

LESSON PLAN(2025-

26)CLASS10Th–

SOCIALSCIENCE

TERM-1

Ch1:ResourcesandDevelopment		No.ofPeriods:7
1.	PKTesting	*Whatisthedifferencebetweenlivingandnon-living? *Enlistanyfivethingswhichareusefulforus. *whatismeantbytheterm‘naturalresources’? *Canyougivesomeexamplesofrenewableandnon-renewable resources? *Whatwillhappenifthereisanover-exploitationofnaturalresources?
2.	SpecificLearningoutcomes	*Realizetheimportanceofconservationoftheresources. *Sensitize measurestocheckitswastage&preserve forfuture. *Appreciatere spectandacceptthediversityofresources. *Believeinconservationofresources.
3.	PedagogicalStrategies	*Groupdiscussiononthe indiscriminateuseofresources *Activity-preparealistofresourcesfoundinyourstateonpiechart
4.	InterdisciplinaryLinkagesandinfusionof life skills	*makeaposterandsloganon‘Conservationofresources’ *‘Resourceconsumptionisgreaterthanresourcegenerationresulting incrisisofresources.’Discuss
5.	ResourcesIncludingICT	*Ncertbook,smartboard *https://youtu.be/Ujm7l3h-CKk
6.	Assessmentitems	*Howislandanaturalresourceofutmostimportance? *Explainanyfivehumanactivitiesaccountableforlanddegradationin India. *Whateffortsmadeforresourceplanninginthefirstfiveyearplan?
7.	Feedbackandremedialteaching	*remedialclassfor slowlearnerstoimprovetheirperformance *difficultcontentofthesubtopicswillbediscussed *explainthetermsandconceptsagainifneeded
8.	Inclusivepractices	*Pictureillustrationofsoilprofile *compareandcontrast2piechartsofsownarea

Ch2:ForestandWildlifeResources		No.ofPeriods:7
1.	PKTesting	*Haveyoueverheardaboutfloraandfauna? *Cananybodytellmewhat isnaturalvegetation? *Doyouknowth meaningofBiodiversityandecosystem? *WhichisthenationalbirdandanimalofIndia?
2.	SpecificLearningoutcomes	*studentswillbeabletodefineflora,fauna,ecosystemandbiodiversity *classifyforestsandwildlifeasperIUCN *explaintheroleplayedbylocalcommunityandgovernmentin conservation of forests and wildlife *toencourage studentstobecomeactiveparticipantsinconservation efforts for their local community
3.	PedagogicalStrategies	*Interactive andexplanatorymethod *inquirybasedactivitiestoallowstudentstoexploreandinvestigate the various components of the natural environment

4.	Interdisciplinary Linkages and infusion of life skills	*Empathy toward trees and wild animals *make a list of medicines which we obtain from different types of trees and wild animals *Discussing current activities which will allow students to see how
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		environmental science applies in the real world and can help them connect their learning
5.	Resources Including ICT	* Ncert book, smartboard, newspaper cutting images * be mindful of your consumption and avoid products that involve animal cruelty or habitat destruction
6.	Assessment items	* Discuss different advantages of forests. * How have human activities affected the depletion of flora and fauna? * What is biodiversity? Why is biodiversity important for human life? * What has been the contribution of India wildlife protection act in protecting animal habitat?
7.	Feedback and remedial teaching	* slow learners will be helped with short questions and doubts will be cleared * Extra time will be given to weak students * special assignment will be provided to high achievers
8.	Inclusive practices	* aware of surroundings flora and fauna * motivate community with new ideas to save environment

