DEPARTMENT OF SCHOOL EDUCATION

RIGHT TO EDUCATION
SAMAGRA SHIKSHA - A.P.
EDUCATION FOR ALL

STRUCTURED LESSON PLANS FOR CBSE-AFFILIATED SCHOOLS



SOCIAL SCIENCE

GRADE-10

A Teacher Resource Book for
Competency Based Teaching-Learning

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

Committee for Development of Structured Lesson Plans

Honorary Advisors

Shri **Praveen Prakash** IAS
Principal Secretary to Government
Department of School Education, AP

Shri **S. Suresh Kumar** IAS
Commissioner of School Education , AP

Shri **B. Srinivasa Rao** IAS
State Project Director, Samagra Shiksha, AP

Shri. **M.Venkata Krishna Reddy** MA., B.Ed
Secretary, Model Schools, AP

Dr. **B. Pratap Reddy** MA., B.Ed., Ph.D.
Director, SCERT, AP

Shri **K. Ravindranath Reddy** MA., B.Ed.
Director, Government Textbook Press, AP

Advisors

CRISP

Shri. **R. Subrahmanyam**
I.A.S.(Retd), Secratary of CRISP

Ms. K. Sandhya Rani
IPoS.(Retd), Founding member of CRISP

Mrs. P. Usha Kumari
I.A.S.(Retd), State Lead of AP Team CRISP

Azim Premji University

Faculty from APU

LFE

Hashim

Programme Co-ordinators

Smt. **Chirakala. Sreelatha**
State Co-ordinator, CBSE, AP

Shri. **K. Dharma Kumar**
Co-ordinator,CBSE, AP

Smt. **Sripathi. Bhanumathi**
Faculty, SCERT, AP

Dr. **G. Kesava Reddy,**
Faculty, SCERT, AP

Subject Co-ordinators

Dr. **K. Saritha**
Faculty, SCERT, AP

Smt.**Chennu. Siva Kumari**
Faculty, SCERT, AP

Smt.**T. Padmavathi**
Faculty, SCERT, AP

Subject Experts

Sri. **M. Jagan Mohan Rao**
APMS, Pedamedapalli

Smt. **M.K. Dolly**
APMS, Vepada

Sri. **Chinta Vykunta Rao**
APMS, Shikaraganji

Sri. **Shijo Michael**
APMS, Gudupalli, Chittoor

Sri. **Sk. Karimulla**
APMS, Vipparlareddypalem,

Smt. **D. Srilatha**
APMS, Krosur

Sri. **D.V.V. Ashok Kumar**
APMS, Hamsavaram

Sri. Dr. **Prudence.E.Rodrigues**
APMS, Chirala, Bapatla.

Sri. **A. Srinivasa Rao**
APMS, Salur.

Sri. **T. Parvateesam**
APMS, Pedamedapplli.

Smt. **G. Rajeswari**
APMS, Venkatagiri

Sri. **K.V.V.R. Koteswara Rao**
APMS, Sankhavaram

Sri. **S. Raj Kumar**
APMS, L.R. Palli

Smt. **M. Triveni**
KGBV, Maredmally

Sri. **Shaik. Kamal Basha**
APMS, Ramagiri

MESSAGE BY PRINCIPAL SECRETARY



It brings me a great joy to invite all the teachers of CBSE-affiliated government schools to this valuable resource book of structured lesson plans. Inspired by the vision of our honorable Chief Minister, we are committed to supporting the teachers in shaping a bright future for all the children in Andhra Pradesh. We envision our children transforming into global citizens, excelling in academics and being ready for the world of work. In order to aid the teachers in this pivotal task of preparing the students to emerge as global citizens, the School Education Department is committed to making available the best resources and training. This lesson plans resource book is a transformational step in that direction. Utilized appropriately, this resource books will transform the teaching-learning process and experience in the classroom and lead to deeply engaging the students.

I hope you make the best use of this resource, which has been put together by our own teachers trained by experts from Azim Premji University and facilitated by the Center for Research in Schemes and Policies (CRISP). They have taken into consideration the teaching-learning needs of all types of learners and created lesson plans that are rich in activities, examples, and assessments. They have followed the CBSE Learning Framework and NCERT Learning Outcomes for Secondary Stage, along with principles from the National Curriculum Framework: School Education 2023.

At the crucial juncture of secondary school, our children need spirited teachers like you to prepare them for the changing and dynamic world. You bear the power and responsibility to shape their minds and hearts and guide them to step out into the world and contribute to our state's growth and country's economy.

Your dedication and efforts in implementing these structured pedagogical approaches will not only enhance the learning experience of our students but also equip them with the necessary skills and knowledge to thrive in an ever-evolving global landscape. Together, let us embark on this journey of educational excellence and empower our students to become the leaders of tomorrow.

With great hope and appreciation,

Shri Praveen Prakash, IAS
Principal Secretary, Department of School Education
Government of Andhra Pradesh

MESSAGE BY COMMISSIONER



The United Nations Sustainable Development Goal 4 (SDG 4) underscores the pivotal role of education in unleashing human potential and fostering self-respect. As the Commissioner of School Education, I am privileged to champion a vision that empowers the children of Andhra Pradesh with boundless possibilities and opportunities. Through pioneering reforms in education, encompassing cutting-edge infrastructure, ongoing professional development for educators and administrators, innovative digital initiatives, and an unwavering commitment to providing top-tier educational resources, our state stands as a beacon of educational transformation.

Government of Andhra Pradesh is committed to implement best initiatives to enhance rthe quality of education in the State. Obtaining CBSE affiliation to 1000 schools is one of such key initiatives. This lesson plan resource book developed for the use of teachers working in CBSE schools represents yet another milestone in our journey. Recognizing teachers as the cornerstone of our education system, we have entrusted them to craft these lesson plans for your benefit. After undergoing rigorous training in pedagogy, subject matter, learning outcomes and competencies, our educators have infused these lesson plans with their profound knowledge of the subject, and understanding of our students and their diverse contexts. It is a labor of love and thought, an amalgamation of explorations and experiments, presented for you to embrace and utilize effectively.

These lesson plans are created with the aim of providing a rich repository of ideas to enhance classroom engagement and productivity, and provide yet another innovative resource that teachers can employ. Feel free to adapt and supplement these plans as you see fit. The teacher reflections section serves as a tool for self-assessment and improvement, allowing you to augment your lessons and address any gaps you may identify.

I am optimistic about our state's trajectory towards competency-based teaching, with a focus on measurable learning outcomes that can be continually evaluated and enhanced. The decision to affiliate 1000 schools with CBSE and implement a curriculum aligned with national standards is indeed a significant stride in the right direction. Together, let us embrace this transformative journey towards educational excellence and empower our students to thrive in an ever-evolving world.

I congratulate everyone who worked towards bringing this excellent resource book for the teachers. I thank Center for Research in Schemes and Policies (CRISP) for the innovative ideas they presented to the Government, including development of structured lesson plans. The support of SPD Samagra Shiksha, continuous facilitation by CRISP, expert technical advice of Azim Premji University faculty, hard work of our teachers, CBSE team in Commissionerate office and SCERT made it possible to bring out this resource book in time for the 2024-25 academic year.

With sincere optimism and appreciation,
Shri S Suresh Kumar, IAS
Commissioner,
Department of School Education,
Government of Andhra Pradesh

MESSAGE BY THE STATE PROJECT DIRECTOR



The National Education Policy 2020 highlights that the purpose of education is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. To realize the NEP's vision, it is essential for educators to align with this goal and transition from curriculum-centric to competency-driven teaching methods.

The State's commitment to this shared vision is visible in the Strengthening Andhra's Learning Transformation (SALT) Project, where one of the pivotal focus areas is the professional development of teachers. This entails utilizing insights from self-assessments, academic performance data from school-based evaluations, and classroom observations to enhance pedagogical skills. With continuous support from the education department, teachers will refine their pedagogical approaches, ensuring effective delivery of lessons.

In the same vein, I am delighted to introduce this Lesson Plan resource book for our CBSE-affiliated schools, crafted by experts from both within our state and across the nation. These lesson plans signify a shift away from rote memorization and content accumulation towards a structured approach aimed at fostering values, dispositions, and competencies in students. Rooted in the vision of the NEP and operationalized by the National Curriculum Framework: School Education 2023, each plan corresponds to a 40-minute class targeting specific learning outcomes from NCERT's Secondary Stage. These outcomes collectively contribute to observable learning achievements and the development of competencies over time. Moreover, this resource book empowers teachers to tailor their content and assessments dynamically by monitoring and addressing students' learning needs continuously.

I hope the teachers will find these resources valuable and helpful in transforming classroom transactions. Together I hope we will reshape the educational landscape of Andhra Pradesh in the years ahead. Best wishes for your endeavors!

Shri B Srinivasa Rao, IAS
State Project Director, Samagra Shiksha
Government of Andhra Pradesh

MESSAGE BY JOINT DIRECTOR, CBSE



In a landmark decision, the Government of Andhra Pradesh affiliated 1000 Government schools with the Central Board of Secondary Education (CBSE). This transition marks a significant milestone in our efforts to provide standardized and high-quality education to our students. The CBSE curriculum is widely recognized for its comprehensive and contemporary approach to learning, offering students a competitive edge on a national scale. The Board emphasizes holistic development of learners by providing a stress-free learning environment that will develop competent, confident and enterprising citizens who will promote harmony and peace. It is committed to providing quality education to promote intellectual, social and cultural vivacity among its learners.

By aligning our schools with CBSE, we aim to ensure our students are well-prepared to compete on a national level and excel in today's dynamic world. In order to achieve this, our utmost efforts have gone into developing these structured lesson plans incorporating NCERT's Secondary Stage Learning Outcomes, the National Curricular Framework: School Education 2023, and CBSE Learning Framework document developed by Azim Premji University. 'Structured Pedagogy' is a scientific, evidence-based, learner-centric approach for teaching that equips every teacher with clearly defined objectives, proven methods, well-structured tools, and practical training. After many rounds of rigorous training, expert teachers from our CBSE schools integrated the conceptual and practical aspects of their subjects and condensed them into these easy-to-use lesson plans.

We thank the Center for Research in Schemes and Policies (CRISP) and Azim Premji University for their innovative ideas and tireless support.

I encourage each of you to fully utilize these plans and personalize them to fit your teaching style. May this invaluable resource serve as a valuable tool as you guide Grade 10 students through this critical stage of their education. Your dedication as teachers brings us immense joy and pride, as we entrust the future of our state's children to your capable hands. Wishing you all the best!

Mr Krishna Reddy
Joint Director, CBSE
Department of School Education
Government of Andhra Pradesh

MESSAGE BY CENTRE FOR RESEARCH IN SCHEMES AND POLICIES (CRISP)







Shri. **R. Subrahmanyam**
I.A.S.(Retd), Secratary of CRISP

Ms. K. Sandhya Rani
IPoS.(Retd), Founding member of CRISP

Mrs. P. Usha Kumari
I.A.S.(Retd), State Lead of AP Team CRISP

In October 2023, the Centre for Research in Schemes and Policies (CRISP) forged a significant partnership with the Government of Andhra Pradesh, to help bring about a transformation for the state's School Education system. Our inaugural initiative was designed to cultivate excellence within the 1000 CBSE-affiliated schools. CRISP's primary focus was to support both teachers and students during the transition from the State Board to the CBSE Board.

Research reveals that an average teacher grapples with approximately 1,500 decisions daily. While it may be impractical to intervene in every decision-making process, our aim was to alleviate the cognitive load associated with tasks such as lesson planning, question formulation, activity design, and assessment creation. Recognizing the novelty of transitioning from the State Syllabus to CBSE, our initiative encompassed the provision of essential resources alongside comprehensive training for all educators involved.

To enhance our efforts, we collaborated with Central Square Foundation, a renowned organization in the field of Education, to train our teachers in their Structured Pedagogy approach. This evidence-based, learner-centric methodology equips educators with clearly defined objectives, proven methods, well-structured tools, and practical training.

We are thankful to professors from Azim Premji University who provided invaluable support by mentoring the core group of teachers over a six-month period, guiding them through NCERT's Learning Outcomes for the Secondary Stage and the National Curriculum Framework: School Education 2023. The culmination of these efforts is the creation of this resource book, comprising structured lesson plans for the benefit of teachers, and vetted meticulously by the SCERT. We hope that the tremendous effort of our teachers serves as an inspiration to continue shaping the minds of our youth.

We extend our sincere gratitude to Dr. Emmanuel Joseph, Joint Commissioner (Academics) at CBSE, New Delhi, professors from Azim Premji University, experts from Central Square Foundation, the State CBSE team, SCERT, and the entire Department of School Education for their invaluable guidance and support throughout this endeavor. Their deep commitment to enhance the quality of education and to transform the teaching-learning process in the classrooms made it possible to bring this initiative to life within a remarkably short span of time.

We thank the Government of Andhra Pradesh for giving us this opportunity, for the trust they reposed in accepting the innovative idea and facilitating it to germinate and fructify.

Centre for Research in Schemes and Policies
February, 2024

FOREWORD BY DIRECTOR, SCERT



At the heart of quality education lie two indispensable pillars: the teacher and the student. While textbooks, digital resources, infrastructure, and curriculum play crucial roles in the educational landscape, it is the teacher who bears the primary responsibility of delivering lessons, facilitating comprehension of complex concepts, nurturing independent thinking, and molding individuals into responsible members of society. The Department of School Education, Government of Andhra Pradesh aspires to create citizens equipped with the skills and competencies to succeed and solve problems at a global scale, while remaining locally rooted and aware.

To achieve this goal, we have developed a comprehensive resource book to support teachers across the state, enhancing their planning and teaching processes with ease and creativity.

These meticulously crafted lesson plans have been curated by trained educators and thoroughly reviewed by SCERT experts. Each lesson plan is structured into distinct period plans, addressing specific topics within the lesson. Clear learning outcomes are outlined at the beginning of each lesson and progressively addressed throughout the class session. Furthermore, each period plan is divided into sections including Learning Outcomes, Teaching-Learning Process, Pointers for Assessment, and Material Required, offering teachers a flexible framework to tailor to their preferences. The provided questions to assess prior knowledge, suggested activities, and prompts for understanding checks serve as guides, encouraging teachers to adapt the plans to suit the unique needs of their classroom and students.

The SCERT extends its sincere appreciation to the dedicated members of its textbook committee, source material reviewers, lesson plan creators, and technical partners for their invaluable contributions in realizing this vision. We also express our gratitude to the Principal Secretary and Commissioner, Department of School Education, and State Project Director, Samagra Siksha, Department of School Education for their steadfast commitment to promoting quality education, consistently driving us toward excellence in all facets. We appreciate the steadfast support of Center for Research in Schemes and Policies (CRISP) and professors from Azim Premji University in developing the lesson plans.

Dr B Pratap Reddy
Director,
State Council of Educational, Research, and
Training Government of Andhra Pradesh

INTRODUCTION AND BACKGROUND TO THE STRUCTURED LESSON PLANS RESOURCE BOOK

The National Education Policy, 2020 (NEP) focuses strongly on a need for a well-defined Curriculum and a Structured Pedagogy in schools, to ensure holistic, integrated, enjoyable and engaging learning of the students.[1] In pursuance of the Memorandum of Understanding (MoU) signed between Government of Andhra Pradesh (GoAP) and Centre for Research in Schemes and Policies (CRISP), and the recommendation made by CRISP in the Action Plan for CBSE, GoAP agreed that *"Structured pedagogy should be adopted for Classes 8 and above in the newly converted CBSE schools. For this purpose, while using material already available, standard lesson plans should be prepared."* In furtherance of adapting structured pedagogy approach in Government CBSE Schools to improve the quality of teaching-learning, the GoAP organized the following:

1. Organised a Structured Pedagogy workshop was organized in collaboration with CRISP in Vijayawada from 11th to 13th July 2023. Experts from Central Square Foundation and Azim Premji University (APU) anchored the workshop, with additional sessions by Room to Read, Leadership for Equity, Ambitus World School, and SCERT Telangana. Sessions focused on the need for a structured way of teaching and learning, shifting from rote method to competency based curriculum, and delved into the NCERT Learning Outcome Framework for the Secondary Stage. A total of 60 subject teachers along with A.P SCERT subject experts participated in the workshop representing English, Mathematics, Social Science, Biology, Chemistry, and Physics. Each subject group consisted of 10 teachers, 1 SCERT expert, and 1 CBSE School Principal acting as a Coordinator. With guidance from CSF and APU, the subject groups prepared one sample lesson plan per subject by the end of the 3-day workshop.
2. Post the workshop, facilitated the expert subject teachers to work on lesson plan development, with virtual support from APU faculty virtually.
3. Organised a Capacity Building workshop from 11th to 14th October 2023 in Vijayawada with expert support of experts from APU. Sessions were held on mapping content to specific learning competencies, designing and using creative Teaching-Learning Materials, adding Check for Understanding questions, using interdisciplinary approach in the lessons, addressing student misconceptions, and creating a diverse range of assessments. The workshop enhanced the ability of the teachers to

[1]Chapter 4 & 5, National Education Policy, 2020 (NEP, 2020)

a. understand the principles and practices underpinning competency-based curriculum as outlined in NEP 2020 and NCF-SE 2023;

b. equip the teachers to analyse the need to effectively align curriculum content, competencies, pedagogical practices, and assessment methods in the classroom;

c. helped them to learn to develop competency-based lesson plans that integrate NCF-SE 2023 guidelines, ensuring that learning outcomes are aligned to the desired competencies with the help of model lesson plans

d. trained them to gain practical insights into designing and implementing both formative and summative assessments that accurately measure students' progress toward achieving the competencies set forth in NCF-SE 2023

4. Held a physical camp for the core team of teachers to develop and quality check the lesson plans for all the subjects in Vijayawada for 12-days, from 20th November to 1st December 2023. APU teachers and Leadership for Equity team provided technical support.

5. In early February 2024 the lesson plans developed for Grade 9 and 10 were vetted and finalised by AP SCERT and sent to the Textbook Press for printing and distribution.

ELEMENTS OF THE STRUCTURED LESSON PLANS

All lesson plans are meticulously organized into detailed period plans, each focusing on a specific topic and its corresponding Learning Outcomes. These period plans are then subdivided into four essential sections:

1. Topic and Learning Outcomes, along with associated Indicators
2. Teaching-Learning Process, highlighting Pedagogical Strategies
3. Assessment Strategies to gauge student understanding and progress
4. Materials required, ensuring all necessary resources are readily available for effective instruction.

Within these sections, the following elements have been covered:

- **Higher order thinking questions** have been added to encourage critical thinking, problem-solving, creativity, and analysis. These questions usually move beyond ‘What’, and ‘When’, and focus on ‘Why’, or ‘How’. Some examples of these are:
  “Explain the twinkling of stars.” [Physics]
  “How does trade help connect the countries in the world?” [History]

"Why can amphibians and reptiles tolerate mixing of blood to some extent?" [Biology]
"Do you think it was right for the farmer to be angry with the postmaster? Why or why not? [English]
"What should India do or achieve to become a developed country?" [Economics]
"Why does a snail change its sex?" [Biology]
"How did Gendhadhur, a backward village in Mysore, Karnataka, become rich in rain water?" [Geography]
"Why can't astronauts see the rainbow from the surface of the moon?" [Physics]

- **Keywords and key concepts** are stated in the beginning of every chapter so that the teacher can be sure to cover them during the course of the lesson
- **Prior knowledge and skills are tested** at the beginning of every period to assess whether students have retained concepts covered in previous lessons, and to gauge the overall level of knowledge on the topic to be covered
- **Prompts and questions to address common misconceptions** about the topic have been given in the plans to clarify any incorrect ideas students may have. For example: "A woman in your neighborhood is blamed for giving birth to a baby girl. Is the sex of the baby determined by her? Remove the misconception through your argument." [Biology]
- **Discussion prompts** for class or group discussions have been given, especially for the humanities subjects. For example:
  "Why do you think men receive higher wages than women for the same job? Discuss." [Economics]
  "Human societies have steadily become more interlinked. Comment." [History]
  "Discuss the benefits and drawbacks of using chemical fertilizers." [Geography]
- **Assessment and remedial periods** have been allocated after every lesson plan to gauge student learning, and revise concepts that students need more clarity or practice in, before moving to the next lesson
- **Inter-disciplinary nature of subjects and topics** has been encouraged in the plans so that students recognize the value of all subjects equally. It also promotes a holistic understanding of the topic and opens them up to thinking about an issue from various lenses
- **Formative and summative assessments, check for understanding questions, and worksheets** are given for every lesson to assess student learning at every stage of the lesson
- **Space for teachers to reflect on every period** has been provided at the end of the plan. The prompts are designed to assist teachers in assessing the alignment of their plan with overarching curricular goals and competencies, evaluating student engagement levels, ensuring effectiveness of assessment strategies in measuring student understanding, and gauging the efficacy of teaching materials, activities, and case studies utilized

HOW TO USE THESE LESSON PLANS

Teachers should have a comprehensive understanding of the curricular goals, competencies, and the nature of the subject they teach. It is essential to thoroughly review the section on "Pedagogical Practices" to gain deeper insight into teaching methodologies. With this groundwork, teachers can then delve into the lesson plans for their subject. It is highly recommended to study the entire lesson plan before initiating the lesson in class. Throughout the lesson, teachers can refer to each period plan and manage class time effectively to cover the elements outlined in the plan. Additionally, teachers are encouraged to modify the plan as needed, incorporating or removing content, questions, or activities to address the specific needs of their students and contextual requirements.

