

## **Learning Outcomes:**

### **CHAPTER 10 – AGRICULTURE AND INDUSTRIES**

#### **1. Knowledge Objectives:**

Students will be able to understand the practice or science of growing crops and raising animals.

#### **2. Understanding objective:**

Understand the fact that crops grown in the farms provide food to people and raw materials to industries.

#### **3. Application objective:**

Learn about the types of crops and types of industries.

#### **4. Skill objective:**

Students will learn about cropping seasons and industries and their location.

#### **Previous knowledge testing:**

1. What is agriculture?
2. What is industry?
3. List small scale and large scale industries.

#### **Teaching aids :**

Chalk, duster, board, chart, videos, books

#### **Pedagogical Strategies:**

Map showing cash crops and food crops and industries map on smart class modules

[https://youtu.be/C4pqCk\\_\\_M0M](https://youtu.be/C4pqCk__M0M)

Take a look at this video on YouTube:

**Procedure:**

Reading of the chapter will be done by the students. The teacher will discuss the meaning of livestock and major cropping seasons. The teacher will show to the students different types of maps related to crops and industries. Question answers will be discussed in the class and in the notebooks by the students.

**Hands on Activity:****Participation of students:**

Students will mark the location of major industries on an outline map of India.

**Recapitulation/Assignment:**

1. Make a list of vegetables and fruits sold in summer and winter.
2. Make a list of vegetables and fruits available throughout the year .
3. Industries benefit the economy of a country. Can you think the disadvantages of industries.

**Learning outcomes:**

1. Students will be able to classified into food and cash crops.
2. Students will be able to speak about the classification of industries based on raw materials.

**Assessment:**

Weekly test will be conducted from this chapter.

**CHAPTER 11 – OUR HISTORY****1. Knowledge Objectives:**

Students will be able to understand the three periods of History.

**2. Understanding objective:**

Learn about the different kingdoms and their empires.

**3. Application objective:**

Learn about the vedic age.

**4. Skill objective:**

Students will understand the kingdoms that came up during the end of vedic age.

**Previous knowledge testing:**

1. Who was Ashoka?
2. Who was King Porus?
3. When India gained independence?

**Teaching aids :**

Chalk, duster, board, chart, videos, books

**Pedagogical Strategies:**

**Procedure:**

Reading and explanation method will be followed to explain the topic. Teacher will explain the Indian history. Students will come to know that Magadha was an important kingdom. They will also know India got independence in 1947. Ques/ Ans will be discussed and done in the note books.

**Hands on Activity /Participation of students:**

Students will find out information about the Mughals and the monuments that they built and will make a colourful chart.

**Recapitulation/Assignment:**

1. Which is the more powerful kingdom?
2. The vedas and upnishads composed during which Period?

**Learning outcomes:**

1. Students will be able to know what happened in the Indian subcontinent?
2. Students will be able to know about Mahatma Gandhi freedom struggle.

**Assessment:**

Weekly test will be conducted (Objective Type Questions, Fill ups True/False, One Word etc.)

## **CHAPTER -12 GREAT RULERS OF INDIA**

### **1. Knowledge Objectives:**

Students will be able to know the name of the great rulers of India and to state the major contribution of each ruler.

## **2. Understanding objective:**

Students will be able to understand how each ruler influenced governance, culture and society.

## **3. Application objective:**

Students will be able to learn and apply the values of tolerance, courage, and administration to real-life examples or modern scenarios and to locate the empires of these rulers on a map.

## **4. Skill objective:**

Students will enhance historical thinking, map reading, and presentation skills. And to develop teamwork during group activities.

## **Previous knowledge testing:**

Students will be asked

1. Have you heard of any famous kings or queens in Indian history?
2. What do you know about Ashoka or Shivaji?
3. Do you know what an empire is?

## **Teaching aids :**

Chalk, duster, board, chart, map, videos, books

## **Pedagogical Strategies:**

The teacher will explain about the great rulers of India. Teacher will explain the extent of Ashoka's empire on map. She will tell the highlight core values ( peace from Ashoka , bravery from Shivaji, tolerance from Akbar)to integrate moral education with history.

**Hands on Activity:**

Students will be asked to use a large map to mark the regions ruled by each leader.

**Recapitulation/Assignment:**

Will be done. Oral revisions of the chapter will be done in the class.

**Learning outcomes:**

Students will be able to :

1. Name 5 great Indian rulers and their empires.
2. Describe their contributions and leadership styles.

**Assessment:**

Exercise in the textbook, workbook will be done. Revision assignment will be given. Questions/ Answers in the workbook will be done. Dictation test will be held. Practice worksheet will be given.

## **CHAPTER – 13 MAJOR EXPLORERS**

### **Learning Outcomes**

#### **1. Knowledge objective :**

Students will be able to know the explorers ,identify the routes they took and lands they discovered, recognize instruments used by explores.