Ch1: Power Sharing		No. of Periods: 6
1.	PK Testing	* how do the local, state and central government works? * who is the head of government in our country? * how is our country ruled? * what do you mean by unity in diversity and secularism?
2.	Specific Learning outcomes	* Examines and comprehends how democracies handle demands and needs for power sharing * Analyse the challenges faced by countries * summarise the purpose of power sharing in preserving the unity and stability of a country * enumerate the need for power sharing in democracy
3.	Pedagogical Strategies	* students will be divided into groups and will make ppt and charts * elaborate the meaning and advantages of power sharing
4.	Interdisciplinary Linkages and infusion of life skills	* show a flow chart showing vertical & horizontal power sharing * values: - promotion of unity and integrity, respect to other's culture and language
5.	Resources Including ICT	* ncert book, smartboard, key vocabulary
6.	Assessment items	* stated different forms of power sharing in modern democracies? * what is power sharing and why is it desirable? * distinguish between pressure group, political parties and movement groups.
7.	Feedback and remedial teaching	* group discussion on power sharing * short questions will be given to weak students and their doubts will be cleared * Assignment questions will be given
8.	Inclusive practices	* focus on points like ethnic groups, major tribes, civil war

Ch2: Federalism		No. of Periods: 7
1.	PK Testing	* Which type of government is there in Belgium? * What is special about the Belgium government? * Which type of government do we have in India? * How many levels of government do we have in India?
2.	Specific Learning outcomes	* students will be able to know the meaning of federalism and features of federalism * familiarize about two kinds of routes through which federations can

		beenformed *knowaboutthedecentralizationofpowerinIndia *Appreciate,respectthepowersharingprocessinIndia
3.	PedagogicalStrategies	*Brainstormingandcomparison *ExplanationwithflowchartandQuestioningtechnique
4.	InterdisciplinaryLinkagesandinfusionof life skills	*safeguardandpromote nationalunity *Questionswithimage *studentswillcreateabigvenndiagram,whichwillshowdifferent roles of government
5.	ResourcesIncludingICT	*ncertbook,smartboard,
6.	Assessmentitems	*whatisfederalism?Andmentionitskeyfeatures. *distinguishbetween‘comingtogetherfederation’and‘holding together federation’ with examples . *whatformofgovernmentwasexistinginSrilanka? *whatisthebasicideabehinddecentralization?
7.	Feedbackandremedialteaching	*withthehelpofexamplestopicwillbecleared *shortquestionswilldiscussedandgivenasassignment *explainthedifferentconceptsandwillbemotivatedforselfstudy
8.	Inclusivepractices	

Ch1:Development		No.ofPeriods:12
1.	PKTesting	*whomwouldyoucallrich? *Ismoneysufficientforlivingabetterlife? *whatmoreisrequired? *whatisdevelopment?
2.	SpecificLearningoutcomes	*enumerateshowtheresourcesareinterdependent, *justifyhowplanningisessentialjudiciousutilizationofresources *inferstherationalefordevelopmentofresources *analyzeandevaluatedataandinformationrelatedtonon-optimal land, utilization *remedialmeasures foroptimalutilizationofunderutilizedresources
3.	PedagogicalStrategies	*
4.	InterdisciplinaryLinkagesandinfusionof life skills	*respectfordifferentdevelopmentgoals *sensitizeaboutinequalitiesinIndia, speciallyunderprevilgedgroups *Appreciatetheimpactofhumandevelopmentandeconomic development *prepareaquestionnaireandvisitanearbyslumareatoanalyse& draw a conclusion over their development
5.	ResourcesIncludingICT	*Ncerttextbook,smartboard, *https://www.youtube.com/watch?v=rnusPdeqTww&feature=youtu.be
6.	Assessmentitems	*questionswillbegivenanddiscussedingroups *whatisHDI?ExplainthecomponentsofHumanDevelopmentIndex. *whatisdevelopment?whatarethetwoaspectsofdevelopment? *whyisliteracyessentialfortheeconomicdevelopment?
7.	Feedbackandremedialteaching	*MCQquestionswillbegiventoweakstudents *specialassignmentsbasedondirectquestionswillbegiven *worksheetswillbegivencarrydifficulttoeasyquestions
8.	Inclusivepractices	*criticalthinkingaboutdifferencebetweenmixofgoals,commongoals andindividualgoals

