

<i>SOCIAL SCIENCE</i> LESSON PLAN CLASS 8th MONTH : APRIL,2025-26	
<i>TERM 1</i>	

CH 1	(HISTORY) <i>HOW,WHERE AND WHEN</i>	Number of teaching days of each month:20 Number of days required to complete the topic:3
1.	PREVIOUS KNOWLEDGE TESTING	Ask the following questions: Q1) What is history? Q2) What is importance of history? Q3) Why is history divided into different periods?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to:- • Understand the importance of history. • Know periodisation of history • Sources of modern history • Know types of survey
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	Students will be asked to visit any museum in their city. Debates on topic “history is boring because it is all about memorizing dates.”
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Speaking skills and observation will be improved.
5.	RESOURCES INCLUDING ICT	Prepare ppt slides on different monuments and museums around you.
6.	ASSESSMENT ITEMS	1. What is the importance of dates in history? 2. What are the different types of surveys? 3. What are the different sources of modern history?
7.	FEEDBACK AND REMEDIAL TEACHING	Students will be given extra worksheets for practice. Peer groups will be formed to help each other. Teachers will suggest important points for improvement.
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Students will be asked to research different museums around them and its history when and why it was developed.

CH- 2	(HISTORY) <i>THE ESTABLISHMENT OF THE BRITISH COMPANY</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 colonialism? Q2) How east Indian company entered India?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to:- *discuss the consolidation of the East Indian Company in India. *critically analyze the expansionist policies of the East India Company.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	MAP ACTIVITY: On a map of India, mark the areas ruled by britishers in1857.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Improvement in artistic skills
5.	RESOURCES INCLUDING ICT	Make a ppt on impact of colonial rule in India.
6.	ASSESSMENT ITEMS	Q1) What are the political changes that took place in India during the colonial period under British rule? Q2) What was the Subsidiary Alliance system?
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	Identify and label the regions of India that were annexed or affected by British territorial acquisitions during Lord WELLESLEY'S and LORD DALHOUSIE'S tenure as governor-general.

CH- 3	(HISTORY) <i>SOCIETY OF RURAL INDIA</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 zamindari system in India? Q2) What is revenue collection system?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to:- *understand different revenue systems of britishers in India. *know problems faced by Indian peasants and farmers in paying land revenue to britishers. *understand indigo rebellion
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	VISIT a nearby cloth factory to know about hardship faced by workers.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Observation skills will be improved.
5.	RESOURCES INCLUDING ICT	Make a ppt on role of britishers in draining wealth from India.
6.	ASSESSMENT ITEMS	Q1) What were effects of permanent and mahalwari system? Q2) Name different types of land revenue systems in India?
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 advocating for better labour rights in a developing country. Outline a comprehensive plan for your campaign, incorporating these causes to bring about effective change in labour rights within that country.

CH- 5	(HISTORY) <i>PEOPLE REBELLION IN 1857 AND AFTER</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:- *Know how East india companys rule ended in INDIA. *Know transfer of rule from east India company to British crown.
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 rebellion in 1857? Q2) what were the important changes introduced by the british after 1859?
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	Collect the images of all the freedom fighters and paste them in your notebook. Create a number line of events that led to revolt o 1857.

Ch-11	<u>(GEOGRAPHY)</u> <i>RESOURCES</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 minerals? Q2) Name three minerals used in daily life. Q3) why minerals are important?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to: *know about different types of minerals in India. *able to appreciate the need of sustainable development. *know how and why there is need to protect environment
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION	Create posters, pamphlets or enactment to educate people about the importance of resource management, recycling and energy efficiency. *MAP ACTIVITY will be conducted to mark various minerals in INDIA.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Art and craft and drawing will be improved through posters and recycling
5.	RESOURCES INCLUDING ICT	Make a PowerPoint presentation of visuals-based interactive smart class/ Screen sharing/ Video link
6.	SUSTAINABLE DEVELOPMENTAL GOALS	Students will be able to understand how to save Water and live in sanitation.
7.	ASSESSMENT ITEMS	Q1.) How does industrial pollution contribute to global warming? Q2) How can minerals be conserved? Q3)What is the difference between ubiquitous and Localized resources? Q4) Define biotic and abiotic resources. Q5) What is conservation of resources?