PEDAGOGICAL PRACTICES

Broad Aims of School Education

The Learning Standards are guided by certain widely agreed upon broad Aims of School Education that are articulated in this NCF. These aims have been arrived at from the vision and purpose of education as envisaged by NEP 2020:

1. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
2. **Health and wellbeing**: School education should be a wholesome experience for students. Students should acquire Knowledge, Capacities, and Dispositions that promote mind-body wellness.
3. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
4. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
5. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

For a more detailed explanation, please refer to the National Curriculum Framework: School Education 2023 (p.45-51, p.88-92, p.101-102, p.116-121)

NATURE OF THE SUBJECT: SOCIAL SCIENCE

(Adapted from the CBSE Learning Standards document. Please refer to it here: https://cbseacademic.nic.in/cbe/documents/Learning_Standards_SocialScience.pdf)

Social Science is the study of all human efforts over time and space. The purpose of Social Science learning, therefore, is to help learners understand how the world is. Social Science as a formal discipline, started with Geography and History. Over a period of almost a century, Civics and Sociology were added. At its root, the curriculum of Social Science is shaped by the need to understand academic history and the aspiration for social improvement.

The social sciences curriculum at the secondary stage integrates the concepts, processes, and disciplines of the social sciences (history, geography, economics, political science) and leads students to explore different aspects of human engagement with the world around them. The reason for such an integrated approach is in consonance with the cognitive processes of learners at this stage. Learners do not view the world through the divisions of academic disciplines but perceive the world in a holistic manner. It provides an interdisciplinary as well as a multidisciplinary lens through which learners examine issues affecting their lives from personal, national, academic, pluralistic, and global perspectives. An integrated approach helps to see the inter-connections and interrelatedness of various facets of society. Through the study of social science, the students are enabled and encouraged to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens in an increasingly interdependent world.

The social sciences curriculum helps in developing knowledge, skills, and dispositions for lifelong learning and capacitates students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. It bears the responsibility to create and expand the conditions to spread the constitutional values of equality, liberty, justice, fraternity, trust, and respect for diversity. It sets the stage for the voice of multiple genders, the marginalised, disadvantaged as well as local perceptions that are quintessential to all discussions. The subject brings multiple ways of imagining and understanding the diversity of India.

The knowledge, skills, and dispositions developed through the study empower students to be informed, responsible citizens of India and the world, and to participate in the democratic process to improve society. The purpose of teaching Social Science will therefore be accomplished if the learner personally makes sense of how the world got where it is and what can be done to improve it.

Each of the disciplines making up the social sciences has distinct methodologies, and therefore, justifies the presence of boundaries between them. It is imperative that the learner understand

the distinct method of enquiry of each subject and at the same time develop an understanding of plurality in approaching a particular phenomenon. In this context, an attempt has been made to deal with the distinct methodologies of each discipline and at the same time seamlessly integrate disciplinary boundaries wherever the scope exists.

Broadly, the core concepts dealt with in this document that illustrate disciplinary thinking are as follows:

Geographical Thinking: Concepts of spatial significance, pattern and trends, interrelationships, and geographic perspectives

Historical Thinking: Concepts of historical significance, change and continuity, cause and consequence, historical perspectives

Political Thinking: Concepts of political significance, stability, and change, objectives and results, political perspectives

Economic Thinking: Concepts of economic significance, interrelationships, cause and consequences, economic perspective

The structured lesson plans in this book are rooted in the vision of the National Education Policy 2020, operationalized by the National Curriculum Framework: School Education 2023, and based on the Learning Outcomes from NCERT's Learning Outcomes at the Secondary Stage. The following content has been adapted from the original documents to provide context and explanation for the pedagogical practice behind the development of these lesson plans.

NCERT Curricular Expectations for the Secondary Stage:

For detailed Learning Outcomes and suggested Pedagogical Processes, please refer to the **NCERT Learning Outcomes at Secondary Stage**

SOCIAL SCIENCE Curricular Expectations

At this stage learners are expected to:

- recognise the relevance of the domain of knowledge in establishing interlinkages with natural and social environment;
- classify and compare the cause and effect relationship in the context of occurrence of events, natural and social processes and their impact on different sections of the society;
- explain concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our cultural heritage;

- discuss the need to evolve plurality of approaches in understanding natural and social phenomena;
- demonstrate a variety of approaches on integration and interrelation within and across disciplines;
- identify spatial variability of events, processes, and phenomena in the contemporary world;
- identify democratic ethos, equity, mutual respect, equality, justice, and harmony; y demonstrate skills of observation, enquiry, reflection, empathy, communication, and critical thinking;
- create awareness and sensitivity towards environmental issues, sustainable development, gender disparities, marginalised section of the society and persons with special needs; and
- illustrate concepts related to different subjects with the help of technology

Aims of Social Science

Social Science plays an important role in developing an integrated understanding of the human world and its functioning, including its deep interrelationships with nature and the environment in the quest to continuously improve as a society. In the study of this subject, students learn methods of observing and interpreting the human world, which helps them lead their own lives and also contribute as members of a society. Social Science also helps in developing some of the Values and Dispositions that are essential for democratic participation — building and sustaining cooperation among communities that strive for peace, harmony, equity, and justice for all.

Social Science Education in schools must aim to achieve:
a. Understanding how society functions: Learning Social Science leads to the understanding of how societies function through the interplay of historical, geographical, social, cultural, economic, political, environmental, and other factors. Students will develop an awareness and understanding of:
i. Continuity and change in human civilisation and their causes and effects
ii. The interaction between nature, natural resources, and human beings, including the spatial and temporal patterns arising out of this interaction, its effect on human life, and the impact of human activity on nature
iii. The commonness and diversity among people and their practices in different societies, regions, and cultures within societies
iv. Various social, political, and economic institutions, their origins, functioning, and transformations over time till today
b. Capacities for inquiry in Social Science: Students will develop capacities for carrying out and applying the methods of inquiry available in Social Science, including:
i. Sourcing, verifying, and cross-validating evidence through multiple sources, interpreting this evidence, and constructing coherent narratives

ii. Recognising features of the physical world, spatial and temporal patterns, map reading, analysis, and interpretation of various interconnected concepts and processes
iii. Creative and critical thinking, forming informed opinions, demonstrating logical decision making, and having a problem-solving disposition
iv. Collecting, organising, analysing, and representing data and information on various issues — historical, geographical, cultural, economic, environmental, and socio-political
v. Proposing meaningful responses to contemporary concerns of society based on these methods of inquiry

c. Responsible human beings and contributing citizens: NEP 2020 states: The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. [NEP 2020, pages 4-5]

For more details on the Aims of specific subjects please refer to the NCFSE following pages: English: p234-267; Mathematics: p268-293; Science: p294-319; Social Science: p320-352.

Lesson Plan

GEOGRAPHY

Class -10_Chapter-1. RESOURCES AND DEVELOPMENT _ (No. Periods-07)

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyze, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Class-10_ C 1. RESOURCES AND DEVELOPMENT _ (No. Periods-07)

CURRICULAR GOALS (CG) AND COMPETENCIES (C):

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

Competency:

Competencies are observable learning behaviors that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

Curricular goals (IIlustrative):

CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihood, culture and the biodiversity of the region.

Competencies (Illustrative):

C-4.3 Draws interlinkages among various components of the physical environment such as climate and relief, climate and vegetation, and wildlife

C-4.4 Analyses and evaluates the inter relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation

C-4.5 Critically evaluates the impact of human interventions on the environment, including climate

change, pollution, shortage of natural resources and loss of bio diversity; identifies practices that have led to these environmental crises and the measures that must be taken to reserve them.

Curricular goals (Illustrative):

CG-8 Evaluates the economic development of the country in terms of its impact on the lives of its people and nature.

Competencies (Illustrative):

C-8.5 Appreciates the connections between economic development and environment, and the broader indicators of the societal well-being beyond GDP growth and Income.

Class-10_ C 1. RESOURCES AND DEVELOPMENT _ (No. Periods-07)

OVERVIEW



Topic/ Sub topic	Content based domain specific Learning outcomes	Micro Competency Indicators
Period 1: **DEVELOPMENT OF RESOURCE** **Introduction & Interdependence of Humans on Resources** **Classification of Resources:** **Development of resources**	**LO1 Identify resources and recognizes the importance of environment in their day-to-day life.** **LO1 Recognises the interdependence of human beings on physical Environment, institutions and technology** **LO2 Classifies the resources into Natural and Human.** **LO4 Analyze major environmental problems that arise due to indiscriminate exploitation of resources in their local area.** **LO3 Explain the causes and effect relationships between phenomenon, events like global warming and climate change, Global international conferences etc.** **LO4:Analyses environmental issues as a serious global problem.**	**1.1 Recalls the resources around them.** **1.2 Recognizes the importance of resources in economic development** **1.3 Recalls the types of environment-biotic and abiotic, renewable and non-renewable.** **1.4 Defines sustainable development** **2.1 Classifies resources into natural and human** **2.2 Compares the renewable and non-renewable** **2.3 Distinguish recyclable and non-recyclable resources** **4.1 Examines the depletion of resources** **4.2 Analyses the global ecological crises such as global warming, ozone layer depletion, environmental pollution and land degradation.** **3.1 Identifies the importance of the Rio De Janeiro Earth summit 1992** **3.2 Analyses and explain the major objective of Agenda 21**
Period-2 **RESOURCE PLANNING IN INDIA** **Resource planning**	**LO1 Recognizes and Retrieves the fact that some states are endowed with abundance natural resources while some lack those.**	**1.1 Recalls enormous diversity in the availability of resources** **1.2 Locates states like Jharkhand, Arunachal Pradesh, Rajasthan etc. in India map, with the type of resources that they have.**

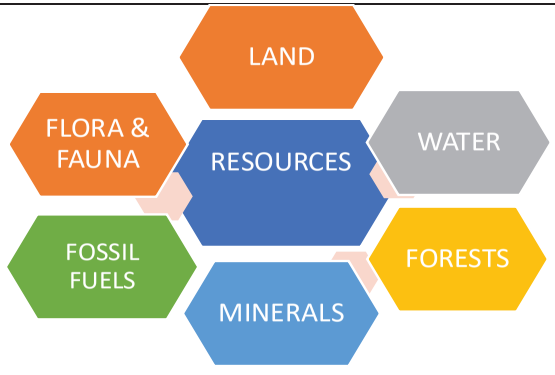
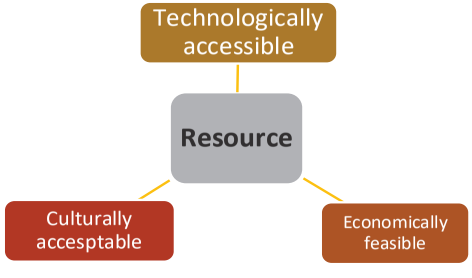
Land degradation **Conservation of resources**	**LO2 Classifies and compares the complex process of resource planning in India, as India is a huge country with diversity.** **LO6 Draws interlinkages within Social Science. Connects exploitation and utilization of resources with the super powers of the world who colonized India.** **LO3 Explains the cause and effect of irrational consumption and over utilization of resources**	**2.1 Compares the three stages of resource planning.** **6.1 Analyses the technological development of British to exploit the resources in India.** **3.1 Identifies different views and events that contribute to conserve the resources**
Period – 3 **LAND RESOURCES** **Land under relief features of India** **Land use pattern in India**	**LO1 Recognizes the significance of Land Resources** **LO2 Classifies the major relief features of India** **LO5 Interpret the pie chart land under important relief feature.** **LO3 Explains the Land Utilization for agricultural purposes and non-agricultural purposes** **LO2 Compares the pie chart, general land use categories-1960-61 and 2014-15** **LO4 Analyses human activities causing land degradation**	**1.1 Identify the fact that land has rich Natural resources of supporting natural vegetation, wild life, economic activities and communication system.** **2.1 Classifies the major relief features as mountains plateaus, plains** **2.2Compares the land area of the mountains, Plateaus and Plains** **3.1 Understands the land utilization for agricultural and non- agricultural purpose** **3.2 Examines the percentage use of general land categories** **4.1 Describes human activities such as deforestation, over grazing, mining and quarrying contributed in land gradation.**

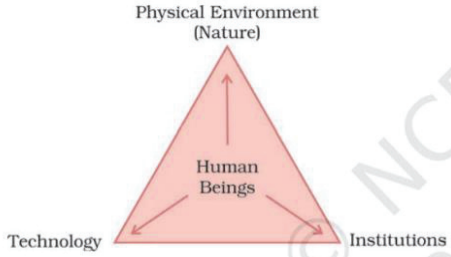
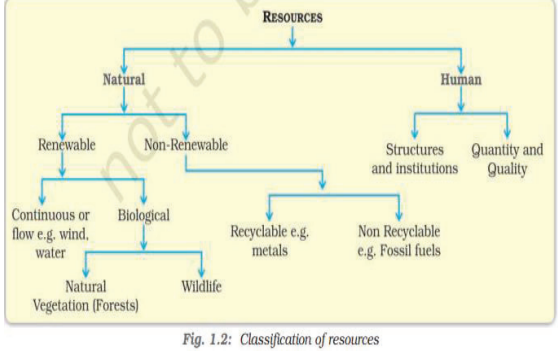
Period-4 & 5 **SOIL AS A RESOURCE** **Formation of Soil** **Classification of Soils**	**LO1 Recognizes land as the most important renewable natural resource.** **LO5 Interprets picture of soil profile and also Interpret major types of soil in map of India.** **LO2 Classifies the different types of soil.**	**1.1 Recognize the factors responsible for soil Formation.** **1.2 Identify the importance of the uppermost layer of the soil profile.** **2.1 Compares the types of soils-Alluvial soil, Black soil, red and yellow soil, Laterite soil, Arid soil, Forest soil Understand the characteristic features of these soils.**
Period – 6 **SOIL EROSION AND SOIL CONSERVATION** **Soil erosions** **Soil conservation**	**LO1 Recognizes soil erosion as a problem for human, animal and plant life.** **LO2 Classifies the natural causes and human causes of soil erosion** **LO12 Shows sensitivity to human activities causing soil erosion** **LO12 Appreciates terrace cultivation in the western and central Himalayas**	**1.1 Define soil erosion** **1.2 Describes wind erosion and water erosion** **2.1 Compares the natural causes like wind, glacier, water etc. and human causes like deforestation, over grazing etc.** **12.1 Empathizes with the environmental degradation due to human factors**
Period – 7 **ASSESSMENT (WORK SHEET)**	**Students will be made to complete the work sheet in order to check their understanding levels. (Remedial teaching shall be done if required)**	

Note:

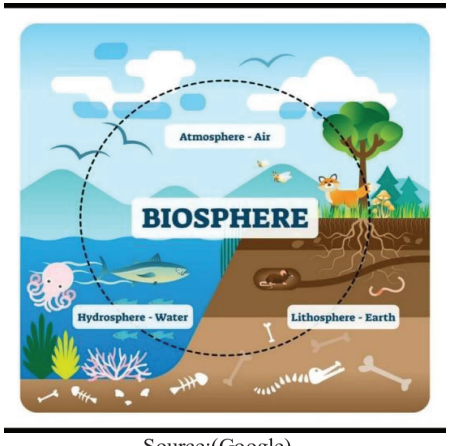
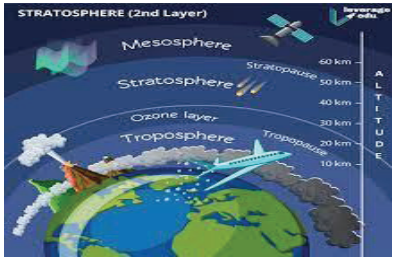
1.The teachers should not exclude 'Activities, Interesting Facts and Do you know?' given in the textbook, pertaining to the chapter.
2. Teacher may take an assessment during the lesson

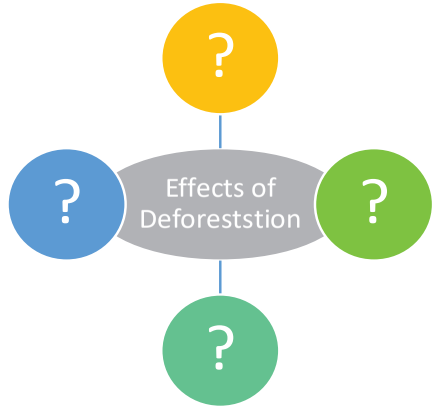
Class: 10 _GEOGRAPHY Chapter – 1. RESOURCES AND DEVELOPMENT Period No: 01 Key concepts: **Development of Resources** Date:			
Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
Development of Resources **Introduction & Interdependence of Humans on Resources** **LO1** Identify resources and recognise the importance of environment in their day to day life and for the economy.	To test the prior knowledge certain questions will be **asked** • Mention some of the natural resources that we need for our existence. • What are the resources you observe in the classroom and a computer lab? • Who provides these resources for you? **Explain resources through the chart given below**	What is environment? List out some resources that we use in our day-to-day life.	

1.1 Recalls the resources around them. **1.2 Recognizes the importance of resources in economic development** **1.3 Recalls the types of environment-biotic and abiotic, renewable and non-renewable.** **1.4 Defines sustainable development** **LO1 Recognises the interdependence of human beings on physical Environment,**	 Meaning of Resource:  VIDEO LINK (943) Why natural resource use matters? - YouTube **Activity- 1**(Classroom Discussion): Discuss the video "Why Natural Resources matters?" **Discuss** how human beings interact with nature through technology to create resources. **Explain** how the institutions are helpful for us to create resources by using the figure.	What is a Resource? Give some examples of physical environment. Give some examples of institutions and technology.	Video https://youtu.be/7pPa0mRCky4?feature=shared Source:you tube Pictures from NCERT text book

institutions and technology **Classification of Resources:** **LO2** Classifies and compares resources into Natural and Human and further as renewable and non-renewable resources **2.1 Classifies resources into natural and human** **2.2 Compares the renewable and non-renewable** **2.3 Distinguish recyclable and non-recyclable resources**	 *Fig. 1.1: Interdependent relationship between nature, technology and institutions* **Summary:** The process of transformation of things available in our environment involves an inter-dependent relationship between nature, technology and institutions. **Explain** classification of resources with the help of a flow chart.  *Fig. 1.2: Classification of resources* **Summary:**	**Activity:** Prepare a table of renewable & non-renewable resources. Describe how they are used for national development.	

Development of resources	a) On the basis of origin – biotic and abiotic (b) On the basis of exhaustibility – renewable and non-renewable (c) On the basis of ownership – individual, community, national and international (d) On the basis of status of development – potential, developed, stock and reserves **Discuss and explain** the usage of resources by posing some questions. How are resources useful to mankind? Do you observe any economic inequality among the people in utilizing the resources? Which section of the people are able to utilize more resources and a cause for the depletion of resources? Does deforestation take place in your areas? **Discuss** the damage caused to the earth with the help of following pictures	**Activity:** Prepare list of stock of reserve resources that you are familiar from your local area.	Picture of realms of the earth

LO4 Analyse major environmental problems that arise due to indiscriminate exploitation of resources **4.1 Examines the depletion of resources** **4.2 Analyses the global ecological crises such as global warming, ozone layer depletion, environmental pollution and land degradation.** **LO4** Explain the causes and effect relationships between phenomenon, events like global warming and climate change, Global international conferences etc.	 Source:(Google) What are the important realms of the earth? Do you think the pollution of one realm affect the another realm? How? Explain the damage caused to the Ozone layer with the help of a picture  	**Activity:** What are the use of forests? Fill the boxes with suitable answers.  **Activity :** Mention the effects of deforestation and fill the space with suitable answers.	Picture showing layers of atmosphere

3.1 Identifies the importance of the Rio De Janeiro Earth summit 1992 **3.2 Analyses and explain the major objective of Agenda 21** LO4:Analyses the environmental issues as serious global problem	**Summary:** Resources are getting depleted due to excessive usage. Exploitation of resources has led to global ecological crises such as global warming, Ozone layer depletion, environmental pollution and land degradation. **Discuss** and explain the future of our planet as it is in danger. Resource planning is essential for sustainable existence and a sustainable economic development. Rio de Janeiro Earth Summit, 1992 **Video Link** Rio to Agenda 21: Blueprint to Create a Sustainable World! - YouTube Discuss and explain the significance of the summit and Agenda 2 with the help of above picture. When and where was the Summit held? How many heads of the states participated?	 **Activity:** List out some items that can be recycled **Discuss:** How does soil pollution can affect the sources of water? How does pollution in river will affect the bio-diversity in ocean? **Project:** Prepare some items "Wealth out of waste". Collect some waste material which you use in your daily life and prepare some productive items. For	**Video Link** Rio to Agenda 21: Blueprint to Create a Sustainable World! - YouTube QR code for Rio De Janeiro Source:you tube

	What was the purpose of the Summit? Agenda 21 aims at achieving global sustainable development. It is an agenda to combat environmental damage, poverty, disease through global co-operation on common interests, mutual needs and shared responsibilities. One major objective of the Agenda 21 is that every local government should draw its own local Agenda 21.	example, a flower vase from water bottle, painting on the waste glass bottles etc. Expand UNCED Explain the future of our planet as it is in danger. What was the main purpose of Rio de Janeiro Earth Summit, 1992? Do you think we are doing enough to meet the purpose.	

