrams to help students better understand the concepts.</p>
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	<p>Students will be able to understand the difference between conventional and non-conventional resources of energy. They will be able to know about how to save such energies and which are the alternate sources of energy.</p>

CH 8	<b>(SOCIAL AND POLITICAL LIFE)</b>  <b>THE INDIAN CONSTITUTION AND NEED FOR LAWS</b>	Number of teaching days of each month:23 Number of days required to complete the topic:4
1.	<b>PREVIOUS KNOWLEDGE TESTING</b>	1. Why do we need laws in society? 2.why is constitution important in india? 3. which elements in the society need really to be protested against?
2.	<b>SPECIFIC LEARNING OUTCOME</b>	1.Learn about theIndian constitution and Recognize the importance of rules and regulations. 2. Discuss about social evils like dowry, female infanticide etc.
3.	<b>PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )</b>	1. <b>Paste pictures</b> of news paper cuttings of social evils prevalent in society and discuss cases of real life related to it.
4.	<b>INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS</b>	Link with art and craft, journalism
5.	<b>RESOURCES INCLUDING ICT</b>	1.Interactive Learning: Teachers can use visual aids, such as PowerPoint presentations or videos, to explain the concepts of the Indian Constitution and laws. Students can also use interactive games and quizzes to test their knowledge and better understand the concepts.  2.Research: Computers can help students to research and gather information about social evils. Teachers

		can provide students with online resources and databases to access relevant information. This can help students to better understand the concepts and make connections between different topics.
6.	SUSTAINABLE DEVELOPMENTAL GOALS	Students will be able to understand how to reduce inequalities if prevalent in our society specially gender inequality.
7.	ASSESSMENT ITEMS	What is dissent? Which social evils are still prevalent in society? What is the major setback our country is facing due to female infanticide?
8.	FEEDBACK AND REMEDIAL TEACHING	Use simpler language and more visual aids to help students understand the concepts. Provide additional examples and case studies to help students apply the concepts. Offer one-on-one sessions to students who need extra help
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Why do we need laws? How people can show their dissent in society? How salt satyagraha was a way of Indians to show their dissent?

CH 9	<b>GUIDING PRINCIPLES OF THE INDIAN</b>	Number of teaching days of each month:20 Number of days required to complete the topic:
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	<b>CONSTITUTION</b>	5
1.	<b>PREVIOUS KNOWLEDGE TESTING</b>	<p>What is the Indian Constitution and when was it adopted?</p> <p>2. What are the fundamental rights guaranteed by the Indian Constitution?</p> <p>3. What is the difference between a democratic and authoritarian form of government?</p> <p>4. Why do we need laws in society?</p> <p>5. What is the role of the judiciary in upholding the laws of the land?</p>
2.	<b>SPECIFIC LEARNING OUTCOME</b>	<p>1. Recognise the importance of rules and regulations.</p> <p>2. Express the need for written constitution and development of the country.</p> <p>3.State the importance of the constitution and identify the importance of Fundamental rights And fundamentals duties.</p>
3.	<b>PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )</b>	<p><b>Art –</b> Make a colourful PREAMBLE highlighting the key terms. Child labour violates which fundamental right .discuss</p>
4.	<b>INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS</b>	<p>1.Handouts with key concepts and definitions.</p> <p>2. Videos and documentaries on the Indian Constitution and its guiding principles.</p> <p>3. Relevant case studies and examples to illustrate each principle.</p>
5.	<b>RESOURCES INCLUDING ICT</b>	<p>Resources:</p> <ol style="list-style-type: none"> <li>1. The official website of the Government of India (<a href="https://www.india.gov.in/">https://www.india.gov.in/</a>) has a section on the Indian Constitution which provides access to the Constitution of India, amendments, and related information.</li> <li>2. The National Council of Educational Research and Training (NCERT) website(<a href="https://ncert.nic.in/">https://ncert.nic.in/</a>) provides access to textbooks, teacher guides, and other resources related to the Indian Constitution.</li> </ol> <p>or computer to express oneself.</p>