8.	FEEDBACK AND REMEDIAL TEACHING	Make a list of a few renewable resources and write down how we will be affected by their Overuse.
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Be a conservationist. Make a chart to show five steps you can take to conserve in home or school

Ch-12	<u>(GEOGRAPHY)</u> <i>LAND,SOIL AND WATER</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 various landforms? Q2) what are the uses of land,soil and water?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to: *know about methods to conserve water. *know about soil horizons present in a soil profile.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION	Create posters, pamphlets or enactment to educate people about the importance of resource management, recycling and energy efficiency. *MAP ACTIVITY will be conducted to mark various soil distribution in INDIA.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Art and craft and drawing will be improved through posters and recycling

5.	RESOURCES INCLUDING ICT	Make a PowerPoint presentation of visuals-based interactive smart class/ Screen sharing/ Video link
6.	SUSTAINABLE DEVELOPMENTAL GOALS	Students will be able to understand how to save Water and live in sanitation.
7.	ASSESSMENT ITEMS	Q1.) How does industrial pollution contribute to global warming? Q2) How can minerals be conserved? Q3)What is the difference between ubiquitous and Localized resources? Q4) Define biotic and abiotic resources. Q5) What is conservation of resources?
8.	FEEDBACK AND REMEDIAL TEACHING	Make a list of a few renewable resources and write down how we will be affected by their Overuse.
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Be a conservationist. Make a chart to show five steps you can take to conserve in home or school

Ch-14	<u>(GEOGRAPHY)</u> <i>AGRICULTURE</i>	Number of teaching days of each month:20 Number of days required to complete the topic:4
1.	PREVIOUS KNOWLEDGE TESTING	Q1) Name the activities based on economic activities. Q2) How agriculture affects our economy?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to: *understand basics of agriculture. *different types of farm practices in India. *understand different types of crops grown in India.

		*understand differences between farm practiced in USA and India.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION	Create posters, pamphlets or enactment to educate people about the importance of resource management, recycling and energy efficiency. *MAP ACTIVITY will be conducted to mark various soil distributions in INDIA.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Art and craft and drawing will be improved through posters and recycling
5.	RESOURCES INCLUDING ICT	Make a PowerPoint presentation of visuals-based interactive smart class/ Screen sharing/ Video link
6.	SUSTAINABLE DEVELOPMENTAL GOALS	Students will be able to know about agricultural development and how agriculture contribute to GDP of the country.
7.	ASSESSMENT ITEMS	Q1.) What are the factors that influence agriculture? Q2) How is farming classified in INDIA? Q3) Differentiate between subsistence and primitive farming. Q3) Explain shift cultivation.
	FEEDBACK AND REMEDIAL TEACHING	Make a list of a few renewable resources and write down how we will be affected by their Overuse.
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Collect different types of seeds and paste it in your notebook.

CH 17	CONSTITUTION OF INDIA	Number of teaching days of each month:20 Number of days required to complete the topic:5
1.	PREVIOUS KNOWLEDGE TESTING	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.	SPECIFIC LEARNING OUTCOME	Students will be able to :- *identify and explains the reasons why a country needs a constitution. *analyze how the constitution is the supreme law of the land and serves as the foundation for all other laws in the country.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	Create POSTERS depicting the key leaders and events from India's freedom movement that influenced the framing of the constitution.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Development of artistic skills
5.	RESOURCES INCLUDING ICT	Make a ppt or collage or a mind map showcasing the core values embedded in the Indian constitution.
6.	ASSESSMENT ITEMS	Q1) What are fundamental rights in India? Q2)why do we need fundamental rights? Q3)Write 6 fundamental duties.
7.	FEEDBACK AND REMEDIAL TEACHING	Peer groups will be formed to help eachother. Special attention to slow bloomers will be given. Students will be given extra worksheets for practice
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Draft a constitution for your country.

CH 18	<i>FUNDAMENTAL RIGHTS AND DUTIES</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 a constitution? Q2) What is a preamble? Q3) Who drafted INDIAN CONSTITUTION?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to:- *demonstrate an understanding of the concept of the constitution *analyze the fundamental values enshrined in the constitution *explore the rights and duties of citizens guaranteed by the Constitution.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	Initiate a civic engagement project focusing on raising awareness about citizens' rights and responsibilities in their local community.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Research and developmental skills will be improved
5.	RESOURCES INCLUDING ICT	Make a ppt on fundamental rights and fundamental duties
6.	ASSESSMENT ITEMS	Q1) list all the fundamental rights. Q2) Distinguish between fundamental rights and fundamental duties. Q3) Why do we need fundamental rights?
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	Propose a constitutional amendment to enhance gender equality. What steps would you take to conduct research, draft the proposal and initiate the amendment process.