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- Is the lesson appropriately timed? _____
- Is the flow of the lesson plan clear, smooth and logical?_____
- Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____
- Is there space for students to collaborate and cooperate with each other?_____
- Does the lesson provide adequate opportunity for the students to practice the skills?_____

Class: 10 _GEOGRAPHY Chapter – 1. RESOURCES AND DEVELOPMENT Period No: 02 Key concepts: Resource planning in India Date:			
Topic/Sub Topic/Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
Resource planning in India **Resource planning**	To test the prior knowledge following questions will be asked List some resources used by small farmers and large farmers. List some resources used by a large soft drink company. Are the resources used indiscriminately by large farmers and industrialists? **Narration:**	What are the different types of resources that help to satisfy your wants? As a student how can you use the water resource sustainably?	

LO1 Recognizes and Retrieves the fact that some states are endowed with abundance natural resources while some lack those. **1.1 Recalls enormous diversity in the availability of resources** **1.2 Locates states like Jharkhand, Arunachal Pradesh, Rajasthan etc. in India map, with the type of resources that they have**	**Discuss:** One day a grandfather asks his grandchildren, a naughty playful boy (X) and well-disciplined boy (Y) to get each bucket full of water. Student (X) will bring half bucket water, spilling on his way, while student (Y) carefully brings bucket, full of water. Now the boys will be asked to water the flower pots alloting 10 pots each. Naughty boy will not be able to water all the given pots. By this activity the judicious use of water resources will be explained. **Discuss and explain** resource planning with the help of India map and an activity	Which state is well endowed with solar and wind energy but lacks water resources?	MAP-India political QR code for map of India

LO2 Classifies and compares the complex process of resource planning in India, as India is a huge country with diversity.



Discuss that resource planning refers to the strategy adopted for judicious use of the available resources.

Some regions are rich in resources and some are defecient

Some examples are given in the table here under

States	Rich in Resources	Deficient
Jharkhand,Chhattisgrah and Madhya Pradesh	Coal and minerals	Technological and institutional support
Arunachal Pradesh	Water resources	Infrastructural development

Which type of resources are deficient in Ladakh?

Project: Collect information about the resources available in your local area that contributes to Economic Development.

In which Five year plan , resource planning was introduced in India?

Activity:

Source:Google

Chart showing the States-rich in resources-Deficient

LO6 Draws interlinkages within Social Science. Connects exploitation and utilization of resources with the super powers of the world who colonized India. **6.1 Analyses the technological development of British to exploit the resources of India.** **Conservation of resources**	<table><tr><td>Rajasthan</td><td>Wind and solar energy</td><td>Water resources</td></tr><tr><td>Ladakh</td><td>Cultural heritage</td><td>Natural resources</td></tr></table> Discuss and explain Resource planning in India **Resource Planning In India** ❖ Identification and inventory of resources across regions of the countries ➢ Surveys ➢ Mapping ➢ Qualitative and quantitative estimations and measurement of resources ❖ Planning with appropriate skills,technology and institutional set up ❖ Matching the resource development plans with over all National development plans ❖ Special allocation under five year plans Discuss Resource and colonization by posing some questions Which European countries colonized India? Why did they choose India their colony?	Locate the settlements of the French and the English in India map **Debate:**(Divide the class into two groups and conduct debate posing a question) Has development taken place in India in British India? Discuss Who is the author of the book small and beautiful?	

LO3 Explains the cause and effect of irrational consumption and over utilization of resources **3.1 Identifies different views and events that contribute to conserve the resources**	• Rich natural resources of colonies were the main attractions for foreign invaders. • Technological developments of the super powers helped to exploit the resources. • India has experienced from colonization that for rapid development availability of resources, technology and quality of human resources are needed. **Discuss** conservation of resources by posing some questions Why do most of the rural people migrating to urban areas? Why are they unable to cultivate their land? Why most of the people are not able to access resources? In your daily life how could you use resources judiciously? Explain resource conservation and some views that contribute to conserve resource	Who said "there is enough for everybody's need but not for everybody's greed"? Which commission advocated the concept of Sustainable development?	

	➢ Gandhiji viewed that there are enough resources for everybody's need but not for everybody's greed ➢ At the international level, resource conservation was first advocated in 1968 in club of Rome ➢ In 1974, Schumacherian his book Small Is Beautiful Accepted Gandhian philosophy of resource conservation ➢ In 1987, the Brundtland Commission advocated the concept of Sustainable Development.		

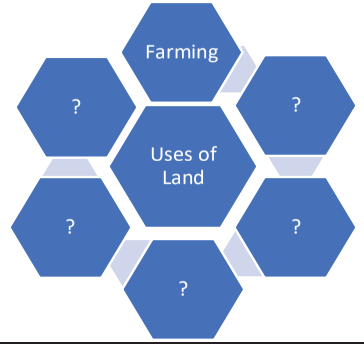
Teachers' reflections and experiences:

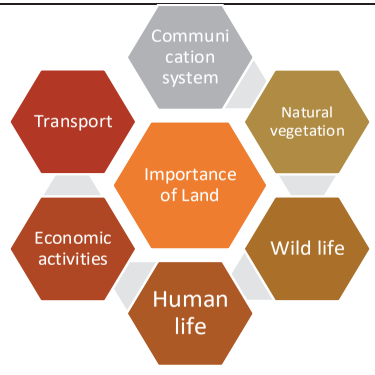
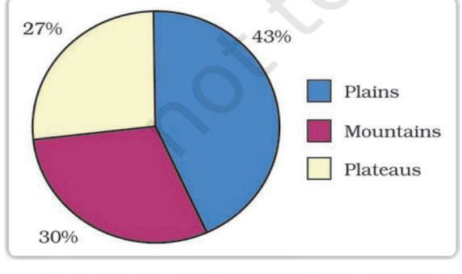
(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

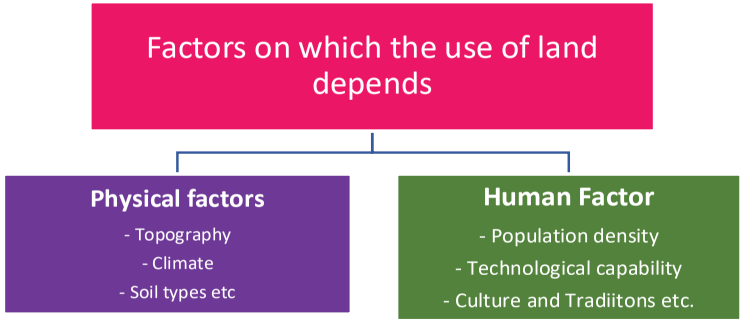
- Is the lesson appropriately timed? _____
- Is the flow of the lesson plan clear, smooth and logical?_____
- Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____
- Is there space for students to collaborate and cooperate with each other?_____
- Does the lesson provide adequate opportunity for the students to practice the skills?_____

Class: 10_GEOGRAPHY
Chapter – 1.RESOURCES AND DEVELOPMENT
Period No: 03
Key concepts: Land Resources
Date:

Topic/Sub Topic Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
Land Resources **Land under relief features of India** **LO1 Recognizes the significance of Land Resources** **1.1 Identify the fact that India has rich natural resources of supporting natural vegetation, wild life, economic**	**Discuss and explain** uses of land resources by a video and mind mapping **Video Link** (947) Types of land use - YouTube **Discussion:** What do you observe in the video? What are the uses of land? How does it support life?	Activity: Mention the uses of the land by filling the blank spaces with appropriate answers.  	Videohttps://youtu.be/vbP-o6-ETuA?feature=shared Source:You Tube

activities and communication system.		Is land being exploited in your area? What kind of land exploitation is happening in your local area?	
LO2 Classifies the major relief features of India **2.1 Classifies the major relief features as mountains plateaus, plains** **2.2 Compares the land area of the Mountains, Plateaus and Plains** **LO5 Interpret the pie chart land under important relief features**	**Discuss** the major relief features and land under important relief features by a pie graph. What acts as the natural barriers in the northern most part of India? Which landforms are endowed with mineral resources? Why do the civilizations exist near the rivers?  *Fig 1.3: India : Land under important Relief Features*	**Activity:** Make the students to draw outline map of India and draw the major relief features	Pictures from NCERT textbook

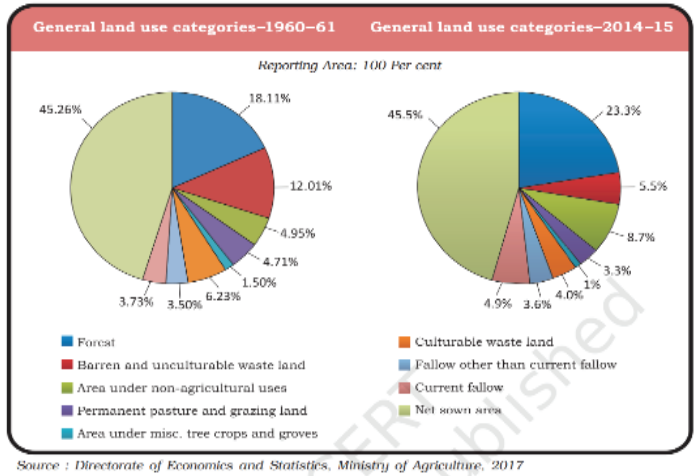
LO3 Explains the Land Utilization for agricultural purposes and non-agricultural purposes **3.1 Understands the land utilization for agricultural and non-agricultural purpose** **3.2 Examines the percentage use of general land categories**	**Summary**: India's geographical area comprises a variety of relief features which are…. - 43 per cent plan land area for agriculture and industry. - 27 per cent plateaus which is so source of minerals, fossil fuels and forest. - 30 per cent mountains which provide perennial river water and sites for tourism and ecological aspects. **Discussion** of Land Utilization by presenting a video **Video Link** (947) Land Utilisation | Resources & Development | Chapter 1 - Geography | Class 10 | PuStack - YouTube What do you observe in the video? How can you distinguish cultivable land and uncultivable land?	How much percentage of land area is under agriculture and industry? Do you have barren land or cultivable land in your area? What type of crops are cultivated in your area?	**Video Link** ⬇ **VIDEO**

	Discuss the land use Pattern in India with a flow chart  • What types of soil is present in your area? • Is your area densely populated? • Is your area technologically well development?	What are the factors on which the use of land depends?	Source:You tube

Land use pattern in India

LO2 Compares the pie chart, general land use categories-1960-61 and 2014-15

Discuss the different categories of land during 1960-61 and 2014-15 with the help of the above pie chart and an activity will be given to students related to the land use.



Source : Directorate of Economics and Statistics, Ministry of Agriculture, 2017

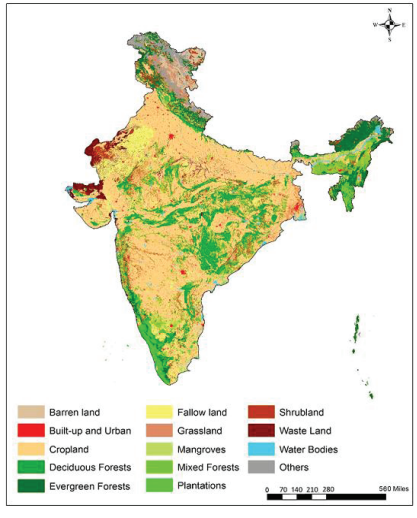
Fig. 1.4

Activity:

Interpret the pie chart from Textbook and fill the table with suitable one.

General land use categories 1960-61		General land use categories 2014-15	
Categories of land	Percentage of area	Categories of land	Percentage of area
Forest		Forest	
Barren land and unculturable waste land		Barren land and unculturable waste land	
Area under non-agricultural uses		Area under non-agricultural uses	
Permanent pasture and grazing land		Permanent pasture and grazing land	
Area under misc. tree crops and groves		Area under misc. tree crops and groves	
Culturable waste land		Culturable waste land	
Fallow other than current fallow		Fallow other than current fallow	
Current fallow		Current fallow	
Net sown area		Net sown area	

© NCERT not to be republished

	 (Source: google) **Explain:** About land use pattern in India **Summary:** Total geographical area of India is 3.28 million sq.km. But land use data is available only for 93 per cent of the total geographical area because Assam and J&K not been surveyed as occupied by Pakistan and China. - The pattern of Net sown area varies greatly from one state to another. (e.g., Punjab and Haryana, and north-eastern states and Andaman and Nicobar Island)	**Classroom Activity:** With the help of physical map of India list out at least ten states where you find deciduous forests, Evergreen forests, Waste land, barren land etc. What is the percentage of forests area to be covered for maintenance of ecological balance according to the National Forest Policy 1952.	

Land degradation and conservation measures **LO4 Analyses human activities**	- Area under forest is far less than 33 per cent as per the national forest policy of 1952. - The land under permanent pastures is very low and still decreasing. - Current fallow land or of poor quality these lands are cultivated once or twice in two or three years. If these lands are included in the NET area soon then the percentage of NSA in India comes to about 54 per cent of the total reporting area. **Discussion:** Land Degradation is discussed with the help of Video.**:** **Link** https://www.youtube.com/watch?v=9TmZRZ-w1Y4 • What are the human activities that have contributed significantly to land degradation? • Does deforestation, over grazing happen in your area too? Suggest measures to reduce them. **Discuss** Land Conservation by posing some questions:	What are the reasons for Deforestation in your area? **Activity:** Poster making- "Save Earth". **Group Activity:** Prepare slogans for land conservation	**Video Link** ⬇ VIDEO Source:youtubeS

causing land degradation **4.1 Describes human activities such as deforestation, over grazing, mining and quarrying contributed in land degradation.** **4.2 Suggests some land conservation measures like afforestation, minimizing grazing etc.**	• Does land degradation happen in your area? Suggest some ways to solve the problems of land degradation. • Which king-initiated tree plantation on a large scale? • Have you participated in 'Van Mahotsav' in your school?		

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.

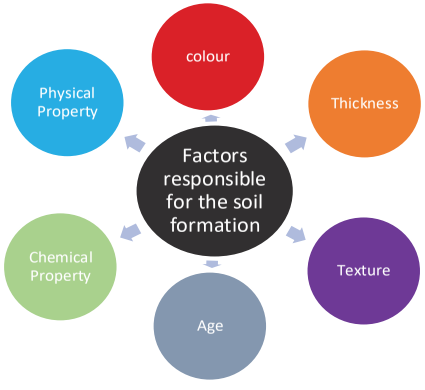
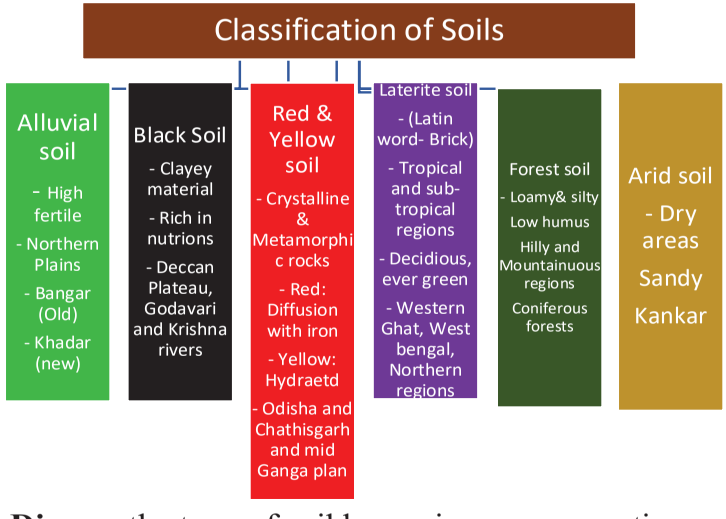
Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

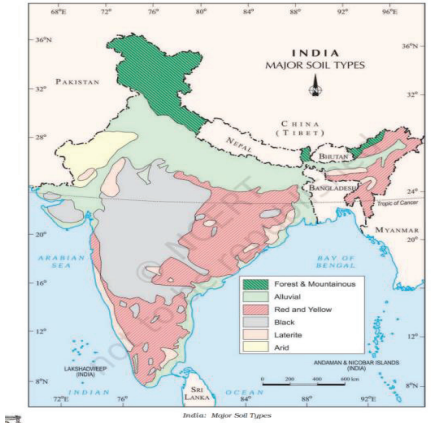
- Is the lesson appropriately timed? _____
- Is the flow of the lesson plan clear, smooth and logical?_____
- Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____
- Is there space for students to collaborate and cooperate with each other?_____
- Does the lesson provide adequate opportunity for the students to practice the skills?_____

Class: 10_GEOGRAPHY
Chapter - 1 RESOURCES AND DEVELOPMENT
Period No: 4 & 5
Key concepts: Soil as A Resource
Date:

Topic/SubTopic Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
Soil as A Resource **Formation of Soil** **LO1 Recognizes land as the most important renewable natural resource.**	**Explain** Soil Profile and uses of soil by posing some questions How is soil useful to us? Is soil renewable or non-renewable resource? Is soil formation an easy process?	Define soil erosion. Mention the uses of soil.	Picture of soil profile in NCERT Textbook

LO5 Interprets the picture of soil profile **5.1 Identify the importance of the uppermost layer of the soil profile.**	**Summary:**  *Fig. 1.5: Soil Profile* **Summary:** • Soil is a living system and supports different types of living organisms. • The important factors in the soil formation are relief,parent rock or bed rock,climate,vegetation and forms of life • Forces of nature such as change in temperature,actions of running water,wind and glaciers,activities of decomposers,etc contribute to soil formation. • Soil contains both inorganic and organic materials (i.e humus)	When is World Soil Day celebrated? **Project:** Prepare a model of soil profile	Chart Showing soil profile

Classification of Soils **LO2 Classifies the different types of soil.** **1.1 Recognize the factors responsible for soil Formation.**	**Explain** factors responsible for the soil formation with a chart  **Explain** major Classification of soil, characteristic features and their availability by a flow chart  **Discuss** the type of soil by posing some questions	List out the factors responsible for soil formation. **Activity:** Prepare a table showing different types of soil and their characteristic features	CHART showing factors responsible for soil formation CHART showing classification of soil

LO5 Interpret the major types of soil in map of India.	Which types of soil is found in your region? What types of crops are cultivated in your area? **Discuss** and explain the different types of soil found in different regions of India with the help of the map of India.  India: Major Soil Types	**Activity**: Refer to the map in pg.no.9 and with the help of an atlas list out the different states where different types of soil are found	Map of India in NCERT Textbook Atlas

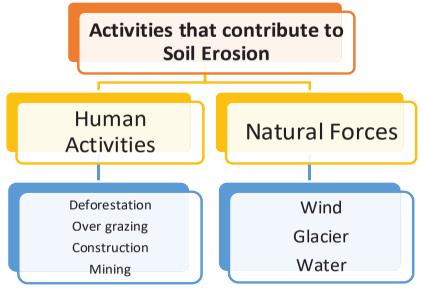
Teacher's reflections and experiences:

(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- Is the lesson appropriately timed? _____
- Is the flow of the lesson plan clear, smooth and logical?_____
- Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____
- Is there space for students to collaborate and cooperate with each other?_____
- Does the lesson provide adequate opportunity for the students to practice the skills?_____

Class: 10 _GEOGRAPHY Chapter – 1. RESOURCES AND DEVELOPMENT Period No: 06 Key concepts: Soil Erosion and Soil Conservation Date:			
Topic/Sub Topic Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
Soil Erosion and Soil Conservation **Soil erosion** **LO1 Recognizes soil erosion as a problem for human, animal and plant life.** **1.1 Define soil erosion** **1.2 Describes wind erosion and water erosion** **LO2 Classifies the natural causes and**	To test the prior knowledge of the students the following questions will be posed What is the top most layer of the soil profile? Does any damage take place to the top most layer due to human activities? How? **Explain** Soil Erosion by presenting a Video **Link:** https://youtu.be/s0F2c1ECuo4?feature=shared	Define soil erosion. Mention the effects of soil erosion. Does soil erosion takes place in your area? How?	**Video** **Link:** https://youtu.be/s0F2c1ECuo4?feature=shared **Source:youtube**

human causes of soil erosion **2.1 Compares the natural causes like wind, glacier, water etc. and human causes like deforestation, over grazing etc. LO12 Shows sensitivity to human activities causing soil erosion** **12.1 Empathizes with the environmental degradation due to human factors** **Soil conservation** **LO12 Appreciates terrace cultivation in the western and central Himalayas**	**Discussion** by a flow chart  **Explain** soil consevation by presenting a video. **Discuss** Soil Conservation by posing questions: Is there need to conserve soil in the present scenario? In what ways can you conserve soil? **Link**: https://www.youtube.com/watch?v=LpaPU-STAsY **(source:youtube)** **Summary** Ways for conservation of soil from human causes are ➢ Contour plowing ➢ Restricting animal grazing ➢ Afforestation ➢ Constructing suitable dams	What are the human activities and natural forces that contribute to soil erosion? **Project:** Prepare slogans for soil conservation	**Video Link** ⬇ VIDEO

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself/herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- Is the lesson appropriately timed? _____
- Is the flow of the lesson plan clear, smooth and logical?_____
- Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____
- Is there space for students to collaborate and cooperate with each other?_____
- Does the lesson provide adequate opportunity for the students to practice the skills?_____

Assessment Plan (Model Questions)

WORK SHEET (20 Marks)

Class: 10_ GEOGRAPHY **Chapter – 1. RESOURCES AND DEVELOPMENT**

Period No: 07 **Date:**

I. Multiple choice questions:4x1=4m

1. Which one of the following types of resource is iron ore?
   a. Renewable
   b. Biotic
   c. Flow
   d. Non-renewable

2. Which among the following is not a problem of resource development?
   a. Depletion of resources for satisfying the greed of few individuals
   b. Accumulation of resources in few hands
   c. Indiscriminate exploitation of resources
   d. An equitable distribution of resources

3. Arrange the following correct sequence
   a. Brundtland Commission Report
   b. National Forest Policy of India
   c. Resource Conservation at the club of Rome
   d. Rio De Janeiro earth summit

   Codes:

   a. iii, i, ii, iv
   b. i, iv, ii, iii
   c. iv, ii, i, iii
   d. ii, iii, i, iv

4. Assertion(A) The lower horizon of the arid soil is occupied by Khankar

Reason (R) It is because of the increasing Calcium content downwards in arid soil

Codes

a. Both A and R are true but R is the correct explanation of A
b. Both A and R are true, but R is not the correct explanation of A
c. A is true but R is false
d. A is false but R is true

II. Define the following :2x2=4m

5. Define Soil erosion.
6. Define sustainable development.

III. Answer the following question in short: 1x3=3m

7. Which type of soil in India is most wide spread and important?

IV. Answer any one the following questions briefly: 1x4=4m

8. Why only 93 per cent of the total geographical area is measured for land use pattern in India?
9. What led the imperial powers to exploit the rich resources of the colonies? .