6.	SUSTAINABLE DEVELOPMENTAL GOALS	Students will be able to know how to be a good citizen of India and achieve quality education.
7.	ASSESSMENT ITEMS	<ol style="list-style-type: none"> <li>1. What are the fundamental rights given to the citizens of India?</li> <li>2. What is the significance of the directive principle of state policy?</li> <li>3. Explain the separation of powers in the Indian Constitution.</li> <li>4. Why is judicial independence important in a democracy?</li> <li>5. What is the meaning of federalism?</li> </ol>
8.	FEEDBACK AND REMEDIAL TEACHING	<p>Important points will be revised in the class with the help of students. A constitution is a written document containing rules and regulations by which a country is governed.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dr. B.R. Ambedkar, father of the Indian Constitution, was the chairman of Drafting Committee.</li> <li><input type="checkbox"/> The Constitution of India came into effect on 26<sup>th</sup> January 1950</li> </ul>
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Students will create their own class room rules and will give examples of constitution – Federalism, Secularism, Fundamental rights, Short questions will be asked and done in the class, preamble will be discussed.

CH 10	<b>GOVERNMENT AT THE CENTRE</b>	Number of teaching days of each month:20 Number of days required to complete the topic:6
1.	<b>PREVIOUS KNOWLEDGE TESTING</b>	What is Parliament? ☑ Who is the head of government? ☑ Name the two houses of Parliament?
2.	<b>SPECIFIC LEARNING OUTCOME</b>	1. Discuss the parliamentary form of governments in the world. 2. Role of houses like Rajya sabha and Lok sabha 3.Role of speaker , President and prime minister
3.	<b>PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )</b>	<b>Role play :</b> organize into groups of ruling party and opposition and conduct a MOCK PARLIAMENT SESSION taking up the role of MPs.
4.	<b>INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS</b>	Students to brainstorm what they think interdisciplinary linkages and life skills mean and how they could be important for Members of Parliament. b. Lecture: Present a lecture on the role of interdisciplinary linkages and life skills in the functioning of Parliament, and how they can help MPs to make informed decisions.
5.	<b>RESOURCES INCLUDING ICT</b>	Demonstrate the use of computers for teaching and learning about the Indian Parliament. Show how to access relevant websites and apps, and how to use them to explore different aspects of the Parliament. Hands-on Practice: Allow students to explore the educational websites and apps related to the Indian Parliament on their own. Encourage them to read articles, watch videos, and participate in online quizzes and games to enhance their understanding of the Parliament.
6.	<b>ASSESSMENT ITEMS</b>	Compare the two houses of the Indian Parliament. ☑ What is collective responsibility? ☑ What is the difference between Question Hour and Zero Hour?

		<ul style="list-style-type: none"> <li>☐ How do the regional parties participate in the decision-making process of the parliament?</li> <li>☐ Describe the structure of our parliament. Is our Parliament supreme?</li> <li>☐ How does the Parliament control, guide and inform the government?</li> <li>☐ Briefly describe the roles of the President and the Prime Minister of India</li> </ul>
7.	FEEDBACK AND REMEDIAL TEACHING	Group Discussion: Divide the class into groups and ask them to discuss the different aspects of the Indian Parliament . Encourage them to share their insights and ask questions to clear their doubts.
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Students will be asked short questions; they will be asked to collect information on current Government and its cabinet.

Term 2

CH1	<b>(HISTORY) EDUCATION AND COLONIAL RULE</b>	Number of teaching days of each month:20 Number of days required to complete the topic:7
1.	<b>PREVIOUS KNOWLEDGE TESTING</b>	Ask the students if they know about the history of education in India before the arrival of the British. Also, ask them to name a few important schools or universities established during the British rule in India.
2.	<b>SPECIFIC LEARNING OUTCOME</b>	Understand the impact of British rule on education in India Analyze the policies and reforms introduced by the British in the field of education Evaluate the consequences of British policies on the Indian education system
3.	<b>PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )</b>	Prepare a <b>ppt</b> on Gandhi ji s ‘NAI TALEEM’ including his basic ideas and features of this concept, the struggle and opposition faced by Gandhi ji and its ultimate success.
4.	<b>INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS</b>	Fusion with computer as students will learn how to make ppt.
6.	<b>SUSTAINABLE DEVELOPMENTAL GOALS</b>	Sustainable goal of quality education will be achieved by students.
7.	<b>ASSESSMENT ITEMS</b>	What were the major policies and reforms introduced by the British in the field of education in India? 2. How did the British policies affect the traditional Indian education system? 3. What were the consequences of British policies on the Indian education system?