CH 19	<i>SECULARISM</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 religious freedom? Q2) What is secularism? Q3) Is India a secular state?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to:- *know about the need of secularism and its importance. *know about three pillars of secularism. *know about problems faced in India regarding secularism.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	A diary entry on “what was the need of adding the word secular in the constitution of India?”
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Writing skills of students will be improved.
5.	RESOURCES INCLUDING ICT	Make a ppt on different types of religious practices done in India
6.	ASSESSMENT ITEMS	Q1) what are the objectives of secularism? Q2) What are the three pillars of secularism? Q3) why is it important to separate religion from state?
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	List different types of religious practices found in your neighbourhood.

SST TERM-II

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.

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 "betibachao, betipadhao" abhiyan .is it successful or not?

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	PEDAGOGOCAL 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.

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”

Ch-13	MINERAL AND POWER RESOURCES	Number of teaching days of each month: 20 Number of days required to complete the topic: 4
1	PREVIOUS KNOWLEDGE TESTING	Q1) What are minerals? Q2) Name three minerals used in daily life. Q3) Why are minerals important?
2	SPECIFIC LEARNING OUTCOME	Students will be able to: * 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)	Create posters, pamphlets or enactment to educate people about the importance of resource management, recycling and energy efficiency. * MAP ACTIVITY will be conducted to mark various minerals in INDIA.
4	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Art and craft and drawing will be improved through posters and recycling
5	RESOURCES INCLUDING ICT	Make a PowerPoint presentation of visuals-based interactivesmartclass/Screen sharing/ Video link
6	SUSTAINABLE DEVELOPMENTAL GOALS	Students will be able to know about environmental management systems, conventional and non conventional resources.
7	ASSESSMENT ITEMS	Q1.) Describe the methods of extraction. Q2) list common uses of minerals. Q3) Differentiate between conventional and non conventional sources of energy. Q4) Explain types of minerals.
8	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

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

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

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

CH 16	<i>POPULATION</i>	Number of teaching days of each month:20 Number of days required to complete the topic:4
1	PREVIOUSKNOWLEDGE TESTING	Q1) What is population? Q2) Why population is considered as a resource?
2	SPECIFICLEARNING OUTCOME	Students will be able to: *know about population dynamics *factors affecting population components of population change. *types of population pyramid
3	PEDAGOGOCALSTRATEGIES (EXPERIENTIAL LEARNING /ARTINTEGRATION)	Cut and paste pictures related to population growth and issues related to it

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.

CH 20	THE PARLIAMENT OF INDIA	Number of teaching days of each month:20 Number of days required to complete the topic:4

1	PREVIOUS KNOWLEDGE TESTING	Q1) What is Parliament? Q2) Why do we need Parliament? Q3) Name two houses of Parliament
2	SPECIFIC LEARNING OUTCOME	Students will be able to: *know about Parliament. *know about different houses of Parliament. *role of Prime minister and President of India.
3	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ARTINTEGRATION)	Mock Parliament session will be conducted to understand the functioning of Parliament in India. Make a project file on different types of countries having parliamentary form of government.
4	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Creative and artistic skills will be improved
5	RESOURCES INCLUDING ICT	Prepare a ppt on Indian parliament vs USA parliament.
6	ASSESSMENT ITEMS	Q1) Differentiate between Lok sabha and Rajya sabha. Q2) What are the functions of Parliament? Q3) what are the functions of President of India?
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	Debate will be conducted on topic “ whether changes should be done in Indian Constitution or not”

CH 21	<i>FORMATION OF LAW</i>	Number of teaching days of each month:20 Number of days required to complete the topic:4
1	PREVIOUS KNOWLEDGE TESTING	Q1) Define law. Q2) Why do we need laws? Q3) How do laws protect us?
2	SPECIFIC LEARNING OUTCOME	Students will be able to: *know about law making process in India. * understand impact of laws. *know about types of laws in India.
3	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ARTINTEGRATION)	Create a flow chart depicting how a bill becomes law in India.
4	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Artistic skills and creative skills of students will be improved.
5	RESOURCES INCLUDING ICT	Prepare a ppt on interaction between judiciary and legislature on a laws validity.
6	ASSESSMENT ITEMS	Q1) How many types of laws are there in India? Q2) Differentiate between the unpopular and controversial laws. Q3)How do laws protect 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	Conduct a quiz on law formation ,types of laws and legal terms.

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.