V. Answer any one the following questions in detail: 1x5=5m

10. Discuss Anthropogenic factors of land degradation.
11. "Sustainability of development is a new area of knowledge". Do you agree? Justify your answer.

Lesson Plan

GEOGRAPHY

Class -10_Chapter-2 FOREST AND WILD LIFE RESOURCES (No. Periods-07)

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyze, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Class-10 - C2. FOREST AND WILD LIFE RESOURCES (No. Periods-07)

CURRICULAR GOALS (CG) AND COMPETENCIES (C):

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

Competency:

Competencies are observable learning behaviors that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

Curricular goals (IIustrative):

CG-4Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihood, culture and the biodiversity of the region.

Competencies (Illustrative):

C-4.3 Draws interlinkages among various components of the physical environment such as climate and relief, climate and vegetation, and wildlife

C-4.4 Analyses and evaluates the inter relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation

C-4.5 Critically evaluates the impact of human interventions on the environment ,including climate

change, pollution, shortage of natural resources and loss of bio diversity; identifies practices that have led to these environmental crises and the measures that must be taken to reserve them.

Curricular goals (Illustrative):

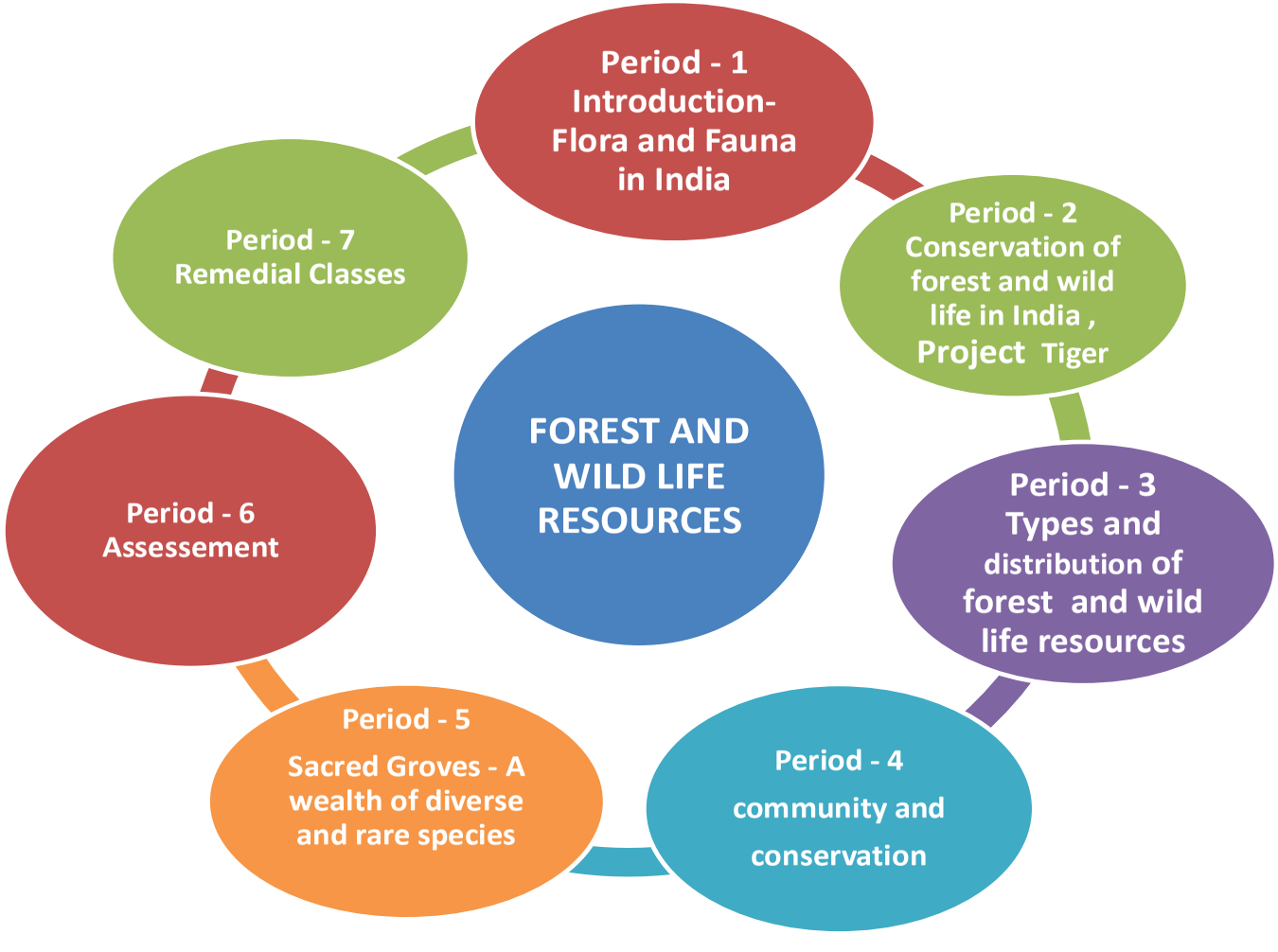
CG-8 Evaluates the economic development of the country in terms of its impact on the lives of its people and nature.

Competencies (Illustrative):

C-8.5 Appreciates the connections between economic development and environment, and the broader indicators of the societal well-being beyond GDP growth and Income.

Lesson Plan

Class 10 – Chapter 2- FOREST AND WILD LIFE RESOURCES - 7 periods



Forest and Wildlife



Need for Conservation of Wildlife

- Preserves the ecological diversity and life support system like air, water and soil.
- preserves the genetic diversity of plants and animals for better growth of species and breeding.

Community & Conservation of Forests

- Chipko Movement : Against deforestation
- Sarika Tiger Reserve : Against mining
- Beej Bachoo Andolan : Diversified crop production
- Joint Forest Management : Restoration of degraded forests

IUCN Classification of Species

- Normal Species
- Endangered Species
- Vulnerable Species
- Endemic Species
- Rare Species
- Extinct Species

Conservation Initiatives Taken

- Wildlife (Protection) Act,1972
- Establishment of national park and wildlife sanctuaries by central as well as state government.

Administrative Classification of Forest in India

- Reserved Forests
- Protected Forests
- Unclassed Forests

Trace the Mind Map

First Level · Second Level · Third Level

Period and Topics	Content based domain specific Learning outcomes	Micro Competency Indicators
1- Introduction- Ecological System	LO3: Explain how Eco-system functions. LO1: Define Ecological System LO1: Recognizes Ecological system	C1.1. Recall of prior concepts such as living beings and bio-diversity etc., to deveop interest in the topic and understand prior knowledge of students C3.1. Identify the flora and fauna. C3.2.Identify the living and Non-living things. C4.1:Explain the inter relationship of Eco-system.
2 – Conservation of Forest and Wild life in India. Project Tiger.	LO4: Analyse and Evaluate Conservation of forest and wild life LO1: Define Project Tiger LO1: Recognise Tiger Reserve Areas.	C3.1: Analyses the meaning of Conservation of forest and wild life. C2.1 Recognise the various Tiger Reserve Areas.
3- Types and distribution of Forest and wild life resources.	LO1: Recognise the different types of forests in India. LO7: Identify and Evaluate the different types of Forests in India.	C1.1: Explains the Reserved Forests in India. C3.1: Identifies and analyses the different types of Forests in India. C3.2: Identifies / locates and labels: locates the reserved forests on an outline map of India.
4 – Community and Conservation	LO1: Describe the Chipko Andolan. Describe the Beej Bachao Andolan. LO4: Identity the different types of movements for Forest community and conservation	C1.1: Describe the Chipko Andolan. Describe the Beej Bachao Abdolan. C2.1: Explains and analyses the different types of Andolans.
5 – Sacred Groves – A wealth of diverse and rare species.	LO1: Defines the Sacred groves. LO1: Recognize and describes the different sacred groves (trees).	C2.1: identify and recognize the various sacred groves (trees) in ancient times. C3.1: Analyse the different sacred groves.

6 – Assessment	**LO4: To access the progress of students.**	**C3.1: Analyse and Evaluate progress of students.**
7- Remedial Teaching	**This will be to revise the above concepts only for those who didn't understand it and those who learnt will be given questions for assessment.**	**C1.1: Revision and re-teaching.**

Note:

1.The teachers should not exclude 'Activities, Interesting Facts and Do you know?' given in the textbook, pertaining to the chapter.
2. Teacher may take an assessment during the lesson

Class: 10
Chapter: FOREST AND WILD LIFE RESOURCES
Period No: 01
Key concepts: Introduction & Ecological System
Date:

Learning Outcomes & Indicators/micro-competencies	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Material required
1. Recognition of Ecological System 10m **LO3: Explain how Eco-system functions.** **LO1: Define Ecological System** **LO1: Recognizes Ecological system**	To test the prior knowledge certain questions will be **asked:** 1. Define Living beings. 2. Define Non-living beings. 3. What are the primary producers? 4. Why do we call forest as lungs of India? Discuss by using picture  What do you understand the above picture?	1. Which gas is useful to breath? 2. What do you mean by primary producers? 3. Name some of the important trees that are grown in our surroundings.	Pictures from Internet

	How can Forest maintain Ecological System? How forest is a renewable resource? Discuss by using picture		
2. Biological diversity 10m **LO3: Explain how Eco-system functions.** **LO1: Define Ecological System** **LO1: Recognizes Ecological system.**	 https://byjus.com/biology/biodiversity/ What you understand the meaning of Bio-diversity? Discuss on the topic, is our Natural Vegetation Natural in real sense?	Can you distinguish between ecological balance and imbalance? What are the consequences of ecological imbalances? How much forest area is needed to maintain ecological balance?	Pictures from Internet SOURCE : byjus

	  https://byjus.com/free-ias-prep/natural-vegetation-in-india/		SOURCE : byjus
3. Identify the Flora and Fauna 10m **LO3: Explain how Eco-system functions.** **LO1: Define Ecological System** **LO1: Recognizes Ecological system.** **C1.1. Recall of prior concepts such as living beings and bio-diversity etc., to develop interest in the topic and understand prior knowledge of students.**	What is the meaning Flora and Fauna? Classification of flora and fauna?  Explain and discuss Why are trees grown in and around industries?	How does flora and fauna helpful to maintain ecological balance? Project: Prepare a chart showing India's Flora and Fauna.	Pictures from Internet

C3.1. Identify the flora and fauna. **C3.2.Identify the living and Non-living things.** **C4.1:Explain the inter relationship of Eco-system.**	SUMMARY: Trees help in reducing heat produced by industries. Thus they maintain the temperature of the place. Trees also provide a clean environment as they take in carbon dioxide and give out oxygen. Mention the advantages of forests?		
4. Relationship between human beings and nature 10m	Find out some stories about the harmonious relationship between the human beings and nature.		

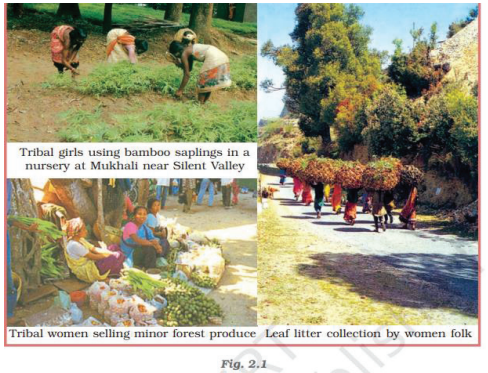
Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10
Chapter: FOREST AND WILD LIFE RESOURCES
Period No: 02
Key concepts: Conservation of Forest and Wild life in India – Project Tiger
Date:

Learning Outcomes & Indicators/micro-competencies	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Material required
• **Testing Prior skills/knowledge (5 mins.)** **1. Conservation of Forest and Wild life 10m** **LO4: Analyse and Evaluate Conservation of forest and wild life** **LO1: Define Project Tiger** **LO1: Recognise Tiger Reserve Areas.**	To test the prior knowledge following questions will be asked Discussion of classification and factors responsible for the depletion of forests? What steps should be taken to conserve forests? Why is it beneficial to conserve forests? How can we conserve wildlife? **Conduct debate :**  https://byjus.com/question-answer/how-to-conserve-forest/ **Explain how, recycling of paper helps in the conservation of forests.**	Why is it beneficial to protect wildlife? What will happen if all the forests are destroyed?  *Fig. 2.1* Activity: Write few lines on the about the above picture.	Pictures from Internet SOURCE : byjus

2. The Indian Wild life Protection Act 15m **LO4: Analyse and Evaluate Conservation of forest and wild life** **LO1: Define Project Tiger** **LO1: Recognise Tiger Reserve Areas.**	Name some the Acts to protect the wild life? What is the meaning of **Sanctuaries?** Discuss and explain several projects for protecting specific animals? Recognise the categories of different species on the basis of their existence. **Discussion on protection of wild life** **Suggest some measures to protect wild life.**  **https://byjus.com/free-ias-prep/wildlife-protection-act-1972/** **Discussion on Conservation of forests**	What steps have been taken by the government to conserve wildlife? How does the extinction of species affect the environment?	Pictures from Internet SOURCE : byjus

	 **Design currency notes to create awareness among the people towards conserving forest.**		
3. Project Tiger 10M **LO4: Analyse and Evaluate Conservation of forest and wild life** **LO1: Define Project Tiger** **LO1: Recognise Tiger Reserve Areas.** **C3.1: Analyses the meaning of Conservation of forest and wild life.** **C2.1 Recognise the various Tiger Reserve Areas.**	What was the aim of 'Project Tiger'? How would say that the aim of Project Tiger was not only to protect the tiger but also to protect its habitat and ecosystem?   *Fig. 2.2: Rhino and deer in Kaziranga National Park* **SLOGANS (Discussion)** SHOOT THE ANIMAL WITH CAMERA NOT WITH GUN	How Project Tiger helped in protecting other wild species? How Project Tiger generated Employment? Activity: Collect more information on wildlife sanctuaries and National parks of India and site their locations on a map of India.	Pictures from Internet

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

1. Did I clearly communicate the lesson objectives to the students?
2. Did I use effective instructional strategies to engage students in the lesson?
3. How well did I manage the classroom during the lesson?
4. Were there any disruptions or behavioral issues that I need to address?
5. What strategies can I implement to improve classroom management?
6. Did the students actively participate and show interest in the lesson?
7. How can I better manage the time allocated for each activity?

Class: 10
Chapter: FOREST AND WILD LIFE RESOURCES
Period No: 03
Key concepts: Types and distribution of Forest and Wild life resources.
Date:

Learning Outcomes & Indicators/micro-competencies	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Material required
• **Testing Prior skills/knowledge (5 mins.)** **1. Classification of Forests 15m** **LO1: Recognise the different types of forests in India.** **LO7: Identify and Evaluate the different types of Forests in India.**	To test the prior knowledge following questions will be asked Do you find forests in your area? Mention some regions where you find forests in India. **Explain types of distribution of forests through this flow chart**  Classify the types of forests found in India and explain them?	. Distinguish the difference between reserved forest and protected forest. What is the percentage of reserved forests of the total forest area?	Pictures from Internet

	What do you mean by 'reserved forest'? What is the meaning of protected forest? What do you mean by 'Unclassed forest'?		
2. Permanent Forest 10m **LO1: Recognise the different types of forests in India.** **LO7: Identify and evaluate the different types of Forests in India.**	Do you classify the Permanent Forest Estates? Which state has the largest forest area under Permanent forests? Name some of the states which have a bulk of it Protected forests? what are the three different categories of forest? **ACTIVITY :Read the following and arrange them appropriately** **Reserved forests** — **Other forests and wastelands belonging to both government and private individuals and communities protected** **Protected forests** — **Forests are regarded as the most valuable as far as the conservation of forest and wildlife resources** **Unclassed forests** — **Forest lands are protected from any further depletion.**	Identify and locate the states which have Permanent, Reserved and Unclassed Forests? Activity: What are the uses of forests? Fill the boxes with suitable answers. 	Pictures from Internet

3. Gharial on the Brink 10m **LO1: Recognise the different types of forests in India.** **LO7: Identify and Evaluate the different types of Forests in India.** **C1.1: Explains the Reserved Forests in India.** **C3.1: Identifies and analyses the different types of Forests in India.** **C3.2: Identifies / locates and labels: locates the reserved**	**Discussion about the given picture**  Can you find out the reasons for the above mentioned problems? Which state in India has gharial crocodile? What are the factors responsible for the depletion of forests and wildlife? Explain the measures to preserve wildlife. Protected forests are also not completely safe for wild animals. Why?	Define Endangered species and Vulnerable species. Discuss the social effect of resource depletion. Write a note on good practices towards conserving forest and wild life.	Pictures from NCERT text book for Geography

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under.

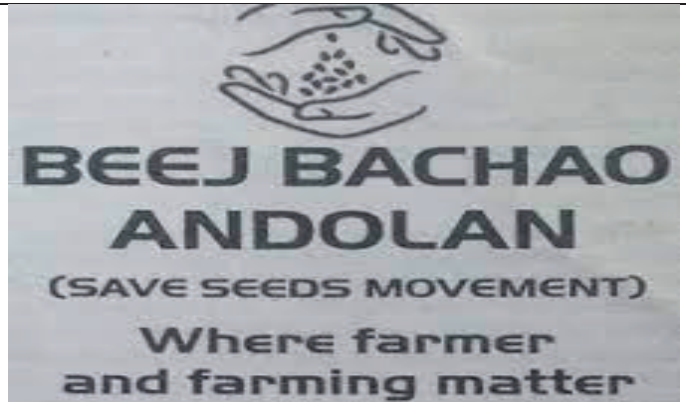
Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10
Chapter: FOREST AND WILD LIFE RESOURCES
Period No: 04
Key concepts: Introduction & Ecological System
Date:

Learning Outcomes & Indicators/micro-competencies	**Pedagogical Processes/Teaching-Learning Process**	**Assessment strategies**	**Material required**
• Testing Prior skills/knowledge (5 mins.) **1. Community and Conservation 10m** **LO1: Describe the Chipko Andolan.** **Describe the Beej Bachao Andolan.** **LO4: Identity the different types of movements for Forest community and conservation**	To test the prior knowledge following questions will be asked Describe how communities have conserved and protected forests and wildlife in India. Write a note on good practices towards conserving forest and wildlife.	Write a short essay on any practices which you may have observed and practiced in your everyday lives that conserve and protect the environment around you. .	NCERT text book for Geography Internet
			Pictures from Internet

2. Chipko Movement 10m **LO1: Describe the Chipko Andolan.** **Describe the Beej Bachao Andolan.** **LO4: Identity the different types of movements for Forest community and conservation**	**Explanation**  What you understand from the above picture? https://en.wikipedia.org/wiki/Chipko_movement Explain and discuss with students of Major Environmental Movements in India? **The Silent Valley Movement** **Chipko Movement** **Bishnoi Movement** **Appiko Movement** **Narmada Bachao Andolan** **Jungle Bachao Andolan** "What was Chipko Andolan"? How did this Andolan ultimately benefit the local people and the environment?	Chipko Andolan was an effort to end the alienation of people from their forests. Comment on this statement.	*SOURCE: wikipedia*
3. Beej Bachao Andolan 10m **LO1: Describe the Chipko Andolan.**	**Discussion on the picture**		Pictures from Internet

Describe the Beej Bachao Andolan. **LO4: Identity the different types of movements for Forest community and conservation**	 What you understand from the above picture? In which place the beej bachao andolan started? What are the main reasons to start this movement?		
4. **Joint Forest Management (JFM) 5m** **LO1: Describe the Chipko Andolan.** **Describe the Beej Bachao Andolan.** **LO4: Identity the different types of movements for**	**Discuss and explain Joint Forest Management by showing pictures and video**	Who are the members of the Joint Forest Management?	Pictures from Internet

Forest community and conservation **C1.1: Describe the Chipko Andolan.** **Describe the Beej Bachao Abdolan.** **C2.1: Explains and analyses the different types of Andolans**	 https://en.wikipedia.org/wiki/Joint_Forest_Management What you understand from above the picture? What are objectives of JFM?	List out some environmental conservation movements during the past three decades.	SOURCE: wikipedia

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth and logical?_____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____
4. Is there space for students to collaborate and cooperate with each other?_____
5. Does the lesson provide adequate opportunity for the students to practice the skills?_____

Class: 10
Chapter: FOREST AND WILD LIFE RESOURCES
Period No: 05
Key concepts: Sacred Groves – A wealth of diverse and rare species
Date:

Learning Outcomes & Indicators/micro-competencies	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Material required
• Testing Prior skills/knowledge (5 mins.) **1. Sacred Groves 15m** **LO1: Defines the Sacred groves.** **LO1: Recognize and describes the different sacred groves (trees).**	**Discuss and explain sacred groves through a video and picture**  https://byjus.com/question-answer/what-are-sacred-groves-what-is-their-role-in-conservation-2/ Identify that Sacred Groves serve as storehouses of genetic diversity?	. What are sacred groves? Mention any two examples. Analyse and discuss about the threats to sacred groves?	Pictures from Internet SOURCE: Byjus

	Explain how Sacred groves are highly protected? What are sacred groves? What is their role in conservation?		
2. Sacred Groves relation with traditional culture 10m **LO1: Defines the Sacred groves.** **LO1: Recognize and describes the different sacred groves (trees).**	 Why are sacred groves highly protected? Name the few trees worshipped by the Indian?	Identify some trees that are grown in your surrounding areas.	Pictures from Internet
3. Revere Trees **LO1: Defines the Sacred groves.** **LO1: Recognize and describes the different sacred groves (trees).** **C2.1: identify and recognize the various sacred groves (trees) in ancient times.**	**Activity:**  Look at the picture write few lines about this?	Project: Identify sacred groves in your area and prepare a collage and mention their importance.	Pictures from Internet

C3.1: Analyse the different sacred groves.			