8.	FEEDBACK AND REMEDIAL TEACHING	Divide the class into groups and assign them different topics related to the impact of British policies on Indian education. Encourage each group to discuss and analyze their topic in detail and present their findings to the class.
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Take the help of the internet and find images of a <i>pathshala</i> . Make a project showing the classes in a <i>pathshala</i> and write two-three similarities or differences with your present class. 2. AMU was founded by Sir Syed Ahmad Khan. Find out the names (about 5-6) of some famous universities or colleges in India and find out their founders.

CH 2	<b>WOMEN AND REFORMS</b>	Number of teaching days of each month:20 Number of days required to complete the topic:5
1.	<b>PREVIOUS KNOWLEDGE TESTING</b>	1. Who was Raja Ram Mohan Roy? 2. What were the social reform movements in India during the 19th century? 3. Name any two prominent women leaders who played an important role in India's freedom struggle. 4. How did women participate in India's national movement?
2.	<b>SPECIFIC LEARNING OUTCOME</b>	1. Learn about the changes in the position of women. 2. Describe the efforts to change the position of women. 3. Explain the role of reformers.
3.	<b>PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )</b>	<b>Activities:</b> 1. Collect the pictures of woman who played a great role in Indian politics. 2. Write about women in your family who inspires you
4.	<b>INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS</b>	1. Sociology: The subtopic of women's empowerment can be studied in the context of social structures, gender roles, and power dynamics in society. 2. Political Science: The contributions made by women towards India's freedom struggle can be studied as part of political movements for independence.
5.	<b>RESOURCES INCLUDING ICT</b>	Various ICT tools such as Google Suite for Education, Kahoot!, Quizlet, Nearpod can be used for creating interactive quizzes/tests/assignments which students can complete online.
6.	<b>SUSTAINABLE DEVELOPMENTAL GOALS</b>	Sustainable development goal of gender equality will be achieved.
7.	<b>ASSESSMENT ITEMS</b>	<ul style="list-style-type: none"> <li>• What were the social reform movements in India during the 19th century? Explain any two of them.</li> <li>• Name any two prominent women leaders who played an important role in India's freedom struggle and their contribution towards it.</li> <li>• Evaluate Raja Ram Mohan Roy's contribution towards women empowerment.</li> </ul>

8.	FEEDBACK AND REMEDIAL TEACHING	<p>1. Identify Weaknesses: Identify areas where a significant number of students are struggling by analyzing assessment results like tests/quizzes/homeworks/assignments etc</p> <p>2. Provide Extra Support: Provide additional lessons or resources (such as videos, presentations) specifically designed for those who need extra support in a particular area of study.</p> <p>3. Adapt Teaching Methods: Adapt your methods according to student needs - change lectures into interactive discussions or group activities; use visual aids like diagrams/charts/maps etc</p>
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	<p>Assign group projects where each member has a specific role so that they collaborate equally.</p>