Ch2:SectorsofIndianEconomy		No.ofPeriods:12
1.	PKTesting	*whatiseconomy? *Namethethreesectorsofeconomy. *Giveexamplesofprimary,secondaryandtertiarysecotrs. *whichsectorprovidesmostofthejobs?
2.	SpecificLearningoutcomes	*realizetheimportanceofeconomicactivitiesinthegrowthand development of a country *sensitizethestudentstowardsgrowingeconomicinequalitiesinour country *developcriticalunderstandingaboutrelevantcontributionofthe varioussectorsofeconomy
3.	PedagogicalStrategies	*inductivemethodandexplanation withnon verbalillustrationmethod *studentswilldiscusstheconcept
4.	InterdisciplinaryLinkagesandinfusionof life skills	*researchaboutlabourmovementintheworld. *roleplay:-depictingthelifeofworkersinorganizedandunorganized sectors
5.	ResourcesIncludingICT	*ncertbook,smartboard,worksheets,chalkboard
6.	Assessmentitems	*explainallthreesectorsofanIndianeconomy. *ExplainIntermediategoodsandservice. *ExplainGDP *Differentiatebetweenpublicsectorandprivate sector
7.	Feedbackandremedialteaching	Remedial classes will be conducted for those students whose performance is below average on the basis of evaluation work done. Studentswillbetaughtinasimplifiedmanner.Specialassignmentswill also be provided to them.
8.	Inclusivepractices	Brain storming, abstract, reading &explanation, classification, comparing and contrast

Ch1:TheRiseofNationalisminEurope		No.ofPeriods:17
1.	PKTesting	*whatdoesLapatriemean? *whatdoyoumeanbysovereignstate? *Whatiscolonialism? *whatisconservatism?
2.	SpecificLearningoutcomes	*studentswillabletounderstandhowtheFrenchrevolutionhadan impact on the European countries in the making of nation state *theywouldbeabletocolaborativelyrealizetheideaoftheNation *appreciatetheconceptandpracticesofamodernstate
3.	PedagogicalStrategies	*lecturemethodwiththehelpofsmartclass *collaborative learningofthetopics *roleplaysbythestudentsondifferentevents
4.	InterdisciplinaryLinkagesandinfusionof life skills	*criticalthinking:abouthowtheadventoftheideaofnation *toenhancetheircreativitybyreflectingonhowcouldthecommon mass of people contributed to the growth of nationalism
5.	ResourcesIncludingICT	Ncerttextbook,smartboard
6.	Assessmentitems	*analyse the measures and practices introduced by the French revolutionariestocreateasenseofcollectiveidentityamongstthe French people. *describetheprocessofunificationofgermanyandItaly. *describetheimpactofthe'RevolutionofLiberals'of1848inEurope *explainthecausesofconflictintheBalkanareaafter1871.
7.	Feedbackandremedialteaching	*topicswillbediscussedintheclass *shortquestionswillbegiventoweakstudents *difficulttopicswillbeexplained

8.	Inclusivepractices	*groupswillbemadeandtopicswillbediscussed
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Ch2:NationalisminIndia		No.ofPeriods:17
1.	PKTesting	*whoruledourcountrybeforeindependence? *whatdoyoumeanbysatyagraha? *whatwasrowaltact? *explainthejallianwalabaghincident.
2.	SpecificLearningoutcomes	*Familiarizelearnersaboutriseofnationalism *getfamiliarizedwiththeconceptofournationalidentityinBharat Mata *developrationalthinkingtruthandpatriotism *understandthesenseofcollectivebelonging
3.	PedagogicalStrategies	*interactivestorytellingmethodonexploitationofIndiansatthehands ofBritishers *showingpictureofbharatmataandaskingthoughtprovokingquestion *discussthefeatureofRowaltact
4.	InterdisciplinaryLinkagesandinfusionof life skills	*Roleplay:onDandiMarch *Mapactivity:importantnationalmovementandsessionofcongress *Analyticalcreativityskill;learningskill
5.	ResourcesIncludingICT	*FactorsoftheriseofnationalisminIndia *Non-cooperationmovement *civil-disobediencemovement
6.	Assessmentitems	*oralquiz *short,longquestionswillbediscussed *Whatissatyagraha? *whocreatedtheimageofBharatMata?
7.	Feedbackandremedialteaching	*Remedialteachingsofdifficultportionofunit *practiceofimportantconceptsandterms *Mapworkpractice
8.	Inclusivepractices	Groupdiscussion,roleplay,thinkingskills

