

SST TERM-II

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| CH-7 | (HISTORY) <i>CIVILIZATION AND EDUCATION UNDER BRITISH</i> | Number of teaching days of each month: 20 Number of days required to complete the topic: 5 |
| 1 | PREVIOUS KNOWLEDGE TESTING | Q1) what kind of education system was introduced by Britishers in India? Q2) How education in India contributed in starting reforms in India? |
| 2 | SPECIFIC LEARNING OUTCOME | Students will be able to:- *understand colonial impact on India's education. *understand difference between Anglicist and Orientalist *understand national education in India. *role of Mahatma Gandhi and Rabindranath Tagore in changing education system in India. |
| 3 | PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING / ART INTEGRATION) | Organise a debate on "Introduction of foreign language in school curriculum" |
| 4 | INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS | Intellectual and creative skills will be improved. |
| 5 | RESOURCES INCLUDING ICT | Make appt on role of Mahatma Gandhi and Rabindranath Tagore in bringing change in education system in India. |
| 6 | ASSESSMENT ITEMS | Q1) what are the features of education of pre-British period? Q2) Write a note on Woods Dispatch of 1854. |
| 7 | FEEDBACK AND REMEDIAL TEACHING | Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra worksheets for practice |
| 8 | FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT DISCRIMINATION | Organize a campaign on improving education system in India. |

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| CH-8 | (HISTORY) <i>WOMEN, CASTE SYSTEM AND REFORM</i> | Number of teaching days of each month: 20 Number of days required to complete the topic: 5 |
| 1 | PREVIOUS KNOWLEDGE TESTING | Q1) What is sati system ? Q2) What is caste discrimination? Q3) What are the drawbacks of child marriage? |
| 2 | SPECIFIC LEARNING OUTCOME | Students will be able to:- *understand the historical context of women's rights and caste discrimination in India. *identify social reformers and their movements contributing to women empowerment. *understand contribution of women in education of women. |
| 3 | PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING / ART INTEGRATION) | *collect the pictures of social reformers in India and paste them in your notebook. |
| 4 | INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS | Creative skills will be improved. |
| 5 | RESOURCES INCLUDING ICT | Make a ppt on "women empowerment in India" |
| 6 | ASSESSMENT ITEMS | Q1) Explain the practice of sati system in India. Q2) Name the famous reform groups and their contribution to the upliftment of Indian society. |
| 7 | FEEDBACK AND REMEDIAL TEACHING | Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra Worksheets for practice |
| 8 | FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT DISCRIMINATION | Organize a debate on "beti bachao, beti padhao" abhiyan. Is it successful or not? |

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| CH- 9 | (HISTORY) <i>INDIAN NATIONAL MOVEMENT</i> | Number of teaching days of each month:20 Number of days required to complete the topic:5 |
| 1 | PREVIOUS KNOWLEDGE TESTING | Q1) How protests against the British colonialism started in India? Q2) How britishers exploited Indians? |
| 2 | SPECIFIC LEARNING OUTCOME | Students will be able to:- *explain the importance of assertion in the Indian freedom struggle. *describe the nature of assertion *differentiate assertion and the Indian National Movement. *analyze the reasons for the occurrence of tribal movements. |
| 3 | PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION) | Organize a role play where students assume the roles of the leaders of their choice who sacrificed their life for the sake of their motherland. |
| 4 | INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS | Acting and creative skills will be improved. |
| 5 | RESOURCES INCLUDING ICT | Make appt on role of ethical values like non violence, unity, and sacrifice in movements for social change. |
| 6 | ASSESSMENT ITEMS | Q1) What were the major causes of tribal resistance against British rule? Q2) How did western ideas promote the sense of self rule among Indians? |
| 7 | FEEDBACK AND REMEDIAL TEACHING | Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra worksheets for practice |
| | FULL INCLUSIVE PRACTICES | Organize a campaign advocating for better labour rights in a developing country. |

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| 8 | AND PARTICIPATION WITHOUT DISCRIMINATION | Outline a comprehensive plan for your campaign, incorporating these causes to bring about effective change in labour rights within that country. |
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| CH-10 | (HISTORY) <i>INDIA AFTER INDEPENDENCE</i> | Number of teaching days of each month:20 Number of days required to complete the topic:5 |
| 2 | SPECIFIC LEARNING OUTCOME | Students will be able to:- *Know about the challenges faced by india to gain independence. *know about formation of states in INDIA. *Planning commission in India. |
| 3 | PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION) | Locate five princely states on political of India. |
| 4 | INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS | Intellectual and creative skills will be improved. |
| 5 | RESOURCES INCLUDING ICT | Make a ppt of all the Prime ministers of India. |
| 6 | ASSESSMENT ITEMS | Q1)What were the difficulties faced by India after independence? Q2)Write a note on formation of states after independence. |
| 7 | FEEDBACK AND REMEDIAL TEACHING | Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra worksheets for practice |
| 8 | FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT DISCRIMINATION | Conduct a debate on topic”to keep English as a language of India” |