CH3	<b>THE NATIONAL MOVEMENT</b>	Number of teaching days of each month:21 Number of days required to complete the topic:7
1.	<b>PREVIOUS KNOWLEDGE TESTING</b>	1. Why Indians were discontented with british policies? 2. Who was Mahatma Gandhi and what was his contribution towards India's freedom struggle? 3. Name any two prominent leaders of India's national movement. 4. How did partition impact India and Pakistan?
2.	<b>SPECIFIC LEARNING OUTCOME</b>	1. Critically analyze the role of nationalist leaders of the nationalist movement. 2. Realize that unity is the biggest threat of achieving any goal. 3. Realize that for the survival of the nation freedom is necessary. 4. Imbibe the feeling of nationalism. 5. Analyse the role of revolutionaries in freedom movement.
3.	<b>PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )</b>	<b>ROLE PLAY</b> Divide the class into two groups: moderates and extremists and enact a disagreement between them because of their different approach to attain freedom.
4.	<b>INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS</b>	Oratory skills will be improved by role play and leadership quality can be assessed.
5.	<b>RESOURCES INCLUDING ICT</b>	Ppt can be made to show main points of the chapter
6.	<b>ASSESSMENT ITEMS</b>	☑ How the education helped Indians to get the idea of freedom? ☑ Name some revolutionary leaders of Indian struggle for freedom. ☑ Who formed the Congress in India? ☑ What was difference between moderates and radicals?

7.	FEEDBACK AND REMEDIAL TEACHING	Students can be given extra worksheets , mcq ,quiz to revise the chapter
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Collect memorable quotes and pictures of leaders of Moderates, Radicals and Revolutionaries.

CH4	<b>INDIA AFTER INDEPENDENCE</b>	Number of teaching days of each month:21 Number of days required to complete the topic:7
1.	PREVIOUS KNOWLEDGE TESTING	How did India get its freedom and from whom? Who played important role in independence of India?
2.	SPECIFIC LEARNING OUTCOME	1. Realise the reasons for the partition and the rehabilitation of refugees. 2. Learn about pluralism, democracy and development. 3. Analyse the relation of India with the world.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	<b>Make a list</b> of all the States of the Indian union today and identify the prominent languages spoken in each state and union territory.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Understand the various features of the Indian constitution and realised that political freedom has to be accompanied by economic and social democracy ☑ observe the setting up of the Planning Commission and the

		presentation of the 5-year plans and how it helped modern India to develop
5.	RESOURCES INCLUDING ICT	Presentation of visuals-based interactive video link: <a href="https://youtu.be/xVYU9ZBq-0w">https://youtu.be/xVYU9ZBq-0w</a>
6.	ASSESSMENT ITEMS	What did India do to overcome the problem of common language ? Explain the challenges faced by Indians during post independence nation building period?
7.	FEEDBACK AND REMEDIAL TEACHING	Students can be given extra questions for practice, mcq and quiz to learn important dates.
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Ask the students to make project on challenges and problems faced by Indians before and after independence.

CH5	<b><u>(GEOGRAPHY)</u></b> <b>AGRICULTURE AND MAJOR CROPS</b>	Number of teaching days of each month:23 Number of days required to complete the topic:4
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1.	PREVIOUS KNOWLEDGE TESTING	<p>What is farming?  How much India is dependent on agriculture?  What is the main activity or occupation of people of Punjab?  How agriculture is backbone of Indian economy?</p>
2.	SPECIFIC LEARNING OUTCOME	<p>1. Learn that the food on their plate is the hard work of the farmers.  2. Realize the different factors involved in growing different types of crops.  3. Apply that different crops are grown in different regions of India.  4. Learn about the geographical conditions necessary for cultivation of major crops.</p>
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	<p><b>Map skills :</b>  Locate the major crops on the political map of India.  Divide the class into two groups namely Subsistence and Commercial agriculture. Each group will highlight its characteristic features.  Prepare a PowerPoint presentation on of dairy farming.</p>
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	<p>Students will be able to link this chapter with science and economics</p>
5.	RESOURCES INCLUDING ICT	<p>PowerPoint Presentation on ‘Agriculture’</p>
6.	ASSESSMENT ITEMS	<p>What are the factors influencing agriculture?  What are the types of agriculture?  What are techniques of organic farming?  Compare food crops and cash crops.</p>
7.	FEEDBACK AND REMEDIAL TEACHING	<p>Real-life examples such as farm visits or videos showcasing real-life examples can also be shown to help students understand better.</p>