Ch3:Waterresources		No.ofPeriods:7
1.	PKTesting	*whatwaterisusedfor? *whicharethesourcesofwater? *canooceanwaterbeusedforregularuse? *whatcausesaTsunami?
2.	SpecificLearningoutcomes	*studentswillbeabletosupporttheimportanceofwaterasaxiliroflife *Rationalisetheusageofwaterintermsofqualityandquantity *becomeawareoftheconservationandmanagementofwater resources
3.	PedagogicalStrategies	*studentstosharevariousexamplesofdaytodayexperienceofwater scarcity in urban and rural area *markthemajorriversanddamsinIndiaonthemapofIndia
4.	InterdisciplinaryLinkagesandinfusionof life skills	*posteron4R's *roleplayonthetopic'Indiaisrichinwaterresources:conserveitor drain it' *adebate/discussionon'Krishna-Godavariwaterdispute'or'Narmada BachaoAndaloan'
5.	ResourcesIncludingICT	*ncertbook,smartboard,* *http://www.youtube.com/watch?=tLTCowB010:Videonrainwater harvesting
6.	Assessmentitems	*Howaredamsmoreabanethanboon?

		*whatismeantbywaterscarcity?whatareitcauses? *whatisrainwaterharvesting? *bamboo-drip-irrigationisfamousinwhichstate/states?
7.	Feedbackandremedialteaching	*arecaponeverytopicdiscussedwithspecialreferencetowater scarcity, conservation and management and future implications *remedialclassforthestudentswhoseperformanceisbelowaverage
8.	Inclusivepractices	*activitytolearnsavewater *debateontopicWateranditsconservation

Ch3:Moneyandcredit		No.ofPeriods:12
1.	PKTesting	*Whatistheroleofseashells(cowries)duringIndusValleyCivilisation? *Whatwasthemediumofexchange/transactionduringmedium? *WhatisBarterssystem?
2.	SpecificLearningoutcomes	*studentswillbeabletounderstandthefunctionofmoney *torecognizethesignificanceofmodernformsofmoney *torealizethevirtuousandviciousaspectsofcredit *Todevelopthespiritofinquiryandresearch
3.	PedagogicalStrategies	*explanationwiththehelpofflowchart *activitiesofthebankwillbetakenup *benefitsofborrowingmoneyfromformallenders,roleofRBIas supervisor
4.	InterdisciplinaryLinkagesandinfusionof life skills	*visittoabank *comparativestudyofexchangeratesofrupeeswithothercurrency
5.	ResourcesIncludingICT	*NCERTBook,Imagesofcoins/currency *smartboard *http://vimeo.com?tag=barter+system
6.	Assessmentitems	*howdoesmoneysolvethetheproblemofdoublecoincidenceofwants? *whyaredemanddepositsconsideredasamoney? *whyshouldcreditatreasonableratesbeavailableforall? *InwhatwaydoesRBI supervisethefunctioningofformalsourcesof credit ?why is it necessary?
7.	Feedbackandremedialteaching	*necessaryhelpandguidancewillbeprovidedtothestudentsto overcome their problems *encourageoralexpressioninsteadofwrittenreports
8.	Inclusivepractices	*teachingapproachwillguidancewilladdressthe needsofslow learnersandstudentswithdifferentabilities