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10
Chapter: FOREST AND WILD LIFE RESOURCES
Period No: 06
Key concepts: ASSESSEMENT
Date:

Multiple Choice Question: (4x1=4m)

1. Which of these statements is not a valid reason for the depletion of flora and fauna?

(a) Agricultural expansion. (b) Large-scale developmental projects. (c) Grazing and fuel wood collection. (d) Rapid industrialisation and urbanization

Match the following animals with their category of existence.

2. The Mundas and Santhal tribes belong to the region of

(a) Maharashtra (b) Chota Nagpur (c) Arunachal Pradesh (d) Rajasthan

3. Which of the following factors has led to the decline of India's biodiversity?

(a) Environmental pollution (b) Forest fires (c) Poaching (d) All of the above

4. Reserved and protected forests are also considered permanent forest estates. Is the statement———?

(a) True (b) False

Answer the following questions in short.

5. Write a brief note on 'Project Tiger'. (2m)

6. Distinguish between endangered species and vulnerable species of wild animals. Give one example of each. (2m)

Answer the following questions briefly.

7. Explain any four reasons for the depletion of forest resources in India. (3m)

Answer the following questions in detail.

8. Justify how the destruction of forests and wildlife is not just a biological issue. (4m)

9. What are the steps taken by the government to conserve and protect wildlife? (5m)

Class: 10 Chapter: FOREST AND WILD LIFE RESOURCES Period No: 07 Key concepts: REMEDIAL TEACHING Date:			
Learning Outcomes & Indicators/micro-competencies	**Pedagogical Processes/Teaching-Learning Process**	**Assessment strategies**	**Material required**
1. Remedial Teaching	**1.**This will be to revise the above concepts only for those who didn't understand it		Pictures PowerPoint Presentation ICT Atlas Globe Wall Maps

CLASS: X **SUBJECT: SOCIAL SCIENCES** **PART: ECONOMICS**

NAME OF THE LESSON: WATER RESOURCES **NO OF PERIODS: 7**

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.

b. **Health and wellbeing**

c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.

d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.

e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social

Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation, and analysis of various interconnected concepts and processes,

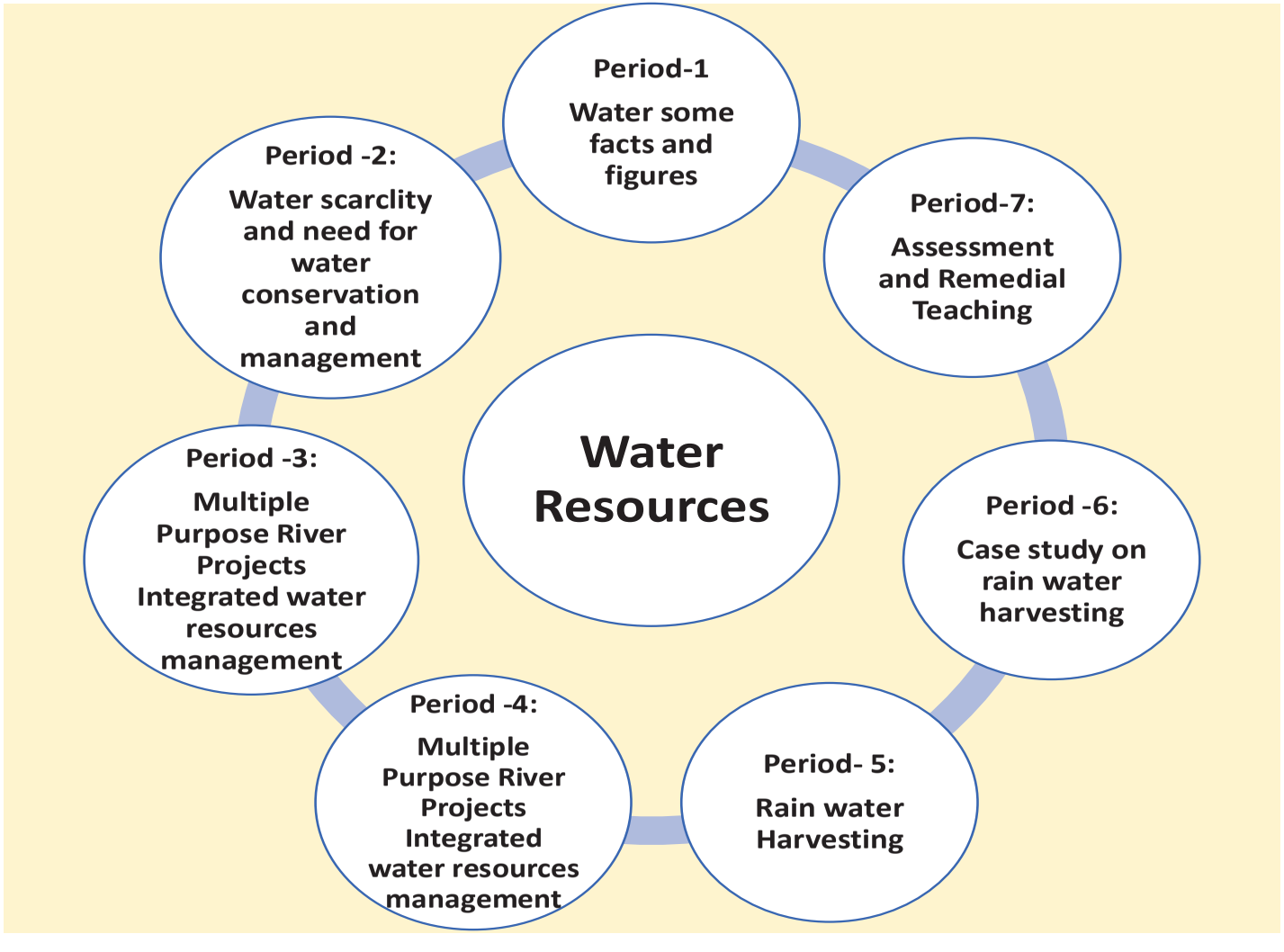
iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

Lesson Plan

Class X -Geography: Chapter 3-Water Resources



Curricular Goals:

CG-4 C-4.1 Locates physiographic regions of India and the climate zones of the world on a globe/map.

CG-4 C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortage of natural resources(particularly water), and loss of biodiversity; identifies practices that have led to these environment crises and the measures that must be taken to reverse them.

C-4.6 Develops sensitivity towards the judicious use of natural resources (by individual, societies, and nations) and suggests measures for their conservation.

PERIOD NO TOPIC/ SUB TOPIC	CONTENT DOMAINS SPECIFIC LEARNING OUT COMES	MICRO COMPETENCY INDICATORS
Period-1 Water some facts and figures	LO1: Recognises the facts regarding water availability in the world.	C1.1: Develops an understanding on the actual conditions of water existence and its accessibility.
Period 2: Water scarcity and need for water conservation and management	LO2: Shows sensitivity and empathizes water scarcity. LO3: Constructs views and ideas on the requirement of water.	C2.1: Recalls the actual conditions of water scarcity and demonstrates value for water. C2: Understands the usage of water in different spheres of life and realizes the importance of water management and conservation.
Period 3: Multi-purpose river projects and Integrated water resources management	LO3: Explains inter-relationship between the need of water management and importance of construction of multiple purpose river projects.	C.3.1: Identifies and describes the features and importance of developing multipurpose project.

Period 4: Multi-purpose river projects and Integrated water resources management	LO4: Analyses and describes the scrutiny and opposition on multipurpose projects.	C4.1: Assesses the Social, Economic, and Ecological impacts of multipurpose projects and dams. C4.2: Interprets the location of major rivers and dams in India.
Period 5: Rain water harvesting	LO1: Recognises the existence of tradition of water harvesting system in ancient India. LO7: Appreciates the water harvesting practices in India.	C1.1: Describes how the people realized and practiced water harvesting system during ancient times. C7.1: Identifies and examines the adoptable modern water harvesting techniques in India.
Period 6: Case study on rain water harvesting & Recapitulation.	L012: Appreciates the existence of old bamboo drip irrigation system.	C12.1: Identifies and examines how the people of Meghalaya developed a system of bamboo drip irrigation 200 years back.
Period 7: Assessment Remedial Teaching	To review what worked well in the ideas & thoughts into presentation-transition process and identify any areas for improvement and plan to revise the process for those children who needed. Summaries and re-teaches the lesson with simple tools for those who couldn't well in assessment.	

Note:

1.The teachers should not exclude 'Activities, Interesting Facts and Do you know?' given in the textbook, pertaining to the chapter. 2

2. Teacher may take an assessment during the lesson

Class X -Geography Chapter 3-Water Resources

Period No: 01:

Key concepts: Water some facts and figures

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Introduction [40 min] LO1: Recognises the facts regarding water availability in the world. C1.1: Develops an understanding on the actual conditions of water existence and its accessibility.	Probing questions to check prior knowledge. • Where do you come from? • Mention the facilities that you look for before choosing a settlement. • Where did early human settlements take place? • Give reasons why early settlements took place around river valleys. Activity 1: Discussion:   Source: https://images.app.goo.gl/3z5GB47D9LfpxdQ38 https://images.app.goo.gl/iVtu69kmGVnu5KGU7 • Discuss what could have caused conditions like this despite of 71% of earth's surface covered by water. (Connect this to begin the topic-Water some facts and figures)	• What percentage of water is estimated to exist in oceans? • Mention the prediction about water scarcity by 2025.	**Some facts of water** https://www.youtube.com/live/4uad4IPyidw?si=XAigAe2CkUFsJZmZ

	Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation) **Summarize:** Comprehend that there is very less percentage of water available for human utility though 3/4th of earth's surface is covered by water.		

TEACHER'S REFLECTION:

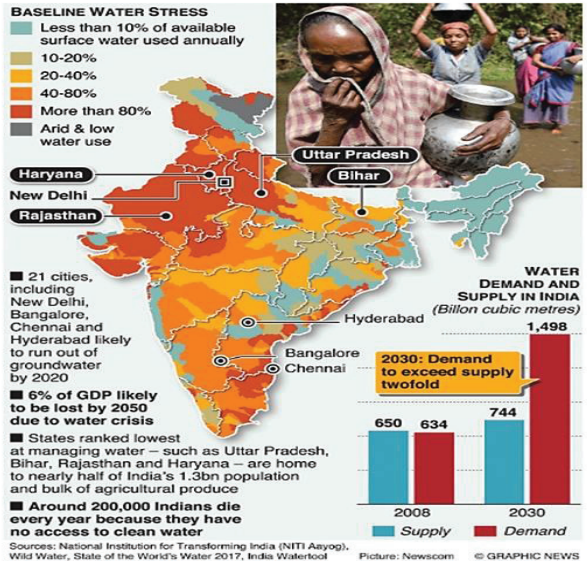
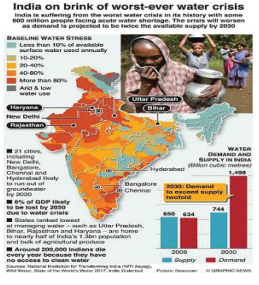
* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class X -Geography Chapter 3-Water Resources

Period No: 02:

Key concepts: Water scarcity and need for water conservation and management

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Water scarcity and need for water conservation and management [40 min] LO2: Shows sensitivity and empathizes water scarcity C2.1: Recalls the actual conditions of water scarcity and demonstrates value for water. LO3: Constructs views and ideas on the requirement of water. C2: Understands the usage of water in different spheres of life and realizes the importance of water management and	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • What is India's rank in the world in terms of water availability per person per annum? **Activity: 2 Case study (to introduce a new topic)** **India on brink of worst-ever water crisis** India is suffering from the worst water crisis in its history with some 600 million people facing acute water shortage. The crisis will worsen as demand is projected to be twice the available supply by 2030  **Source:** https://images.app.goo.gl/cAUivVF2JvUcaA9W7	• Activity From your everyday experiences write a short proposal on how you can conserve water.	 **Source:** https://images.app.goo.gl/cAUivVF2JvUcaA9W7

conservation.	Ask Students - • Discuss on the reasons for water scarcity resulting in intense water demand and supply gaps in certain regions of India. (Connect this to begin the topic- Water Scarcity and the need for water conservation and management) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Summarize:** comprehend that water is a widely used key resource and the important role of water conservation and management.		

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

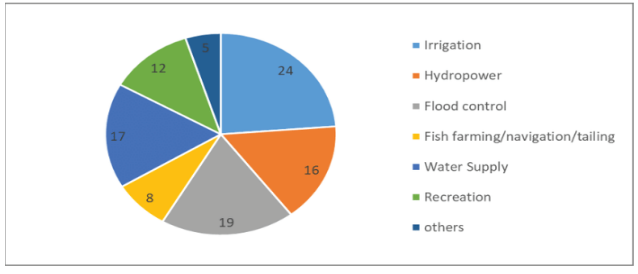
Class X -Geography Chapter 3-Water Resources

Period No: 03

Key concepts: Multiple Purpose River Projects and Integrated water resources management

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Multiple Purpose River Projects and Integrated water resources management [40 min] LO3: Explains inter-relationship between the need of water management and importance of construction of multiple purpose river projects. C.3.1: Identifies and describes the features and importance of developing multipurpose project.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Analyse the need for water management planning. Probing questions: • Mention the staple food crop of south India. • Who produces the food grains? • List the factors required for agriculture. • State the different means of irrigation. • Discuss on the need for construction of dams. (Connect this to begin the topic- Multi-Purpose River Projects and Integrated Water Resource Management) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)***	• **What is a dam?** **Activity** **Find out more about any one traditional method of building dams and irrigation works.** • **State how multi-purpose river projects are significant to us.**	**Multipurpose River valley projects of India.** https://youtu.be/rcWDBiJIYx8?si=9wp_28_dlrw3AKJQ

	Activity: 3 Data Analysis  Percentage of multi-purpose large dams serving different purposes (others stand for Source: https://images.app.goo.gl/8NbULwCRciEmZZMe8 Ask students - • Observe the above pie chart and cite your findings. (Connect this to re-affirm the understanding on benefits of Multi-purpose Projects) **Summarize:** Comprehend the significance of constructing multi-purpose projects as a part of water management.		

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class X -Geography Chapter 3-Water Resources

Period No: 04

Key concepts: Multiple Purpose River Projects and Integrated water resources management

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Multiple Purpose River Projects and Integrated water resources management [30 min] LO4: Analyses and describes the scrutiny and opposition on multipurpose projects. C4.1: Assesses the Social, Economic, and Ecological impacts of multipurpose projects and dams. C4.2: Interprets the location of major rivers and dams in India.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Mention why Jawaharlal Nehru proclaimed the dams as 'temples of modern India' Probing questions: • How can you relate the statement "What may be development for one may not be development for others." from Economics-Development lesson to building of multipurpose projects? • Do you think the same is valid even to the construction of multipurpose projects and dams? Give reasons. • Do you think governments should stop constructing multipurpose projects considering the huge local resentment? Express your views. (Connect this to begin the topic- Multiple Purpose River Projects and Integrated water resources management)	• **Activity** **Make a list of Inter-state water disputes,** • **Specify the main reason for Narmada Bachao and Tehri Dam andolans.**	

Activity : 10 M	***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Activity: 4 Interpretation of Map.**  **Source:** https://images.app.goo.gl/fm2SpKPvbfuehrdV9 Ask students - • **Locate and label the following.** **- Sardar Sarovar Dam** **- Bhakra Nagal Dam** **- Hirakud Dam** **- Indira Sagar** **- Nagarjuna Sagar** **- Tehri Dam** (Connect this to affirm construction and location of Multi-purpose Projects)	• **State the basic safety precautions to be taken during floods.**	**India Map showing major Rivers and Dams** 

	Summarize: The teacher and students comprehend the negative impacts of multipurpose projects and dams in Social, Economic, and Ecological domains of the society and demonstrates readiness for natural disasters like floods.		

TEACHER'S REFLECTION:

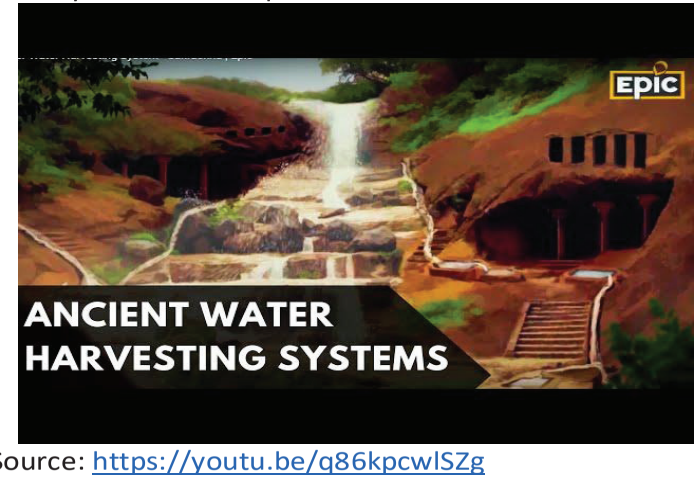
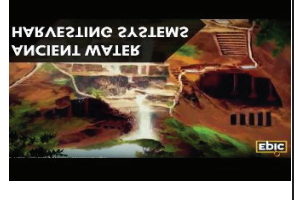
* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class X -Geography — Chapter 3-Water Resources

Period No: 05

Key concepts: Rain water Harvesting

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Rain water Harvesting [30 min] LO1: Recognises the existence of tradition of water harvesting system in ancient India. C1.1: Describes how the people realized and practiced water harvesting system during ancient times.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Name the states in which river Godavari flows. • Name the states in which river Krishna flows. • Give reasons for the inter-state water disputes. Activity 5: Video interpretation  Source: https://youtu.be/q86kpcwlSZg Ask students- • What does this video state about? • Give reasons why people during ancient times gave preference for water harvesting. (Connect this to begin the topic- Rain water Harvesting)	• **Activity** **Find out other rainwater harvesting system existing in and around your locality.** • **Name the water harvesting system present in western Himalayas.**	 Source: https://youtu.be/q86kpcwlSZg

Activity: [10 min] C1.1: Describes how the people realized and practiced water harvesting system during ancient times. C7.1: Identifies and examines the adoptable modern water harvesting techniques in India.	***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Activity: 6 Discussion: to introduce new topic. 'Prevention is better than cure', is a famous quote how can we relate this to water scarcity. Discuss. (Connect this to Re-affirm the pressing need for water conservation) Summarize: The teacher and students comprehend and compares the ancient water harvesting techniques to that of the modern harvesting techniques practiced in Rajasthan and Karnataka.	• **Describe Tankas and stating their usages** • **How did Gendhadhur a backward village in Mysore in Karnataka become rich in rain water?**	

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

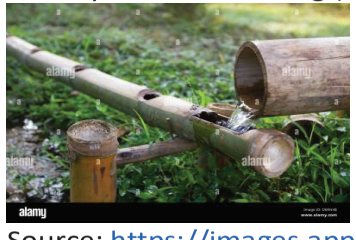
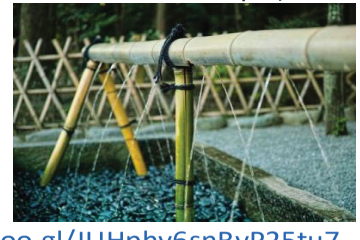
_____
_____
_____
_____

Class X -Geography Chapter 3-Water Resources

Period No: 06

Key concepts: Case study on rain water harvesting

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATEIALS REQUIRED
Case study on rain water harvesting [40 min] L012: Appreciates the existence of old bamboo drip irrigation system. C12.1: Identifies and examines how the people of Meghalaya developed a system of bamboo drip irrigation 200 years back.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Describe about different methods of traditional rain water harvesting. Activity : Picture Reading (to introduce a new topic)   Source: https://images.app.goo.gl/JUHphy6snRvP25tu7 https://images.app.goo.gl/tZWUWRSAXxDsLhoXA Ask students- • Mention your findings on the picture given above. • Identify to which economic activity this picture belongs to. • Compare this system of irrigation to that of	• **Activity** 1. **Collect information on how industries are pollution our water system.** 2. **Enact with your classmates a scene of water disputes in your locality.** • **Why was bamboo drip irrigation system installed in Meghalaya?**	  Source: https://images.app.goo.gl/JUHphy6snRvP25tu7 https://images.app.goo.gl/tZWUWRSAXxDsLhoXA

	modern irrigation. • Why do you think that people have used this type irrigation practice? (Connect this to begin the case-study on ancient water-harvesting in Meghalaya) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Conclusion:** The teacher and students attain consensus that the people of Meghalaya had an acute awareness of water management of conservation and management and developed an innovative system of bamboo drip irrigation.		