## **2. Understanding Objective :**

Students will understand the motives behind exploration (trade, spices, expansion, adventure).

## **3. Application objective:**

Student will locate the routes of these explorers on a map.

## **4. Skills objective:**

Students will use maps reading skills, work collaborately in group activities.

### **Previous knowledge:**

1. Have you heard of compass or world maps?
2. Do you know who found a sea route to India?

### **Teaching aids:**

Chalk, duster, board, chart, world map and Globe, pictures of navigational instruments.

### **Pedagogical strategies:**

The teacher will explain the names of famous explorers like Bartolomeu Dias, Vasco Di Gama, Christopher Columbus, Ferdinand Magellan. She will also tell about the instruments used by the explorers. Teacher will use story telling method for explorer journeys.



**Hand on activity (Experiential learning):**

Students will be encouraged to play 'EXPLORER'S ROUTE' game

- In groups ,students trace the route of an explorer on a blank map and mark key points.
- They present findings with one student as the “explorer” narrating the journey.

**Arts integration :**

Draw diagram of instruments like astrolabe, compass.

**Interdisciplinary linkages and infusion of life skills :**

Students will be able to understand the importance of navigation tools, mapping skills.

**Recapitulation:**

Oral revision of the chapter will done in the class

Resources including ICT (Information and communication technology)-

eBook's , worksheets, Internet

[Http://youtube/NvUXuD812gh](http://youtube/NvUXuD812gh)

<http://youtube/8B4TCBHvgCe> <http://youtube/Tb3THDxjCN>

**Assessment items :**

Exercise in the textbook, worksheet will be done.  
Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.  
Practices worksheet will be given.

**Feedback and Remedial teaching:**

Students (slow learners) will be asked to watch more.  
They will be encouraged to read lesson carefully and learn spellings

**Inclusive Practice and full participation without discrimination:**

\*Group discussion

\*Watching videos

\*Reading books

\*Collaboration

## CHAPTER – 14 OUR HERITAGE

### Learning outcomes -

1. **Knowledge objective:** Students will be able to identify various elements of Indian heritage like monuments, art forms, food, dresses, and festivals.
2. **Understanding Objectives:** Students will understand the significance and origin of Indian cultural diversity.
3. **Application Objectives:** Students will be able to apply the knowledge by recognizing and explaining the importance of local or regional heritage elements.

#### **4. Skills objective:**

Students will be able to develop observation, presentation, and creative skills through project work and activities.

#### **Teaching Aids :**

- Flashcards and posters of monuments, dance forms, etc.
- Videos (ICT –based) on Indian festivals, dance , monuments
- Real/replica handicraft items, sample costumes, spices

#### **Previous knowledge testing:**

Students will be asked :

- Have you ever visited a monument or museum?
- What is your favorite festival and why?
- Can you name a traditional dance or song from your state?

#### **Pedagogical strategies:**

The teacher will explain about the Heritage by story telling e.g., story behind Taj Mahal or Diwali). She will explain through Role play in which student enacts a cultural figure like Kalidasa. She will also tell the students why is it important to preserve our heritage?

#### **Hands on Activity:**

Students will be asked to display and explanation of traditional dishes. or Students will display or wear traditional

attire of different states.

**Arts Integration:**

Drawing or painting a festival scene or monument.

**Recapitulation:**

will be done. Oral revision of the chapter will be done in the class.

**Resources including ICT (Information and communication technology):**

Smart board ,online museum tours, NCERT e-resources or Diksha portal content

**Assessment Items :**

To check the conceptual clarity various types of assessments will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

**Feedback and Remedial teaching:**

Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

**Inclusive Practice and full participation without discrimination:**

\*Group discussion

\*Watching videos

\*Reading books

\*Collaboration

\*Charts

## **CHAPTER -15 RIGHTS AND DUTIES**

### **1. Knowledge Objectives:**

Students will identify the six Fundamental Rights in the Indian Constitution.

### **2. Understanding objective:**

Students will explain the significance of Rights and Duties in a democratic nation. Learners will differentiate between Fundamental Rights and Directive Principles.

### **3. Application objective:**

Students will evaluate government policies in light of Directive Principles.

### **4. Skill objective:**

Students will analyzing case studies of rights violations.

### **Previous knowledge testing:**

1. What is the constitution of India?
2. Have you heard about the term rights or duties ?
3. Do you know why citizens have responsibilities?

### **Teaching aids :**

Chalk, duster, board, chart, map, videos, books

### **Pedagogical Strategies:**

Reading of the chapter will be done by the students. The teacher will explain the chapter by showing chart of Fundamental Rights and Duties. Presentations will be shown by teachers on smart class. Teacher will explain the guidelines that are important for governing the country.