Ch3:Gender,ReligionandCaste		No.ofPeriods:12
1.	PKTesting	*whatisgender? *Whatisgenderdiscrimination? *whatwerethefourvarnasinhistory? *whatistheroleofgenderandreligioninpolitics?
2.	SpecificLearningoutcomes	*studentswillbeabletounderstandandanalyzethechallengesposed by communalism to Indian Democracy *understandandanalyzethefeaturesofsecularstate *Identifythecausesandeffectsofgenderinequalities *determinethecausesandeffectsofcommunalism *analyzetheinfluenceofpoliticsoncasteandcasteonpolitics
3.	PedagogicalStrategies	*activitybasedwithexamples *differentaspectsoflifeinwhichwomenarediscriminatedinIndia
4.	InterdisciplinaryLinkages andinfusionof lifeskills	*toprepareandenactonaskithighlightingtheissueofgender discriminationinoursociety

		*prepare a Pie chart showing: literacy rate of women in comparison with men from 1950 to 2011
5.	Resources Including ICT	*ncertbook, smartboard, vocabulary
6.	Assessment items	*define gender division *what is the significance of equal wage act? *what do you understand by communal politics? *how women are discriminated in politics? *how can religion influence the politics?
7.	Feedback and remedial teaching	*group discussion among groups of students *weak students will be given some easy topics to explain *extra questions will be given to weak students
8.	Inclusive practices	Group discussions will help weak students and class to understand the topic

Ch4: Agriculture		No. of Periods: 10
1.	PK Testing	*what do you eat in breakfast? *so what is all this made up of? *who plant all these for us? *what is agriculture?
2.	Specific Learning outcomes	*students will be able to explain types of farming practiced in India *to establish relationship of crops with the types of soil and climatic conditions *to develop the skill to locate the major crop producing area on the map
3.	Pedagogical Strategies	*Importance of agriculture: through brainstorming and think *activity for student to grow any one kharif, rabi or zaid crop and observe the climatic and geographical changes
4.	Interdisciplinary Linkages and infusion of life skills	*pie chart will be drawn by student to show distribution of agricultural land *observation chart will be formed of different crops of climatic, soil etc.
5.	Resources Including ICT	*Ncertbook, Smartboard *visual illustrations in the book *map of India showing distribution of different crops * https://www.youtube.com/watch?v=xRBN73MOJkw
6.	Assessment items	*differentiate between various types of farming *mention different varieties of fruits and vegetables grown in India *What is the role of institutions like Banks and Agricultural research institutes, for agricultural development? *distinguish between rabi and kharif crop
7.	Feedback and remedial teaching	*short questions and quiz will be asked in class *remedial students will be helped with examples and short questions *farming types will be discussed
8.	Inclusive practices	*students have to observe the farming and agriculture crops grown nearby them and it will be shared by them

Ch4: Political parties		No. of Periods: 12
1.	PK Testing	*What do you mean by democracy? *distinguish between democratic and non-democratic government. *what is the role of political parties in a country? *mention some political party symbols.
2.	Specific Learning outcomes	*students will be able to acknowledge the need of political parties in a democratic setup

		*criticallyanalyzetheworkofpoliticalparty *activelyparticipateinthepoliticalprocessofthecountry *willbeabletosuggestwaysofreformingpoliticalpartiesinIndia
3.	PedagogicalStrategies	*meaning/needofpoliticalpartiessymbolstobeshown *nationalandstatepartiespoliticalmapwillbediscussed *drawpoliticalpartiessymbols
4.	InterdisciplinaryLinkagesandinfusionof life skills	*drawabargraphtoshowtheperformanceofany1politicalpartyin the last 10years *doasurveyofpoliticalpartyinyourstate *prepareaprojecton–‘Ourleadersthenandnow’
5.	ResourcesIncludingICT	*ncertbook,smartboard,mapofindia,newspapercuttings,vocabulary
6.	Assessmentitems	*whatispoliticalparty? *differentiatebetweenNationalandRegionalpoliticalparties. *whatarethefunctionsofpoliticalparty? *explainoneparty,twopartyandmultipartysystem.
7.	Feedbackandremedialteaching	*Questionswillbeaskedanddiscussed *groupdiscussionwillbedoneinclassspecialattentiontowardsweak students
8.	Inclusivepractices	Difficulttopicswillbeexplainedanddiscussed