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| Ch-13 | MINERAL AND POWER RESOURCES | <p>Number of teaching days of each month: 20</p> <p>Number of days required to complete the topic: 4</p> |
| 1 | PREVIOUS KNOWLEDGE TESTING | <p>Q1) What are minerals?</p> <p>Q2) Name three minerals used in daily life.</p> <p>Q3) Why are minerals important?</p> |
| 2 | SPECIFIC LEARNING OUTCOME | <p>Students will be able to:</p> <ul style="list-style-type: none"> * know about different types of minerals in India. * able to appreciate the need of sustainable development. * Know about extraction of minerals. * know about distribution of minerals around the world |
| 3 | PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING / ART INTEGRATION) | <p>Create posters, pamphlets or enactment to educate people about the importance of resource management, recycling and energy efficiency.</p> <p>* MAP ACTIVITY will be conducted to mark various minerals in INDIA.</p> |
| 4 | INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS | Art and craft and drawing will be improved through posters and recycling |
| 5 | RESOURCES INCLUDING ICT | <p>Make a PowerPoint presentation of visuals-based</p> <p>interactive smart class/Screen sharing/ Video link</p> |
| 6 | SUSTAINABLE DEVELOPMENTAL GOALS | Students will be able to know about environmental management systems, conventional and non conventional resources. |
| 7 | ASSESSMENT ITEMS | <p>Q1.) Describe the methods of extraction.</p> <p>Q2) list common uses of minerals.</p> <p>Q3) Differentiate between conventional and non conventional sources of energy.</p> <p>Q4) Explain types of minerals.</p> |
| 8 | FEEDBACK AND REMEDIAL TEACHING | <p>Peer groups will be formed to help each other.</p> <p>Special attention to slow bloomers will be given.</p> <p>Students will be given extra</p> |

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| | | worksheetsforpractice |
| 9 | INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION | Collect pictures of different types of minerals and paste it in your notebook. |

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| CH 15 | <i>INDUSTRIES</i> | Numberofteachingdaysof each month:20 Numberofdaysrequiredto complete the topic:4 |
| 1 | PREVIOUS KNOWLEDGE TESTING | Q1) what are industries? Q2)What are different types of industries? |
| 2 | SPECIFIC LEARNING OUTCOME | Students will be able to: *know about different types of industries *industrial regions around the world *different types of industrial regions in India. |
| 3 | PEDAGOGOCAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION) | Locate important steel industries on map of India. Collect different types of cloth pieces and classify the types of industries where they are produced. |
| 4 | INTERDISCIPLINARY LINKAGES AND INFUSIONOF LIFE SKILLS | Artistic skills and observational skills of students will be improved |

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| 5 | ASSESSMENT ITEMS | <p>Q1) categories industries on the basis of material used .</p> <p>Q2)How industries are classified on the basis of ownership.</p> <p>Q3) Differentiate between small scale and large scale industries.</p> |
| 6 | FEEDBACK AND REMEDIAL TEACHING | <p>Peergroupswillbeformedto help each other.</p> <p>Special attention to slow bloomers will be given. Students will be given extra</p> <p>Worksheets for practice</p> |
| 7, | FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT DISCRIMINATION | <p>Group discussion will be conducted on topic “adequate and right method to control industrial pollution”.</p> |

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| CH 16 | <i>POPULATION</i> | <p>Number of teaching days of each month:20</p> <p>Number of days required to complete the topic:4</p> |
| 1 | PREVIOUSKNOWLEDGE TESTING | <p>Q1) What is population?</p> <p>Q2) Why population is considered as a resource?</p> |
| 2 | SPECIFICLEARNING OUTCOME | <p>Students will be able to:</p> <ul style="list-style-type: none"> *know about population dynamics *factors affecting population components of population change. *types of population pyramid |
| 3 | PEDAGOGOCALSTRATEGIES (EXPERIENTIAL LEARNING /ARTINTEGRATION) | <p>Cut and paste pictures related to population growth and issues related to it</p> |