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: X Geography Chapter-3-Water Resources

Period No: 07 **WORKSHEET FOR ASSESSMENT – (20 Marks)**

Multiple Choice Questions **4 x 1 = 4 M**

1. Which among the following regions of India experience low rainfall and drought prone?
   a. Rajasthan b. Gujarat c. Bihar d. Terengganu
2. Which one of the following factors is mainly responsible for declining water level in India?
   a. Irrigation b. Urbanization c. Industrialisation d. Over-utilization
3. Match the following table.

Multipurpose Projects	Rivers
a. Salal Project	1. Chenab River
b. Rana Pratap Sagar	2. Chambal River
c. Nagarjuna Sagar	3. Krishna River
d. Hirakud	4. Mahanadhi River

	A	B	C	D		A	B	C	D
a.	1	2	3	4	c.	4	1	2	3
b.	3	2	1	4	d.	2	4	1	3

4. The only State which has made rooftop rainwater harvesting structure compulsory to all the houses is:
   (a) Andhra Pradesh (b) Karnataka (c) Tamil Nadu (d) West Bengal

Answer the following questions in detail. **1 x 5 = 5 M**

5. "Water scarcity may be an outcome of large and growing population in India. " Analyse the statement.

Answer the following question briefly. **1 x 4 =4 M**

6. How has urbanization posed a threat to existing fresh water resources in India?

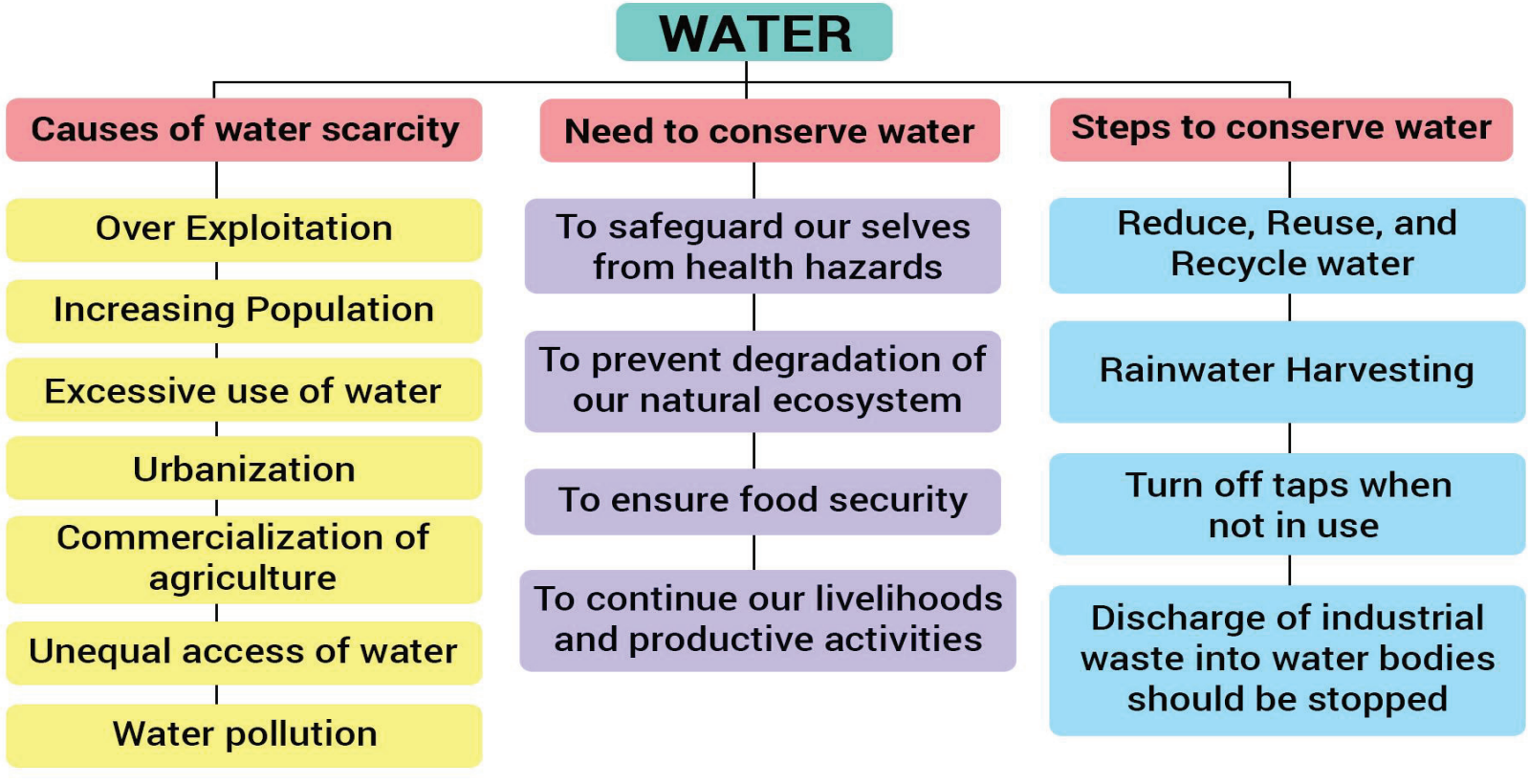
Answer the following question briefly. **1 x 3 =3 M**

7. **Mention the ecological and social impacts of launching multi-purpose river projects in India.**

Answer the following questions in short. **2 x 2 =4 M**

8. **Explain how water becomes a renewable resource.**
9. **Do you think multi-purpose projects have failed to achieve the purpose for which they were built? Justify your answer.**

Remedial Teaching -



LESSON PLAN: GEOGRAPHY

CLASS-10 CHAPTER- 4:AGRICULTURE

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

Curricular Goals (Illustrative):

CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region

Competency:

Competencies are observable learning behaviours that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

Competencies (Illustrative):

C-4.1 Locates physiographic regions of India and the climatic zones of the world on a globe/map

C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region

C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife

10th Class - Lesson Plan – Geography-Ch:4-Agriculture No.of periods:10



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
1.Introduction&Types of Farming	LO1: Classifies and compares events, facts, data and figures- types of farming	C.1.1:Understands and defines the classification of farming- (1.Primitive Subsistence Farming, 2.Intensive Subsistence Farming and 3. Commercial Farming)
2.Intensive Farming & Commercial Farming	LO2: compares events, facts, data and figures- intensive subsistence farming, commercial farming	C 2.1:Compares different types of farming (primitive subsistence farming, intensive subsistence farming, commercial farming) practiced in India – on the basis of their characteristics, methods of farming, areas where they are practiced, crops grown etc.
3.Cropping Pattern-Seasons	LO3: Analyses and evaluates the multiple perspectives on development-cropping seasons	C 3.1:Classifies crops on the basis of their growing season (kharif, rabi and Zaid) and their nature e.g., food crops and non-food crops (fibre, horticulture & beverage crops)
4.Major Crops	LO4:Recognizes and retrieves facts, figures, and narrate, processes.	C 4.1:Locates / Identifies the spatial distribution of major crops (rice, wheat, maise, millets, pulses, sugarcane, oilseeds, tea, coffee, rubber and horticultural crops, cotton, jute) and types of farming on an outline map of India.
5.Food crops other than Grains	LO5:Explains the correlation between physical environment with types of crops and agricultural practices.	C 5.1:Draws connection between the type of crops grown in an area and its physical environment.
6.Horticulture	LO6:Explains the correlation between physical environment with types of crops and agricultural practices	C 6.1:Draws connection between the type of crops grown in an area and its physical environment.
7.Non-Food Crops	LO7:Explains the types of Non-food crops	C 6.1:Classifies crops -food crops and non-food crops (fibre, horticulture & beverage crops).
8.Technological & institutional Reforms	LO8:Analyses and evaluates information	C 8.1:Evaluates the efficacy of the technological, institutional, and agricultural reforms and schemes embarked by the government of India to improve agriculture. C8.2:Infers the impact of Green Revolution on the Indian economy/environment.
9.Assessment	LO9: To assess the performance of the students	C 9.1:Analysis of the performance of the students in assessment.
10.Remedial measures	LO10 :This will be to revise the above concepts only for those who didn't understand it properly.	C 10.1:Revision and re-teaching

Note: 1.The teachers should not exclude 'Activities, Interesting Facts and Do you know?' given in the textbook, pertaining to the chapter.

2. Teacher may take an assessment during the lesson

Class: 10 Geography
Chapter 4 - Agriculture
Period No: 1
Key concepts: Introduction and Types of Farming
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
Testing previous Knowledge/Skills (5mins)	To test the prior knowledge, the following questions will be asked - 1. Name some crops grown in your area. 2. What are the factors of production? 3. What are the different production sectors in our economy? 4. Which sector produces food grains that we consume?	Why is agriculture the main occupation in rural areas?	Types of Farming Video - https://www.youtube.com/watch?v=QUiM-kCwNUg Source: Youtube
Introduction and Types of Farming (35mins) Understands and defines the classification of farming-(1.Primitive Subsistence Farming, 2.Intensive Subsistence Farming and 3. Commercial Farming)	Explain the concept of types of farming by showing a video (https://www.youtube.com/watch?v=QUiM-kCwNUg) - 1. Primitive Subsistence Farming, 2. Intensive Subsistence Farming 3. Commercial Farming Teacher shows the following picture and asks some questions -	Why is Agriculture considered as the primary sector of the Indian Economy? Use field trips: Take the students on field trips to farms or food processing plants. This will give them a firsthand look at the different types of farming and food production.	SCAN ME Source: Youtube



1. What do you observe in the picture? To which relief region is it related to?
2. Do you notice what are the higher areas on the land surface?
3. What do you understand from the picture?

Conclusion: The picture is related to 'slash and burn' agriculture. Farmers clear a patch of land and produce cereals and other food crops to sustain their family. Primitive subsistence agriculture is practiced on small patches of land with the help of primitive tools like hoe, dao and digging sticks, and family/ community labour.

Teacher makes the students engage in group discussion on the given text and pose some questions -

Rinjha lived with her family in a small village at the outskirts of Diphu in Assam. She enjoys watching her family members clearing, slashing and burning a patch of land for cultivation. She often helps them in irrigating the fields with water running through a bamboo canal from the nearby spring. She loves the surroundings and wants to stay here as long as she can, but this little girl has no idea about the declining fertility of the soil and her family's search for fresh a patch of land in the next season.

- Can you name the type of farming Rinjha's family is engaged in?
- Can you list some crops which are grown in such farming?

SCAN ME

Source: Youtube

https://youtu.be/1supcbyoEdg?si=uO6QINL5ZrsQg3r9

	It is Jhumming in north-eastern states like Assam, Meghalaya, Mizoram and Nagaland; Pamlou in Manipur, Dipa in Bastar district of Chhattishgarh, and in Andaman and Nicobar Islands. Explains different names for Slash and burn farming in the World and India.	Can you name some of the states of India where such Slash and burn farming is practiced. On a map of India, locate the states where slash and burn farming is practiced in India.	 –(Source-Google)

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 Geography
Chapter –4 Agriculture
Period No: 2
Key concepts: Intensive Farming & Commercial Farming
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
Testing previous Knowledge/Skills (5mins) Compares events, facts, data and figures - intensive subsistence farming and commercial farming (15mins)	Probing the questions regarding prior knowledge- 1. Which sector produces food grains? 2. Where do the tribals mostly live? 3. Why is slash and burn agriculture being practiced mostly in the hilly areas? Teacher explains **Intensive Subsistence Farming** by using the picture - 1. To which sector is the picture related to? 2. What is the farmer doing in the picture? 3. How many of you come from families who engage in farming? 4. How many of your parents have small land holdings? 5. What are the methods that the farmers follow to increase the production?		EJA41Q

	 –(Source-Google) Conclusion: **Intensive Subsistence Farming** is taken up when the population is increasing, the farmer cultivates a small plot of land using simple tools ,more labour, high doses of biochemical inputs and irrigation'. Probing the questions - 1. Do you go to the market? 2. Why do we go to the market? 3. What type of goods are sold and bought in the market / Rythu bazaar?	–(Source-Google) If you use high doses of biochemical inputs in agriculture, What are the consequences we face? How does this damage the environment? Differentiate Intensive Subsistence Farming and Commercial Farming.	 https://www.youtube.com/watch?v=Yg2moj8uqeM
Compares different types of farming (primitive subsistence farming, intensive subsistence farming, commercial farming) practiced in India – on the basis of their characteristics, methods of farming, areas where they are practiced, crops grown etc. (20mins)			

https://www.youtube.com/watch?v=Yg2moj8uqeM - Show this video to the students, related to commercial farming and explain it.



–(Source-Google)

What do you see in the picture?

Why did the farmer choose to cultivate a banana crop?

Name some crops that give more income to the farmers.

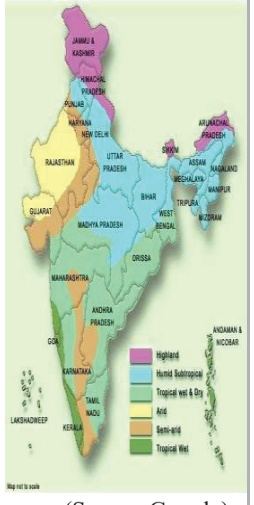
Conclusion - The degree of commercialization of agriculture varies from one region to another. For example, rice is a commercial crop in Haryana and Punjab, but in Odisha, it is a subsistence crop. Plantation is also a type of **commercial farming**.

Can you give some more examples of crops which may be commercial in one region and may provide subsistence in another region? and locate the states in the given map.

Why does the farmer practicing commercial farming instead of traditional farming?

SCAN ME

Source: Youtube



- (Source-Google)

Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____

2.Is the flow of the lesson plan clear, smooth, and logical? _____

3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____

4.Is there space for students to collaborate and cooperate with each other? _____

5.Does the lesson provide adequate opportunity for the students to practice the skills? _____

6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

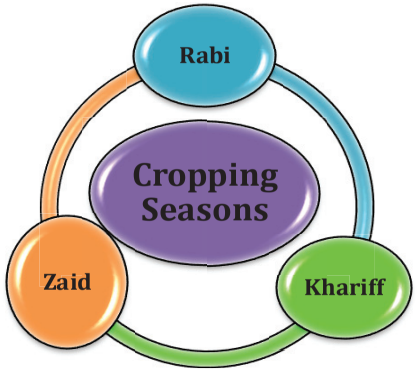
_____

_____

_____

Class: 10 Geography
Chapter 4 - Agriculture
Period No: 3
Key concepts: Cropping Pattern-Seasons
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
Testing previous Knowledge/Skills (5mins) Analyses and evaluates the multiple perspectives on development-Cropping pattern (10mins)	Teacher asks some questions regarding the previous concepts - 1. Why is the agriculture sector called as the primary sector? 2. Name the types of farming. 3. Which farming type takes place on small plots of land? 4. What do you understand by commercial farming? Discuss by probing questions - using images - 1.Which crops are grown in our locality (South India)? 2.Which crops are grown in North India? 3.Why are different crops grown in different regions?	 –(Source-Google) How the different localities decide the cropping pattern in India? What is meant by the cropping pattern? Why do the farmers grow different crops in the same piece of land in a year?	Paddy  Wheat  (Source-Google)

Classifies crops on the basis of their growing season (**kharif, rabi and Zaid**) and their nature e.g., food crops and non-food crops (fibre, horticulture & beverage crops) (25mins)	**Conclusion:** The physical diversities and plurality of cultures in India are reflected in agricultural practices and cropping patterns in the country. Teacher starts the discussion by probing questions-using images 1. What are the different seasons in India? 2. In which season,we receive more rainfall? 3. Name the crops grown in rainy seasons. Explains the types of the cropping seasons -  Teacher starts the discussion by probing questions-using images - 1. In which season do we feel cold? 2. Name some crops grown in the winter season? **Conclusion**: The crops grown in the **Rabi Season** are wheat, barley, peas, gram and mustard. Though these crops are grown in large parts of India, states from the north and north-western parts such as Punjab, Haryana, Himachal Pradesh, Jammu and Kashmir,	Find the reasons to the crops grown in a particular season ? why? In which state is wheat largely grown in? Why?	https://youtu.be/uUE4BtPSc30?si=l4_K-OsgT2Kh7Wam  –(Source-Google)

Uttarakhand and Uttar Pradesh are important for the production of wheat and other rabi crops.

The teacher discuss by probing questions-using images -

1. In which season do we have more rainfall?
2. What types of crops are grown in the rainy season?

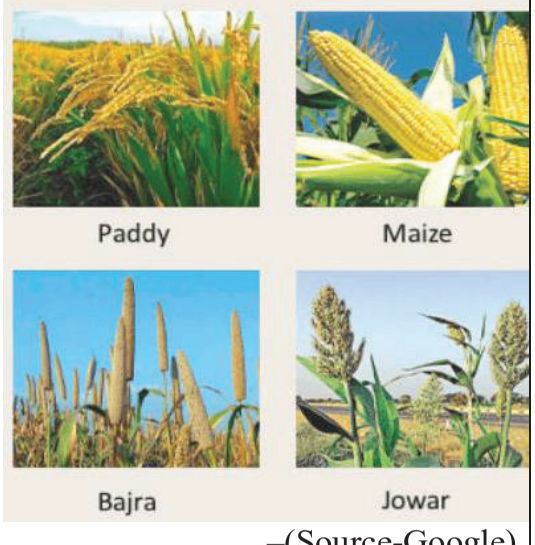


Fig. 4.4 (a): Rice Cultivation



Fig. 4.4 (b): Rice is ready to be harvested in the field

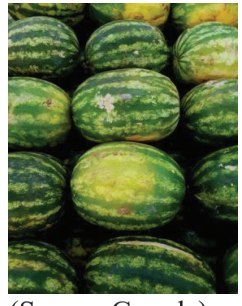
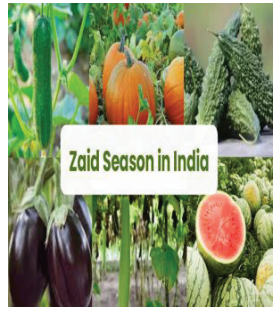
List out the crops which are grown in both Rabi and Kharif seasons.



–(Source-Google)

Write a few lines related to the picture.