Ch3:TheMakingofGlobalWorld		No.ofPeriods:6
1.	PKTesting	*Whytradersmovefromonecornertotheothercorneroftheworld? *Whatisthetermusedforthemovementofthepeoplefromoneplace to the other in search of employment? *Whatdoyounamefortheinterconnectionandtheintegrationof economics around the world?
2.	SpecificLearningoutcomes	*Studentswillbeabletounderstandthatglobalizationhasalong history and point to this shifts within the process *Analyze the implication of globalization for localeconomics
3.	PedagogicalStrategies	*Explanationofthesubtopicsinananalyticalwaybyinterconnecting theevents.
4.	InterdisciplinaryLinkagesandinfusionof life skills	*Comparisonoftradefromearlierperiodwithpresentperiod *Flowchartofglobalizationtradewillbemadeinclass
5.	ResourcesIncludingICT	*Ncerttextbook,smartboard,vocabularywords,questionandanswer
6.	Assessmentitems	*DefinethetermGlobalization. *HowdidtheGreatDepressionof1929affectthefarmersandthe middle classes in India in different ways? *Criticallyexplaintheexpansionoftradefacilitiesin19thcentury?
7.	Feedbackandremedialteaching	*studentswillanalyzetheimplicationofglobalizationforlocalenemies *weakstudentswillbehelpedbypeergroutounderstandthetopic *Longandshortquestionswillbediscussedandsharedinclass
8.	Inclusivepractices	*Motivatingthestudentstotakeupacomparativestudybetweenthe attempts and trends of the earlier globalization and the present day globalization process *Studentsareaskedtopreparealistoffooditemsandcropswhich travelledfromoneregiontootherregionontheglobesincemedieval period and their impact

Ch4:GlobalisationandTheIndianEconomy		No.ofPeriods:8
1.	PKTesting	*whichisyourfavouriteamongpizzaandburger?

		*Are these Indian foods? *which country do they belong to? *how come they are available in India?
2.	Specific Learning outcomes	*students will be able to identify various elements that facilitated globalization process *will be able to define globalization *they can highlight the role of MNCs
3.	Pedagogical Strategies	*meaning of multinational corporation will be explained *interlinking production across countries will be taken up *globalization as a process of rapid integration between countries will be explained
4.	Interdisciplinary Linkages and infusion of life skills	*students will be divided into groups and they will study ways of integration with the MNCs
5.	Resources Including ICT	*ncert textbook, smartboard, group activities
6.	Assessment items	*what is globalization? how we feel the direct impact of globalization in our daily life? *Why do MNCs set up their offices and factories in those regions where they get cheap labour and other resources? *Explain the advantages of globalization. *Explain the role of multinational corporations in the globalization process.
7.	Feedback and remedial teaching	*necessary help and guidance will be provided to the students to overcome their problems
8.	Inclusive practices	Teaching approach will address the needs of slow learners and students with different abilities

Ch5: Print Culture and The Modern World		No. of Periods: 10
1.	PK Testing	*Why print culture is important to study? *what is calligraphy? *Who invented the first printing press? *how culture and print are connected with each?
2.	Specific Learning outcomes	*understand the history of development of print in Europe *get familiarized with the role and impact of print revolution *establish the link between print culture and circulation of ideas *correlate the expansion of print with the growing spirit of nationalism in India
3.	Pedagogical Strategies	*students will collect the information regarding famous books on which films were made *Importance of print on the life of different social groups especially the women
4.	Interdisciplinary Linkages and infusion of life skills	*organizing debate:- "Significance of printed literature in this E-Era" *research components used in various ink for printing press
5.	Resources Including ICT	*ncert book, smartboard, worksheets, Quiz *https://www.youtube.com/watch?v=zqaLmUCUxgA
6.	Assessment items	*'Print is often as the mother of the French revolution' support the statement. *what was the initial fear of print and how did it lead to the beginning of the protestant reformation movement in 16th century? *how did print culture develop in Europe? *Mention the technique adopted to educate white-collar workers in Europe during the 19th century.
7.	Feedback and remedial teaching	*Remedial teaching of difficult portion of unit *practice of important concepts and terms