**Hands on Activity:**

Students will draw a wall –one side shows Rights, other side Duties. Students will paste examples/images ( newspaper cuttings or drawings) illustrating each.

**Recapitulation/Assignment:**

1. Can we claim rights without fulfilling duties?
2. Students will find a recent news article related to Fundamental Rights.

**Resource Including ICT:**

E books, workbooks

[https://www.youtube.com/watch?v=A\\_LOsCaRzNA&feature=youtu.be](https://www.youtube.com/watch?v=A_LOsCaRzNA&feature=youtu.be)

**Learning outcomes:**

Students will be able to:

- Name and explain the 6 Fundamental Rights and 11 Fundamental Duties.
- Distinguish between Rights, Duties, and Directive Principles.
- Recognise the Importance of being a responsible citizen.

**Assessment:**

Exercise in the textbook, workbook will be done. Revision assignment will be given. Questions/ Answers in the workbook will be done. Dictation test will be held. Practice worksheet will be given.



## **CHAPTER -16 LOCAL SELF-GOVERNMENT**

### **1. Knowledge Objectives:**

Students will identify the three branches and three levels of Indian government.

### **2. Understanding objective:**

Students will understand how powers are divided between different levels and branches.

### **3. Application objective:**

Students will analyze how different government levels work together during services like education.

### **4. Skill objective:**

Students will improve critical thinking by comparing governance levels.

#### **Previous knowledge testing:**

1. What do you know about the Indian government?
2. Do you know who your local councilor or Sarpanch is?
3. Have you seen a government office in your area?

### **Teaching aids :**

Smart class, Indian political map, flow charts (branches and levels of government).

### **Pedagogical Strategies:**

Reading of the chapter will be done in the class by test students through the personal experiences and smart class modules teacher will explain the three branches and levels using diagrams and visuals.

### **Hands on Activity:**

Students will make “My Local Government” Flipbook include symbols and pictures.

### **Recapitulation:**

1. What are the three branches of government?
2. What is the role of the Sarpanch or Mayor?
3. Name the three levels of government and one function of each.

### **Assignments**

Students will make a chart comparing Central vs State vs Local governments.

### **Resource Including ICT:**

- Government of India official portal: [www.india.gov.in](http://www.india.gov.in)
- Videos from Diksha platform
- Slideshows with infographics

### **Learning outcomes:**

Students will be able to:

- Name and explain the three branches and three levels of government.
- Describe the functions of Local self government.
- Understand the relationship between citizens and government at all levels.

### **Assessment:**

Exercise in the textbook, workbook will be done. Revision assignment will be given. Questions/ Answers in the workbook will be done. Dictation test will be held. Practice worksheet will be given.

## **CHAPTER -17 WASTE MANAGEMENT**

### **Learning outcomes:**

#### **1. Knowledge objective:**

Students will identify different types of waste. Recognize government programs like Swachh Bharat and waste segregation rules.

#### **2. Understanding objective:**

Students will understand the difference between biodegradable and non- biodegradable waste.

#### **3. Application objectives:**

Students will apply knowledge to segregate waste at home/school. Practice of 3Rs (Reduce, Reuse, Recycle) in daily life.

#### **4. Skills objective:**

Students will improve communication by presenting solutions for managing waste.

### **Previous knowledge testing:**

Students will be asked :

1. Where do you throw your household waste?
2. “Have you seen different coloured bins?”
3. “Do you know what recycling means?”

**Teaching aids:**

- Dustbin models(color coded)
- Flashcards( types of waste)
- Samples( cleaned): plastic, paper, banana peel , battery

**Pedagogical strategies:**

The teacher will explain the types of waste. She also explain what to do if waste overflows. what others can do to reduce waste?

**Hand on Activity:**

Students will do “Trash Segregation Station”

Students sort classroom waste into biodegradable/ non-biodegradable bins.

**Arts Integration:**

- Poster making: “Reduce , Reuse, Recycle”
- Create art from waste (e.g., bottle planters, paper baskets)

- **Interdisciplinary linkages and infusion of life skills:**

Students will learn about Decomposition, recycling, civic duties and government rules.

**Recapitulation:**

will be done. Oral revision of the chapter will be done in the class.

**Resources including ICT (Information and communication technology):**

- Government portal: [www.india.gov.in](http://www.india.gov.in)
- Videos from Diksha app or Swachh Bharat Mission
- QR codes for waste management games/videos

### **Assessment Items:**

To check the conceptual clarity various types of assessments will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

### **Learning Outcomes:** Students will be able to:

- Define and classify waste types.
- Explain how improper waste disposal affects the environment.
- Describe the journey of waste post disposal affects the environment.
- Suggests methods of reduce, reuse, and recycle.

### **Inclusive Practice and full participation without discrimination:**

\*Group discussion

\*Watching videos

\*Reading books

\*Collaboration

\*Charts