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| 4 | INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS | Artistic and creative skills will be improved |
| 5 | RESOURCES INCLUDING ICT | Prepare a ppt on topic “ impact of population explosion” |
| 6 | ASSESSMENT ITEMS | Q1) Why are human beings the greater resources on the earth? Q2) What are different types of pyramid? Q3) How does the composition of population help us? |
| 7 | FEEDBACK AND REMEDIAL TEACHING | Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra Worksheets for practice |
| 8 | FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT DISCRIMINATION | Mark high density populated areas on map of India. |

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| CH 20 | THE PARLIAMENT OF INDIA | Number of teaching days of each month:20 Number of days required to complete the topic:4 |
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| 1 | PREVIOUS KNOWLEDGE TESTING | <p>Q1) What is Parliament?</p> <p>Q2) Why do we need Parliament?</p> <p>Q3) Name two houses of Parliament</p> |
| 2 | SPECIFIC LEARNING OUTCOME | <p>Students will be able to:</p> <p>*know about Parliament.</p> <p>*know about different houses of Parliament.</p> <p>*role of Prime minister and President of India.</p> |
| 3 | PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ARTINTEGRATION) | <p>Mock Parliament session will be conducted to understand the functioning of Parliament in India.</p> <p>Make a project file on different types of countries having parliamentary form of government.</p> |
| 4 | INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS | <p>Creative and artistic skills will be improved</p> |
| 5 | RESOURCES INCLUDING ICT | <p>Prepare a ppt on Indian parliament vs USA parliament.</p> |
| 6 | ASSESSMENT ITEMS | <p>Q1) Differentiate between Lok sabha and Rajya sabha.</p> <p>Q2) What are the functions of Parliament?</p> <p>Q3) what are the functions of President of India?</p> |
| 7 | FEEDBACK AND REMEDIAL TEACHING | <p>Peer groups will be formed to help each other.</p> <p>Special attention to slow bloomers will be given. Students will be given extra</p> <p>Worksheets for practice</p> |
| 8 | FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT DISCRIMINATION | <p>Debate will be conducted on topic “ whether changes should be done in Indian Constitution or not”</p> |

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| CH 21 | <i>FORMATION OF LAW</i> | <p>Number of teaching days of each month:20</p> <p>Number of days required to complete the topic:4</p> |
| 1 | PREVIOUS KNOWLEDGE TESTING | <p>Q1) Define law.</p> <p>Q2) Why do we need laws?</p> <p>Q3) How do laws protect us?</p> |
| 2 | SPECIFIC LEARNING OUTCOME | <p>Students will be able to:</p> <ul style="list-style-type: none"> *know about law making process in India. * understand impact of laws. *know about types of laws in India. |
| 3 | PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ARTINTEGRATION) | <p>Create a flow chart depicting how a bill becomes law in India.</p> |
| 4 | INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS | <p>Artistic skills and creative skills of students will be improved.</p> |
| 5 | RESOURCES INCLUDING ICT | <p>Prepare a ppt on interaction between judiciary and legislature on a laws validity.</p> |
| 6 | ASSESSMENT ITEMS | <p>Q1) How many types of laws are there in India?</p> <p>Q2) Differentiate between the unpopular and controversial laws.</p> <p>Q3)How do laws protect us?</p> |
| 7 | FEEDBACK AND REMEDIAL TEACHING | <p>Peer groups will be formed to help each other.</p> <p>Special attention to slow bloomers will be given. Students will be given extra</p> <p>Worksheets for practice</p> |
| 8 | FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT DISCRIMINATION | <p>Conduct a quiz on law formation ,types of laws and legal terms.</p> |

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| CH 22 | <i>THE JUDICIARY SYSTEM OF INDIA</i> | Number of teaching days of each month:20 Number of days required to complete the topic:4 |
| 1 | PREVIOUS KNOWLEDGE TESTING | Q1) What are the levels of government? Q2)What do you mean by judiciary? Q3) How was judiciary system formed in India? |
| 2 | SPECIFIC LEARNING OUTCOME | Students will be able to know about- *hierarchy from supreme court to district court. *how judiciary protects fundamental rights in India |
| 3 | PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ARTINTEGRATION) | Cut and paste pictures of present supreme court judges of India and write the famous cases held by them. |
| 4 | INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS | Artistic and creative skills will be improved. |
| 5 | RESOURCES INCLUDING ICT | Prepare a ppt on judicial independence in India. |
| 6 | ASSESSMENT ITEMS | Q1) What are the three types of courts ? Q2) What do you understand by the unified judicial system? Q3) Distinguish between criminal and civil law. |
| 7 | FEEDBACK AND REMEDIAL TEACHING | Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra Worksheets for practice |
| 8 | FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT | Group discussion on why the supreme court is the guardian of the Indian constitution. |