		*short questions will be shared with remedial students
8.	Inclusive practices	Discussion and role play among students

Ch5: Minerals and Energy Resources		No. of Periods: 10
1.	PK Testing	* what are minerals? * names of some minerals used in daily life. * Which minerals we use in class and school? * Is there a need to conserve them? * Whether all minerals are found at one place?
2.	Specific Learning outcomes	* students will be able to discuss various types of conventional resources and utilization * they will be able to understand why we should conserve minerals? * understand uneven distribution of minerals * list benefits of minerals in human life * Why we should conserve minerals?
3.	Pedagogical Strategies	* PPT presentation, building up concept and then various active learning and collaborative strategies will be followed * group activity: students will be divided into groups and different topics will be discussed
4.	Interdisciplinary Linkages and infusion of life skills	* Creative writing on the topic 'A day without mineral' * Map work: Locate and label the major nuclear and thermal power plants in India
5.	Resources Including ICT	* Ncert textbook, smartboard, specimen of minerals
6.	Assessment items	* what is mineral? * Which are the iron ore belts of India? * Distinguish between conventional sources of energy and non-conventional sources of energy. * 'Mineral resources in India are unevenly distributed'. Give arguments to support the statement with examples
7.	Feedback and remedial teaching	* Examples of minerals in daily life will be discussed in pairs * Remedial students will be helped by giving examples and explaining the difficult topics again in class
8.	Inclusive practices	* students will be included in activities * Will learn the use of minerals in daily life

Ch5: Outcomes of Democracy		No. of Periods: 11
1.	PK Testing	* What is democracy? * What are the people's expectations from government? * How government could be legitimate and responsive to people?
2.	Specific Learning outcomes	* students will be able to formulate their own expectations of a good democracy * they will be able to reflect how democratic challenges can be reformed * students will learn about fundamental challenges to democracy
3.	Pedagogical Strategies	* students will collect data of economic development * discussion on working and outcomes of government
4.	Interdisciplinary Linkages and infusion of life skills	* difference between democratic and non-democratic government will be discussed
5.	Resources Including ICT	* Ncert book, smartboard
6.	Assessment items	* What is meant by social diversity? * what is meant by legitimate and accountability? * in what respect democracy a better alternative than any other form of

		government? *What are the factors on which economic development of a country depends
7.	Feedback and remedial teaching	*Repetition of main subtopics *easy questions given to remedial students *students will express ideas and thoughts about the topic
8.	Inclusive practices	Conducting debate competition among students

Ch6: Manufacturing Industries		No. of Periods: 10
1.	PK Testing	*Where will you write down the notes given in the class? *From where you purchase these notebooks? *We can establish the industry anywhere? *What are the requirements to establish an industry?
2.	Specific Learning outcomes	*students will be able to understand the importance of manufacturing industries in its economic growth *get familiarize how the industries contribute to national economy growth *analyze the factors responsible for environmental degradation *sensitized learner about the importance of environment pollution
3.	Pedagogical Strategies	*collect newspaper clips based on pollution *importance of manufacturing industries will be discussed and shared *Flowchart of classification of industries will be made
4.	Interdisciplinary Linkages and infusion of life skills	*Make a report explaining about biodegradable & non-biodegradable substances & their effect on environment. *make a report on the environment during the Indus valley civilization and compare it from present data *write an article on 'Swachh Bharat Abhiyan'
5.	Resources including ICT	*Ncert textbook, Smartboard, vocabulary words, activities
6.	Assessment items	*What are manufacturing industries? *classify the industry on the basis of source of raw material, ownership, capital investment. *Explain any five factors affecting the location of an industry. *Explain measures to control industrial pollution in India.
7.	Feedback and remedial teaching	*Special attention and classes for slow learner through peer help *Short questions will be provided to weak students
8.	Inclusive practices	*Activities will help student to implement the effects of pollution *Future resources to make environment healthy and clean