8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Ask students about ill effects of slash and burn practice and other such harmful agricultural practices. Show the picture of a crop, identify it and tell the condition suitable for its growth .
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CH6	<b>INDUSTRIES</b>	Number of teaching days of each month: Number of days required to complete the topic:
1.	PREVIOUS KNOWLEDGE TESTING	1. What are industries? 2. Name any two types of industries. 3. What are the factors affecting location of industries?
2.	SPECIFIC LEARNING OUTCOME	1. Learn about types of industries and factors affecting location of an industry. 2. Learn about major industries of India and world. 3. How to avoid industrial accident?
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	<b>VISIT</b> Visit any industry near your city and find out the materials used and entire process that leads the final product.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Industries chapter will be helpful in knowing the economic status of country.
5.	RESOURCES INCLUDING ICT	The following websites can be used to gather additional information about this topic: 1. <a href="https://www.industryweek.com/">https://www.industryweek.com/</a> 2. <a href="http://www.unido.org/">http://www.unido.org/</a>

6.	ASSESSMENT ITEMS	<ul style="list-style-type: none"> <li>● What is industrial system?</li> <li>☑ Classify industries on the basis of raw material, size, ownership and end products.</li> <li>☑ Distinguish between small-scale and large scale industries.</li> <li>☑ Measures to reduce industrial industries.</li> </ul>
7.	FEEDBACK AND REMEDIAL TEACHING	<p>Students can be given extra questions for practice, mcq, worksheets etc. to revise the chapter.</p> <p>Show some real-life examples where applicable, like use case scenarios or visit nearby factories if possible.</p>
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	<p>Ask students to list out the Indian industries which are covered under primary, secondary and tertiary.</p>

CH7.	HUMAN RESOURCE	Number of teaching days of each month:21 Number of days required to complete the topic:5
1.	PREVIOUS KNOWLEDGE TESTING	What are resources? What are the types of resources? Which is the most important resource that make other resources useful?
2.	SPECIFIC LEARNING OUTCOME	1. Realise human are a resource. 2. Identify the composition of the population. 3. Learn that occupational structure and the changes human resources. 4. Relate that economic and social development of a country depends on the literacy level of its population.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	<b>Activity 1</b> Make a poster or write a catchy slogan about spreading on reduction of population. <b>Activity: 2</b> Data collection: From the 5 sections of your class, collect data on age and sex and work sex ratio for the class and represent it graphically
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Human resource chapter enhance the most important skill of humans to be productive . It links with science and economics.
5.	RESOURCES INCLUDING ICT	The following websites can be used to gather additional information about this topic: 1. <a href="https://www.bls.gov/">https://www.bls.gov/</a> 2. <a href="http://www.un.org/">http://www.un.org/</a>
6.	ASSESSMENT ITEMS	Discuss any three types of Human Resources along with their significance in society? Why are people attracted towards urban areas? Give reasons along with an example. What measures could we take as a nation to control overpopulation?

		Mention at least four points.
7.	FEEDBACK AND REMEDIAL TEACHING	Students can be shown maps to know about major industries of India?
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Show some real-life examples where applicable, like use case scenarios or visit nearby employment agencies if possible.

CH8.	<b><i>(SOCIAL AND POLITICAL LIFE)</i></b>  <b>THE JUDICIARY</b>	Number of teaching days of each month:23 Number of days required to complete the topic:4
1.	PREVIOUS KNOWLEDGE TESTING	1. What do you understand by the term 'Judiciary'? 2. Name any two types of courts. 3. Explain what is meant by an appeal.
2.	SPECIFIC LEARNING OUTCOME	1. Identify that the judiciary is the third most important organ of the government. 2. Realise that Supreme court is the apex court followed by high court and subordinate courts.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	<b>Role play:</b> Enact a court room drama in class with students acting as public
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Students will be able to enhance their intellectual and oratory skills.
5.	RESOURCES INCLUDING ICT	The following websites can be used to gather additional information about this topic: 1. <a href="https://www.supremecourt.gov/">https://www.supremecourt.gov/</a> 2. <a href="http://www.law.cornell.edu/">http://www.law.cornell.edu/</a>



6.	ASSESSMENT ITEMS	<p>Do you think President should be bound to follow judiciary?</p> <p><input type="checkbox"/> Do you think all should have equal access to courts?</p> <p><input type="checkbox"/> Is it right to give the accused the freedom to choose a lawyer to defend themselves?</p> <p><input type="checkbox"/> Do you think PIL has been able to bring any change in the judicial system?</p>
7.	FEEDBACK AND REMEDIAL TEACHING	Students will be given real life case studies regarding criminal and civil cases to make the chapter easy to understand.
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Ask students to make pictorial chronology of chief justice of india.

CH9	<b>THE ROLE OF THE POLICE AND JUDICIARY</b>	Number of teaching days of each month:21 Number of days required to complete the topic:5
1.	PREVIOUS KNOWLEDGE TESTING	How can police help in controlling crime? Which body of government frames law? What are the functions of police?

2.	SPECIFIC LEARNING OUTCOME	The students will be able to: <input type="checkbox"/> bifurcate the roles of police and judiciary <input type="checkbox"/> understand the responsibilities of the police and the guidelines they need to follow when handling a case <input type="checkbox"/> explain the terms cognisable and non-cognisable offence, warrant, FIR, bailable and non-bailable offence and so on <input type="checkbox"/> learn about the roles of the public prosecutor, the defence lawyer and the judge e elaborate the meaning of fair trial and its essentials
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )	<b>Collage:</b> Make a collage of cuttings of newspaper of the two/three court cases. Find out the names of the lawyers and public prosecutors involved in the cases.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Artistic skills of children related to drawing and art and craft will be improved by making collage.
5.	RESOURCESINCLUDING ICT	Students can follow current civil and criminal cases on internet from different web sites.
6.	ASSESSMENT ITEMS	What is warrant? <input type="checkbox"/> Who is a defence lawyer? <input type="checkbox"/> What is FIR? What is the procedure to file FIR? <input type="checkbox"/> What is the importance of Article 22 and Article 33A of the Constitution in a citizen' life? • What are non-cognisable offence? <input type="checkbox"/> What is the role of police in investigating a crime?
7.	FEEDBACK AND REMEDIAL TEACHING	students will be given extra questions in the form of quiz,MCQ,FILL UPS to understand chapter better.
8.	INCLUSIVE PRACTICES AND FULL	<b>Activities</b> 1. Refer to the newspaper and find cases where

	<p>PARTICIPATION WITHOUT DISCRIMINATION</p>	<p>the rights provided by the constitution to the arrested person were not followed. 2. Hold a discussion in class on the topic—'Is awarding death sentence appropriate' and discuss in what cases could death sentence be awarded.</p>
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CH10	<b>ECONOMIC PRESENCE OF THE GOVERNMENT</b>	Number of teaching days of each month:21 Number of days required to complete the topic:4
1.	<b>PREVIOUS KNOWLEDGE TESTING</b>	How can a country progress? In Which areas government makes us feel its presence? How can socio-economic conditions of a country be improved?
2.	<b>SPECIFIC LEARNING OUTCOME</b>	Several government schemes and programmes have been launched for removal of poverty and unemployment. 2. Identified that the government adopted a planned approach towards economic development in the form of five-year plans. which was replaced by NITI.
3.	<b>PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION )</b>	Imagine you have won as the Mayor of your local municipality. People are expecting a lot of reforms under your leadership. Devise <b>a plan</b> for your municipality where in you should outline your vision during the pandemic.
4.	<b>INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS</b>	Leadership skills and intellectual skills of children will be improved.
5.	<b>RESOURCES INCLUDING ICT</b>	Students can search about 5 year plans of government. Are they able to achieve their targets . Information to be searched from government websites or from RTI.
6.	<b>ASSESSMENT ITEMS</b>	What are the social and economic functions of government? What is NITI Ayog? What is bharat nirman?
7.	<b>FEEDBACK AND REMEDIAL TEACHING</b>	Students can be given extra questions to practice in the form of MCQ, JOURNALS, fill ups etc.
8.	<b>INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION</b>	Field tour Visit a nearby slum. Find out the living conditions of the people there. prepare an extensive report.

THE END