EJIZ3D

	What difference do you observe in the pictures? Conclusion: **Kharif crops** are grown with the onset of monsoon in different parts of the country and these are harvested in September-October. Important crops grown during this season are paddy, maize, jowar, bajra, tur (arhar), moong, urad, cotton, jute, groundnut and soyabean. Some of the most important rice growing regions are Assam, West Bengal, coastal regions of Odisha, Andhra Pradesh, Telangana, Tamil Nadu, Kerala and Maharashtra, particularly the (Konkan coast) along with Uttar Pradesh and Bihar. Discuss and explain **Zaid crop** season by probing questions - using images - 1. In which season, we have more temperature? 2. Which fruits do people eat in the summer? 3. What do you see in the picture? Conclusion: In between the rabi and the kharif seasons, there is a short season during the summer months known as the **Zaid season**. Crops produced during '**zaid**' are watermelon, muskmelon, cucumber, vegetables and fodder crops. Sugarcane takes almost a year to grow.	Which Khariff crop is largely growing in our state? How is the Zaid season important to the farmers? What types of fruits and vegetables are grown in the Zaid season?	SCAN ME Source: Youtube Watermelon  (Source-Google)  –(Source-Google)

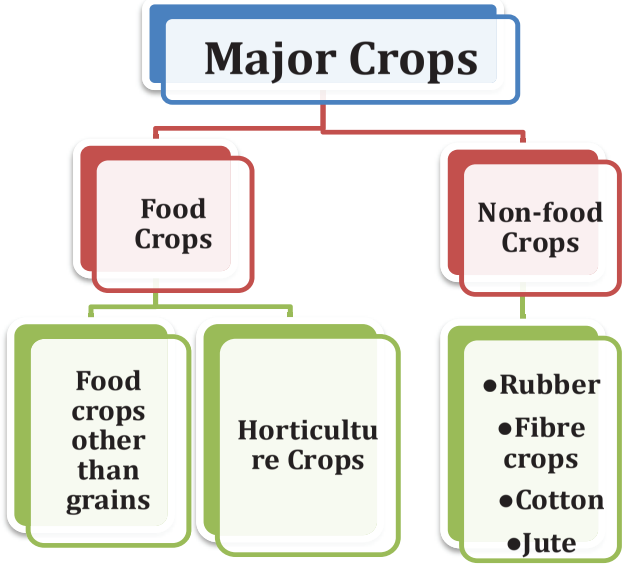
Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____
2.Is the flow of the lesson plan clear, smooth, and logical? _____
3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4.Is there space for students to collaborate and cooperate with each other? _____
5.Does the lesson provide adequate opportunity for the students to practice the skills? _____
6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: 10 Geography
Chapter –4 Agriculture
Period No: 4
Key concepts: Major Crops
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
Testing previous Knowledge/Skills (5mins) Recognizes and retrieves facts, figures, and narrates processes- Major Crops (10mins)	• Teacher asks some questions regarding the previous concepts 1.Do you know the different cropping seasons? 2.Which crops are grown in Rabi? 3.In which months, the Khariff season can be practiced? 4. During which cropping season are fruits and vegetables grown? **Group Discussion:** Teacher conducts the group discussion to make the students to list out the food crops which are cropping in our region. Explain **major food crops and non-food crops** by probing questions - 1.Do you know the crops which supply food to our daily intake? 2.What do you have for lunch? 3. Do you have an eraser in your compass box? 4. How are erasers made?	Name the major food crops grown in your area. Project: Prepare a chart showing major food crops in South India and North India.	EJSV51

Locates / Identifies the spatial distribution of major crops (rice, wheat, maize, millets, pulses, sugarcane, oilseeds, tea, coffee, rubber and horticultural crops, cotton, jute) and types of farming on an outline map of India. (25mins)	Then, teacher explains the major crops classified into Food and Non-food crops  Discuss by posing questions - 1. What are the basic needs of life? 2. What is our staple food? 3. Which crop is largely cultivated in your locality? 4. Name some states where paddy is largely cultivated?	Activity: Prepare a flow chart of Major Crops Project: Collect the seeds of the crops grown in your region and classify them into Food crops and Non-food crops	https://youtu.be/IrwRM244lPQ?si=Czu8J8K_ec1dw6NJ SCAN ME (source-Youtube-Major crops)

Conclusion:
Rice- our country is the second largest producer of rice in the world after china. it is a kharif crop which requires high temperature, (above 25°c) and high humidity with annual rainfall above 100 cm. it possible to grow rice in areas of less rainfall such as Punjab, Haryana and western Uttar Pradesh and parts of Rajasthan.

Discuss the major food crop, i.e., wheat by probing questions-

1. What do you eat for your dinner/breakfast?
2. Which flour is used to make Chapatis / Puris?
3. Is wheat growing in our state?
4. In which part of India is wheat grown?

Conclusion:
Wheat- This is the second most important cereal crop. It is the main food crop, in north and north-western part of the country. This rabi crop requires a cool growing season and a bright sunshine at the time of ripening.

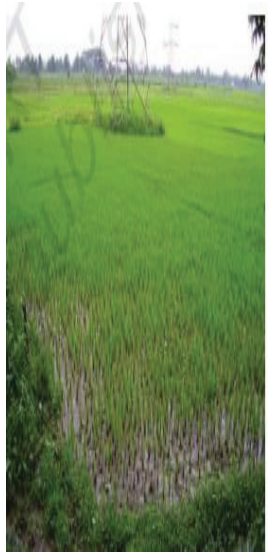
Activity: Teacher makes students analyze the given India map - regarding distribution of Rice.



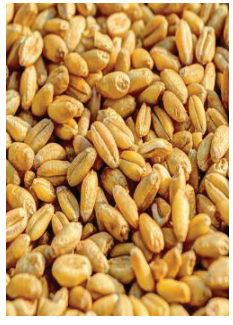
–(Source-text book)

Activity: Teacher make the students analyze the given India map - regarding distribution of Wheat.

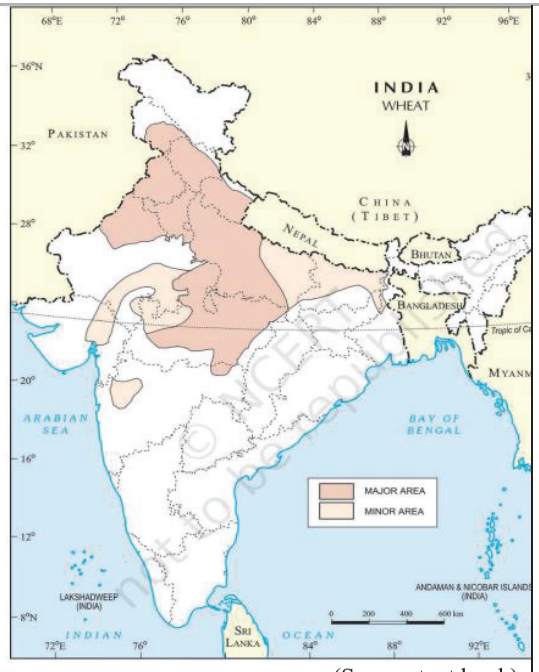
Paddy-cultivation



Wheat



There are two important wheat-growing zones in the country – the Ganga -Satluj plains in the north-west and black soil region of the Deccan. The major wheat-producing states are Punjab, Haryana, Uttar Pradesh, Madhya Pradesh, Bihar and Rajasthan.



–(Source-text book)

Discuss by posing questions using image -

1. What type of food was used by our great grandparents?
2. Why do they prefer coarse grains instead of rice?
3. Do you find any change in food habits of the people in the present day?
4. What is the malt served in the School MDM?

Bajra



	Conclusion: concludes that **Jowar, bajra and ragi** are the important **millets** grown in India. Though, these are known as coarse grains. **Maize:** It is a crop which is used both as food and fodder  **Pulses**: India is the largest producer as well as the consumer of pulses in the world. These are the major source of protein in a vegetarian diet. Major pulses that are grown in India are tur (arhar), urad, moong, masur, peas and gram.	Activity : Students are given Project work to collect the information of Maize, Pulses and millets and locate the states where they largely produce. 	India Map

Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____

2.Is the flow of the lesson plan clear, smooth, and logical? _____

3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____

4.Is there space for students to collaborate and cooperate with each other? _____

5.Does the lesson provide adequate opportunity for the students to practice the skills? _____

6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

Class: 10 Geography
Chapter –4 Agriculture
Period No: 5
Key concepts: Food crops other than Grains
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
Testing previous Knowledge/Skills (5mins) Explains the correlation between physical environment with types of crops and agricultural practices. Draws connection between the type of crops grown in an area and its physical environment. (35mins)	Teacher probing some questions regarding the previous concepts 1.Do you know the food crops growing in our area? 2. What is the staple food crop of a majority of the people in India? 3.Which crop have very high nutritional value? 4.which is used both as food and fodder? Discuss **food crops other than grains** by posing some questions - 1.Are you fond of sweets? 2.Do you enjoy the chikki in the Mid Day Meal? 3.What are the ingredients used to make chikki? **Conclusion: Food crops other than grains** - These crops include a wide variety of plants that are grown for their edible fruits, vegetables, nuts, and seeds. Some examples include sugarcane, oilseeds, tea, coffee, and horticulture crops. **Sugarcane:** It is a tropical as well as a subtropical crop. It grows well in hot and humid climate with a	Project work : Activities for food crops other than grains: Visit a local farm or farmers market and collect information about the types of food crops grown by them. Which state is the largest producer of Sugarcane? Write a brief note.	EJWHSX https://youtu.be/2_G9swNgqIc?si=kYxZe03G9auxtJIK

temperature of 21°C to27°C and an annual rainfall between 75cm.and 100cm. India is the second largest producer of sugarcane only after Brazil.

Discuss by posing some questions -
1.Do you help in cooking?
2. Which oils are used to make deep-fried items?
3. Name some oil seeds.

Conclusion:

Oil Seeds: In 2018 India was the second largest producer of groundnut in the world after China. Main oil-seeds produced in India are groundnut, mustard, coconut, sesame (til), soyabean ,castor seeds, cotton seeds, linseed and sunflower. Sesame is a kharif crop in north and rabi crop in south India. Castor seed is grown both as a rabi and kharif crop.

Video:
Tea - https://www.youtube.com/watch?v=dTHansLrH0M
Coffee - https://www.youtube.com/watch?v=pH-slQwCmNI
(Source: Youtube)
Asks:

1. Which are the easily available beverages consumed by many people in India?
2. What is the national beverage drink?
3. Name the states where there are many tea plantations?

Collect the information regarding the oil seeds grown in your region.



Why tea and coffee plantations don't grow in all regions in India?



Conclusion:

Tea: Tea cultivation is an example of plantation agriculture. It is also an important beverage crop introduced in India initially by the British. Major tea producing states are Assam, hills of Darjeeling and Jalpaiguri districts, West Bengal, TamilNadu and Kerala.

Coffee: Indian coffee is known in the world for its good quality. The Arabica variety initially brought from Yemen is produced in the country. This variety is in great demand all overthe world. Initially its cultivation was introduced on the Baba Budan Hills and even today its cultivation is confined to the Nilgiris in Karnataka, Kerala and Tamil Nadu.



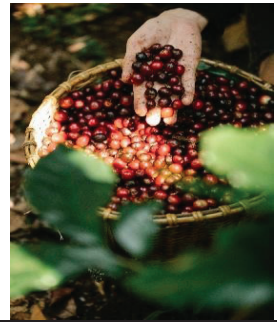


(Source-pexels google)

Activity: Students are instructed to locate the states where tea and coffee are largely produce.

SCAN ME

(source-Youtube-Food crops other than Grains)



Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____

2.Is the flow of the lesson plan clear, smooth, and logical? _____

3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____

4.Is there space for students to collaborate and cooperate with each other? _____

5.Does the lesson provide adequate opportunity for the students to practice the skills? _____

6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 Geography
Chapter –4 Agriculture
Period No: 6
Key concepts: Horticulture Crops
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
Testing previous Knowledge/Skills (5mins) Explains the correlation between physical environment with types of crops and agricultural practices Draws connection between the type of crops grown in an area and its physical environment- Horticulture Crops	Teacher asks some questions regarding the previous concepts - 1. What are the Food crops other than grains? 2. Which crops are beverages? 3. Name some oil seed crops. 4. Which beverage crop was introduced in India initially by the British? Explain **Horticulture Crops** through the following Group Activity - list out the names of the fruits and vegetables grown in your locality. Teacher starts the discussion – 1. What is the main occupation in rural areas? 2. Which crops are being produced by farmers in your region? 3. Do you observe the market functioning in your area? 4. Which products are being traded by farmers in the market?	Why do the farmers largely prefer to grow fruits and vegetables ?  (Source- google) Why are certain fruits available in particular regions only?	SCAN ME (SOURCE-YOUTUBE)

	5. If you are sick, what would you need in your diet to improve your health? 6. Which fruit is largely enjoyed by the people during the summer season? Conclusion: In 2018, India was the second largest producer of fruits and vegetables in the world after China. **Mangoes** of Maharashtra, Andhra Pradesh, Telangana, Uttar Pradesh and West Bengal. **Oranges** of Nagpur and Cherrapunjee(Meghalaya), **Bananas** of Kerala, Mizoram, Maharashtra and Tamil Nadu, **Litchi** and **Guava** of Uttar Pradesh and Bihar, **Pineapples** of Meghalaya, **Grapes** of Andhra Pradesh, Telangana and Maharashtra, **Apples, Pears, Apricots** and **Walnuts** of Jammu and Kashmir and Himachal Pradesh are in great demand the world over. India is an important producer of **Pea, Cauliflower, Onion, Cabbage, Tomato, Brinjal** and **Potato.**	Activity: Go to the nearby fields and collect the information regarding the vegetables being grown by farmers. Activity : Visit a local farm or farmers market and list out the Horticulture crops.   (Source-Textbook)	 (source-google)

Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____

2.Is the flow of the lesson plan clear, smooth, and logical? _____

3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____

4.Is there space for students to collaborate and cooperate with each other? _____

5.Does the lesson provide adequate opportunity for the students to practice the skills? _____

6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

Class: 10 Geography
Chapter –4 Agriculture
Period No:7
Key concepts: Non-food crops
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
Testing previous Knowledge/Skills (5mins)	Teacher asks some questions regarding the previous concepts - 1.What do you understand about horticulture? 2.Name the states where oranges are cultivated. 3.Which state is producing the apples largely in India?		EK2R6N
Explains the types of Non-food crops (15mins)	Discuss and explain non-food crops/plants by showing a video and posing some questions - Video - https://www.youtube.com/watch?v=VhtdhGnnLRA (Source - Youtube) 1. Name some products that we get from trees. 2. Which type of clothes do we prefer to wear in summer season?	Project: Prepare a chart showing different items/things made from jute, cotton, silk etc.	Video - https://www.youtube.com/watch?v=VhtdhGnnLRA (Source - Youtube)
Classifies crops -food crops and non-food crops (fibre, horticulture & beverage crops). (20mins)	Conclusion: **Fibre Crops:** Cotton, jute, hemp and natural silk are the four major fibre crops grown in India. Natural silk	Activity: Students visit the fields - rearing of silk worms in their locality and collect the information	

obtained from cocoons ofthe silkworms fed on green leaves specially mulberry. Rearing of silk worms for the production of silk fibre is known as **sericulture**.

RUBBER: Explain Rubber by posing some questions-

1. Name some things that you use in your daily life.
2. Name the different parts of a car.
3. Name some products made from rubber.
4. From where do manufacturers get rubber?

Conclusion:
Rubber-It is also grown in tropical and sub-tropical areas. It requires moist and humid climate with rainfall of more than 200cm. and temperature above 25°C.Rubber is an important industrial raw material. It is mainly grown in Kerala, Tamil Nadu, Karnataka and Andaman and Nicobar islands and Garo hills of Meghalaya.

COTTON: Explain Cotton by posing some questions -

1. Name the different types of soils.
2. For which crop is black soil ideal for cultivation?
3. List out some items made of cotton.

Conclusion:

Project work given to the students on the following activity of the text book.

Activity

List the items which are made of rubber and are used by us.

Why is cotton largely produced in states like Maharashtra, Gujarat etc.?

Collect information on climatic conditions required for the cultivation of cotton.



(Source-Pexel google)



(Source-Pexel google)



(source-Youtube)

Cotton-is one of the main raw materials for the cotton textile industry. In2017, India was the second largest producer of cotton after China. Cotton grows well in drier parts of the black cotton soil of the Deccan plateau. It is a kharif. Major cotton-producing states are–Maharashtra, Gujarat, Madhya Pradesh Karnataka, Andhra Pradesh, Telangana, Tamil Nadu, Punjab, Haryana and Uttar Pradesh.

JUTE: Teacher asks-

1. Which products damage the environment?
2. Name some eco-friendly products.
3. Name some products that are made from jute.
4. Can you see the regions where the jute is largely growing? Why?



(Source-Pexel google)

Conclusion:

Jute: It is known as the golden fiber. Jute grows well on well-drained fertile soils in the flood plains where soils are renewed every year. West Bengal, Bihar, Assam, Odisha and Meghalaya are the major jute producing states. It is used in making gunny bags, mats, ropes, yarn, carpets and other artefacts.

Activity: Visit a nearby cotton field and collect information about cotton production.



(Source-Text book)

Why is jute known as Golden Fibre?

How does jute production contribute to India's economic growth?

Activity: Locate the states on a map of India where jute is largely cultivated.



(Source-Pexel google)

Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____

2.Is the flow of the lesson plan clear, smooth, and logical? _____

3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____

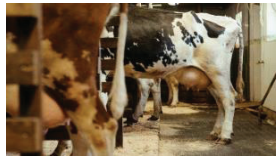
4.Is there space for students to collaborate and cooperate with each other? _____

5.Does the lesson provide adequate opportunity for the students to practice the skills? _____

6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 Geography
Chapter –4 Agriculture
Period No: 8
Key concepts: Technological & institutional Reforms
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
Testing previous Knowledge/Skills (5mins) Analyses and evaluates information (5mins)	Teacher asks some questions regarding the previous concepts- 1. What are Non-food crops? 2. Which type of soil is convenient to cotton crop? 3. What is sericulture? How is it different from other fiber crops? 4. Name some uses of jute. Discuss technological changes in agriculture by posing some questions - 1. Name the different sectors that contribute to GDP. 2. Which sector depends largely on nature? 3. What is meant by the Green Revolution? 4. Did you notice the changes that happened in the agriculture sector since independence? 5. What were the tools used by the farmers in the past? 6. What are the tools used by the farmers at present?	What are the technological changes introduced in the Agriculture sector? List them out. Project work:	Pictures -  (Source-Text book) 

Evaluates the efficacy of the **technological, institutional and agricultural reforms** and schemes embarked by the government of India to improve agriculture. (10mins)	Conclusion: • Agriculture which provides livelihood for more than 60 per cent of its population, needs some serious technical and institutional reforms. **Institutional Reforms:** Discuss the following - • Collectivization, consolidation of holdings, cooperation and abolition of zamindari, etc. were given priority to bring about institutional reforms in the country after Independence. ◦ • 'Land reform' was the main focus of our First Five Year Plan. **Technological Reforms**: Discuss and exchange by posing some questions - 1. How many of you are aware of the farming activities? 2. What do we use in farming to increase production? 3. What are the inputs used in farming? 4. Name some non-farming activities in rural areas.	Visit a nearby field and make a note of the inputs used by the farmers. Collect information from the large farmers in your area about the technology used in the production process. **Project:** Prepare a chart showing the activities related to farming and non-farming. **Group activity:** Visit some farmers in your surrounding area and collect information regarding whether they have benefitted from schemes or the programmes introduced by the government.	https://youtu.be/J8g9qZMQrN4?si=u73aUoXwAJPwP9Gr  (Source-Google)  (Source-Google)

Infers the impact of Green Revolution on the Indian economy/environment. (10mins)	Conclusion: • The **Green Revolution** based on the use of HYV seeds ,fertilizers, modern machines and inputs to increase the production in the Agriculture. • **White Revolution**(Operation Flood) were initiated to improve milk production. Discuss and explain using probing questions: 1. In what ways does the government support the farmers? 2. Are the schemes introduced by the government beneficial to farmers to raise their standard of living and income? Conclusion: • Provision for crop insurance against drought, flood, cyclone, fire and disease. • Establishment of Grameen banks, cooperative societies and banks for providing loan facilities to the farmers at lower rates of interest were some important steps in this direction. Kissan Credit Card (KCC), Personal Accident Insurance Scheme (PAIS) are some other schemes introduced by the Government of India for the benefit of the farmers. Moreover, special weather bulletins and agricultural programmes for farmers were introduced on the radio and television. The government also announces a minimum support price.	Activity Collect information about agriculture, horticulture, agricultural schemes, etc. from *Farmers' Portal* website https://farmer.gov.in/FarmerHome.aspx. Discuss about the benefits of the information available on the portal. What do you know about the Kissan Credit Card (KCC)?	SCAN ME (Source-Youtube)

Appreciate the **Bhoodan – Gramdan** movement (10mins)	Discuss by showing a video - Bhoodan Movement - https://www.youtube.com/watch?v=bC0eFgMyXis (Source : Youtube) 1. What do you observe in the video? 2. What is the movement started by Vinoba Bhave? 3. What is the purpose of the Bhoodan movement? 4. Do you find any such voluntary donations nowadays? Conclusion: ● **Bhoodan – Gramdan:** Vinoba Bhave undertook padyatra to spread Gandhiji's message and when he was delivering a lecture at Pochampalli in Andhra Pradesh, some poor landless villagers demanded some land for their economic well-being. Vinoba Bhave could not promise it to them. ● Suddenly, Shri Ram Chandra Reddy stood up and offered 80 acres of land to be distributed among 80 land-less villagers. This act was known as **'Bhoodan'**. ● Some zamindars and owners of many villages offered to distribute some villages among the landless. It was known as **Gramdan.**	 (Source-Google) Activity: Make the students identify the land donors in your locality, collect the information and appreciate them.	 (Source-Google) SCAN ME (source-Youtube-Bhoodan)

	• However, many land-owners chose to provide some part of their land to the poor farmers due to the fear of land ceiling act. This Bhoodan-Gramdan movement initiated by Vinoba Bhave is also known as the **Blood-less Revolution.**	How can you differentiate between 'Bhoodan' and 'Gramdan'?	

Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____
2.Is the flow of the lesson plan clear, smooth, and logical? _____
3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4.Is there space for students to collaborate and cooperate with each other? _____
5.Does the lesson provide adequate opportunity for the students to practice the skills? _____
6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 Geography
Chapter –4 Agriculture
Period No: 09

WORK SHEET FOR ASSESSMENT — Max. Marks-20

I. Multiple choice Questions

1.The three major cropping seasons of India are: 4×1M=4marks
(a) Aus, Aman and Boro (b) Rabi, Kharif and Zaid (c) Baisakh, Loo and Chait (d) None of the above
2.A short season between the rabi and kharif season is known as:
(a) Monsoon (b) Boro (c) Zaid (d) None of the above
3.Which of the following is known as golden fibre?
(a) Cotton (b) Jute (c) Hemp (d) Silk
4.Choose the correct match-Zaid crop
(a) gram and mustard (b) paddy and maize (c) Peas (d) None of the above

II. Answer the following questions in short

5. What do you understand by 'slash and burn 'agriculture? 2×2M=4marks
6. Distinguish between: Rabi and Kharif Crops.

III. Answer the following questions briefly

7.How do suggest to improve the Agricultural production in India? 1×3M=3marks

IV. Answer the following question briefly

8. What are the steps taken by government to improve Indian agriculture? 1×4M=4marks

V. Answer the following question in detail

9.How do you Appreciate the Bhoodan – Gramdan? 1×5M=5marks

Class: 10 Geography
Chapter –4 Agriculture
Period No: 10
Key concepts: Remedial Teaching
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
Remedial classes can help students feel more confident in their academic abilities, which can lead to improved overall performance.	Remedial teaching will be done if required/period will be used to prepare projects related to the chapter.		PPT

Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____
2.Is the flow of the lesson plan clear, smooth, and logical? _____
3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4.Is there space for students to collaborate and cooperate with each other? _____
5.Does the lesson provide adequate opportunity for the students to practice the skills? _____
6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

LESSON PLAN

GEOGRAPHY

Class-10 - Chapter 5- MINERALS AND ENERGY RESOURCES - (No. Periods-10)

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyze, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Class-10 - Chapter 5- MINERALS AND ENERGY RESOURCES - (No. Periods-10)

CURRICULAR GOALS (CG) AND COMPETENCIES (C):

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

Competency:

Competencies are observable learning behaviors that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

Curricular goals (Ilustrative):

CG-4Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihood, culture and the biodiversity of the region.

Competencies (Illustrative):

C-4.3 Draws inter linkages among various components of the physical environment such as climate and relief, climate, Minerals and vegetation, and wildlife

C-4.4 Analyses and evaluates the inter relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation

C-4.5 Critically evaluates the impact of human interventions on the environment, including climate

change, pollution, shortage of natural resources and loss of bio diversity; identifies practices that have led to these environmental crises and the measures that must be taken to reserve them.

Curricular goals (Illustrative):

CG-8 Evaluates the economic development of the country in terms of its impact on the lives of its people and nature.

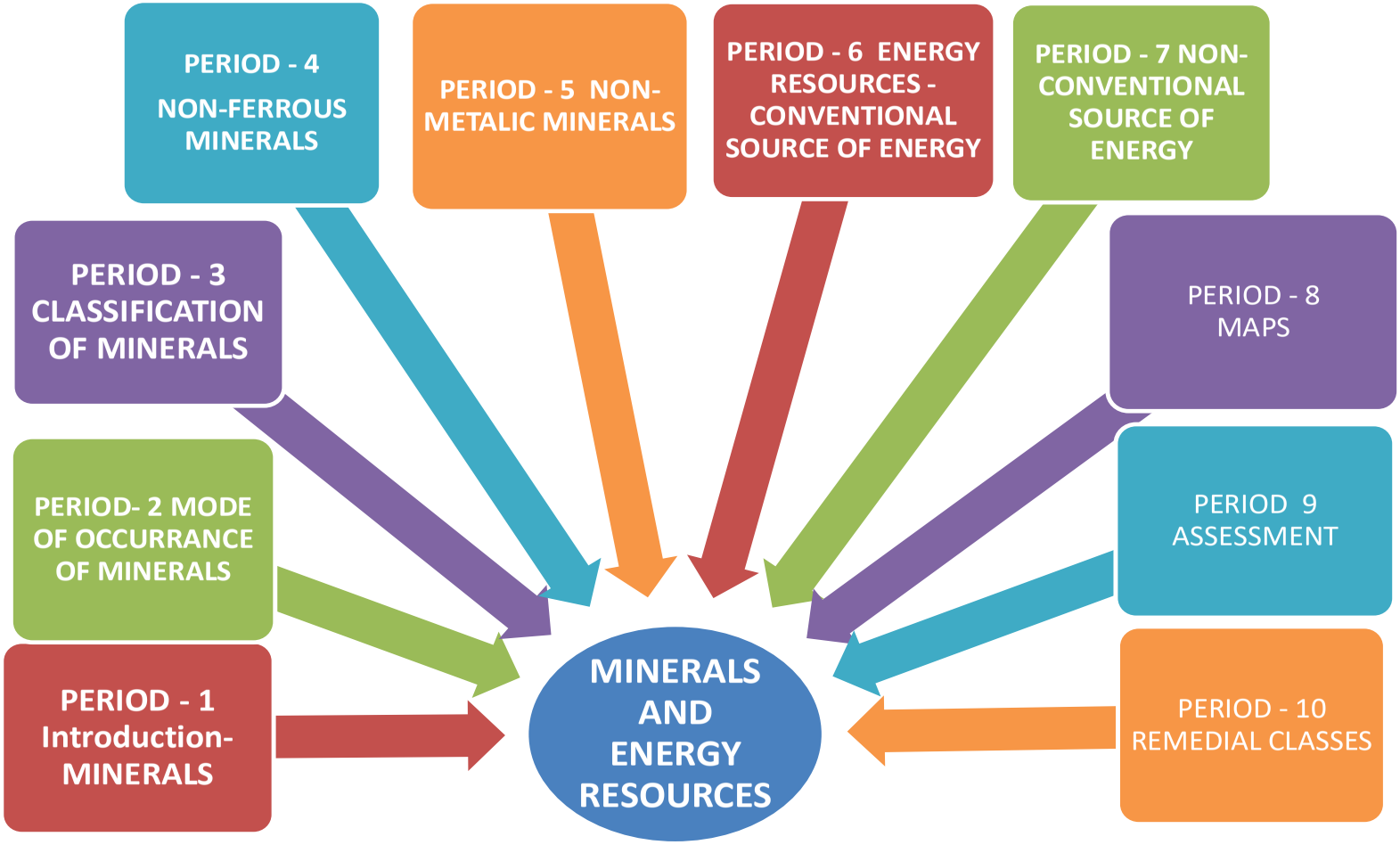
Competencies (Illustrative):

C-8.5 Appreciates the connections between economic development and environment, and the broader indicators of the societal well-being beyond GDP growth and Income.

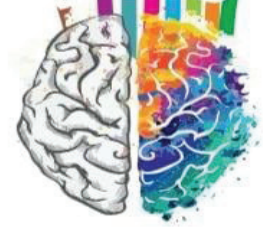
OVERVIEW

LESSON PLAN

Class 10 – Chapter 5- MINERALS AND ENERGY RESOURCES – (10 periods)



Minerals and Energy Resources



Mode of Occurrence of Minerals

- Igneous and metamorphic rocks occur in the cracks, crevices, faults or joints.
- Sedimentary rocks occur in beds or layers.
- Leaving a residual mass of weathered material containing ores.
- Occur as alluvial deposits in sands of valley floors and the base of hills.
- Widely diffused to be of economic significance.

What is a mineral?

Homogenous, naturally occurring substance with a definable internal structure.

Conservation of Energy Resources

- Judicious use of limited energy resources.
- Minimise wastage of minerals .
- Use of modern technology for the exploitation of energy resources.
- Minimise the export of energy resources .
- Use of substitutes .
- Encourage recycling .
- Need to develop a sustainable path of energy development.

Non-Conventional Sources of Energy

Nuclear or Atomic Energy
Uranium and thorium available in Jharkhand and in Rajasthan are used for generating atomic or nuclear power. The Monazite sands of Kerala is also rich in Thorium.

Solar Energy
India has enormous possibilities of tapping solar energy. Photovoltaic technology converts sunlight directly into electricity.

Wind power
Wind farms are located in Tamil Nadu, Andhra Pradesh, Karnataka, Rajasthan, Gujarat, Kerala, Maharashtra and Lakshadweep.

Biogas
Shrubs, farm waste, animal and human waste are used to produce biogas.

Tidal Energy
Oceanic tides can be used to generate electricity. The Gulf of Khambhat, the Gulf of Kuchchh in Gujarat on the western coast and Gangetic delta in Sunderban regions of West Bengal provide ideal conditions for utilising tidal energy.

Geo Thermal Energy
Refers to the heat and electricity produced by using the heat from the interior of the Earth.

Trace the Mind Map

- First Level
- Second Level
- Third Level

Ferrous Minerals

Iron Ore

Iron ore
Magnetite is the finest iron ore with a very high content of iron up to 70 per cent, Hematite ore is the most important industrial iron ore, content iron between 50-60 per cent.

Manganese
Odisha- 25%, Madhya Pradesh -24%, Karnataka - 22%, Other States- 29%.

Major iron ore belts

Odisha-Jharkhand belt: Hematite ore is found in Badampahar mines in the Mayurbhanj and Kendujhar districts. In the adjoining Singhbum district of Jharkhand hematite iron ore is mined in Goa and Noamundi.

Durg-Bastar-Chandrapur belt lies in Chhattisgarh and Maharashtra.

Ballari-Chitradurga-Chikkamagaluru-Tumakuru belt in Karnataka.

Maharashtra-Goa belt includes the state of Goa and Ratnagiri district of Maharashtra.

Non-Ferrous Minerals

Copper
Used in electrical cables, electronics and chemical industries. The Balaghat mines in Madhya Pradesh, Khetri mines in Rajasthan and Singhbhum district of Jharkhand are leading producers of copper.

Bauxite
Deposits are found in the Amarkantak plateau, Maikal hills and the plateau region of Bilaspur-Katni.

Non-Metallic Minerals

Mica
Most indispensable minerals used in electric and electronic industries. Mica deposits are found in the Chota Nagpur plateau, Koderma Gaya — Hazaribagh belt of Jharkhand, Ajmer in Rajasthan and Andhra Pradesh.

Energy Resources-Conventional Sources

Coal
Decaying plants in swamps produce peat. Lignite is a low grade brown coal, which is soft with high moisture content. Bituminous is the most popular coal in commercial use. Anthracite is the highest quality hard coal.

Petroleum
63 per cent of India's petroleum production is from Mumbai High, 18 per cent from Gujarat and 16 per cent from Assam.

Natural Gas
Natural gas have been discovered in the Krishna- Godavari basin, the Gulf of Cambay, Andaman and Nicobar islands. Hazira-Vijaipur - Jagdishpur cross country gas pipeline links Mumbai High and Bassien with the fertilizer, power and industrial complexes in western and northern India.

Electricity

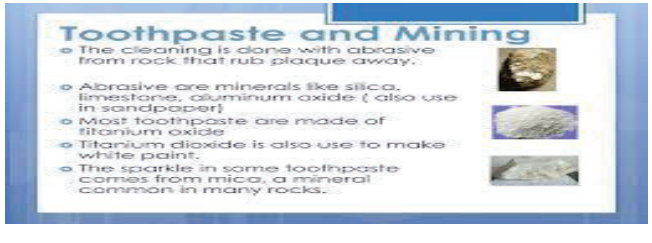
Hydro electricity
Generated by fast flowing water, and by multi-purpose projects like the Bhakra Nangal, Damodar Valley Corporation, the Kopili Hydel Project, etc., producing hydroelectric power.

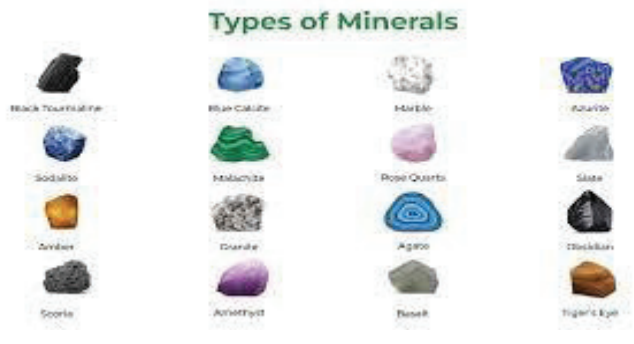
Thermal electricity
Generated by using coal, petroleum and natural gas in 310 thermal power plants.

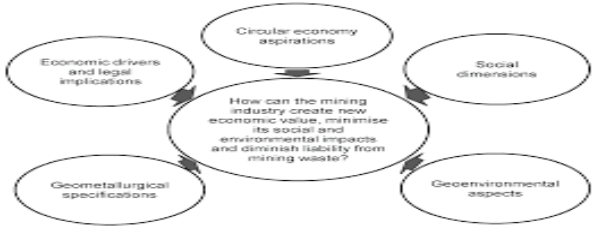
Period and Topics	Learning Outcomes	Micro Competency Indicators
1- Introduction- MINERALS	LO3: Explain how Minerals are important in Life. LO1: Define the term mineral and provide examples of several common minerals. LO2: Classify the minerals resources on the basis of their properties LO3: Recognizes Minerals and Ores.	C1.1. Recalls of prior concepts such as Minerals and Ores etc., to develop interest in the topic and understand prior knowledge of students. C3.1. Identify the Minerals. C3.2Identify the living things need Minerals. C4.1: Explain the relationship with Minerals in day today life.
2 – MODE OF OCCURRANCE OF MINERALS	LO4: Analyse and Evaluate the Minerals are found in India. LO1: Recognise the places available of Minerals.	C2.1: Recognise the various places are available Minerals. C3.1: Analyses the different forms of Minerals.
3– CLASSIFICATION OF MINERALS – Ferrous Minerals	LO2: Classifies the different types of minerals in India. LO7: Identify and evaluate the different types Minerals in India. LO7: Identify the Ferrous Minerals.	C2.1: Recognise the different types of minerals. C3.1: Identifies and analyses the different types of Minerals in India. C3.2: Identifies / locates and labels: locates the minerals on an outline map of India.
4 – NON-FERROUS MINERALS	LO1: Describe the Non-ferrous minerals. LO4: Identity the different types of Non-Ferrous Minerals like Copper and Bauxite.	C2.1: Explains and analyses the non-ferrous minerals are useful to human beings. C3.1: Identifies and analyses the Non-ferrous minerals.
5 – NON-METALIC MINERALS – Conservation of	LO1: Defines the Non-Metallic minerals. LO4: Analyses and evaluates the benefits of Conserving Mineral Resources. LO1: Recognize and describes the	C2.1: identify and recognize the conservation of minerals. C3.1: Analyse the different Non-metallic minerals.

Minerals	different non-metallic minerals like Mica and Limestone.	
6 - ENERGY RESOURCES - CONVENTIONAL SOURCE OF ENERGY	LO2: Classifies the different types of Energy Resources? LO1: Recognise the places available of Conventional source of energy?	C1.1: Explain and analyse the energy resources? C3.1: Identifies and analyse the different kinds energy resources and their uses?
7 - NON-CONVENTIONAL SOURCE OF ENERGY	LO8: Demonstrate the generation of electricity from various Non-Conventional sources of energy, have a working knowledge on types of fuel cells? LO11: Illustrate ocean energy and explain the operational methods of their utilization.	C1.1: Discuss non-conventional sources of energy and explain the working of different solar energy applications? C2.1: Discuss wind energy conversion systems and explain sources of geothermal energy?
8 - MAPS	LO 1: Students will be able to identify the places in India connected with the important minerals, conventional energy resources and power plants.	C 3.1: Identification and analyse the states that available different energy resources.
9 – Assessment	LO4: To access the progress of students.	C3.1: Analyse and Evaluate progress of students.
10- Remedial Teaching	This will be to revise the above concepts only for those who didn't understand it and those who learnt will be given questions for assessment.	C1.1: Revision and re-teaching. Note: 1.The teachers should not exclude 'Activities, Interesting Facts and Do you know?' given in the textbook, pertaining to the chapter. 2. Teacher may take an assessment during the lesson

Class: 10
Chapter: MINERALS AND ENERGY RESOURCES
Period No: 01
Key concepts: Introduction & Minerals.
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
1. Recognition of Minerals and Energy Resources 20m **LO1: Explain how Minerals are important in Life.** **LO3: Recognizes Minerals and Ores.**	To test the prior knowledge certain questions will be **asked** 1. Can you list a number of items used in your house made of metals. 2. Where do these metals come from? 3. Can you discuss metals need to all living things? 4.What is the importance of metals in day to day life? Discussion with Picture to derive meaning of Minerals  https://byjus.com/cbse-notes/class-10-social-science-geography-chapter-5-minerals-and-energy-resources/	1. Which mineral is used in cement? 2. How is the interior of the Earth classified? 3. Name some of the important minerals that are extracted from the earth. "A bright smile from toothpaste and minerals." Comment on the statement.	Pictures from Internet SOURCE: BYJUS

2. Minerals 15m **LO1: Define the term mineral and provide examples of several common minerals.** **LO2: Classify the minerals resources on the basis of their properties**	Posing questions: 1. What is a mineral? 2.Name some precious minerals found in nature. 3.Name some type of vessels. 4.Which minerals are used in cooking vessels? Discuss and explain types of minerals by showing picture and video  https://byjus.com/chemistry/types-of-minerals/	**Dig a little deeper** and find out how many minerals are used to make a light bulb? Name the different types of minerals. **Dig a little deeper** and collect "Nutritional Facts" printed on food labels.	Pictures from Internet India map Globe Atlas SOURCE BYJUS
3. Study of Minerals by Geographers 5m **LO1: Explain how Minerals are associated to the economic activities?**	Who are geographers? Can you list out the minerals associated with the economic activities?	How are minerals useful to human beings?	

C1.1. Recalls of prior concepts such as Minerals and Ores etc., to develop interest in the topic and understand prior knowledge of students. **C3.1. Identify the Minerals.** **C3.2.Identify the living things need Minerals.** **C4.1: Explain the relationship with Minerals in day today life.**	Discuss and explain with Picture and video how minerals fulfill the needs of the human beings  https://byjus.com/question-answer/what-minerals-are-essential-for-the-human-body/	"The abundance of mineral resources helps in economic development of a country." Discuss. Does India possess rich natural resources? Activity: Prepare a chart of Minerals and ores.	Pictures from Internet SOURCE BYJUS

Teachers' reflections and experiences:

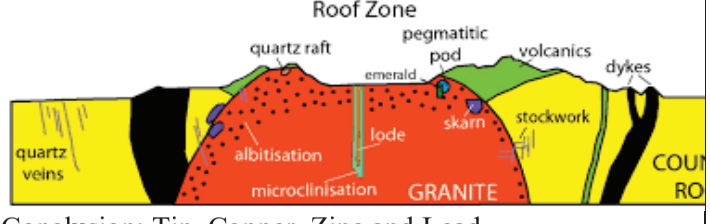
(These are meant to assess the teacher's teaching, by himself/ herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

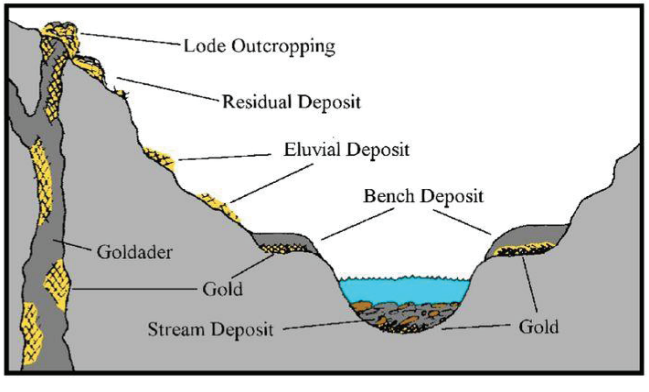
- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10
Chapter: MINERALS AND ENERGY RESOURCES
Period No: 02
Key concepts: Mode of occurrence of Minerals
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Assessment strategies**	**Material required**
• Testing Prior skills/knowledge (5 mins.) 1. **Minerals - Ores 15m** **LO4: Analyse and Evaluate the Minerals are found in India.** **LO1: Recognise the places available of Minerals.**	Name some minerals. Where are these minerals found. **Discuss the availability of different forms of the minerals and types of rocks by showing a video** **https://youtu.be/0FYeL3WMQJU?si=S0_v_guc8gGK2ovx** **1. Igneous and metamorphic rocks** **2. Sedimentary rocks** **3. Decomposition of surface rocks.** **4. Alluvial deposits in sand of valley floors.** **5. Ocean water** **Summary:** Igneous rocks are the oldest rocks, while metamorphic are being derivative of igneous rocks and	Identify some minerals extracted from the Ores? What will happen if minerals are not available in the earth? Discuss the different types of rocks and their importance.	India Map **https://youtu.be/0FYeL3WMQJU?si=S0_v_guc8gGK2ovx**

	sedimentary rocks. Resistance to weathering and erosion is less to metamorphic rocks compared to igneous rocks Tendency to react with acids is higher to metamorphic rocks when compared to igneous rocks.		
2. Igneous and metamorphic rocks - Sedimentary rocks 10m **LO4: Analyse and Evaluate the igneous and metamorphic rocks.** **LO1: Recognise the places available of Minerals.**	Discuss and explain with a picture In which form minerals are available in igneous and metamorphic rocks? Which minerals are obtained from veins and lodes?  Conclusion: Tin, Copper, Zinc and Lead. SUMMARY: Veins and lodes are the names given to minor and big cracks, respectively. Minerals like tin, copper, zinc, lead, and others serve as examples. Minerals can be found in the joints, faults, fissures, and cracks of igneous and metamorphic rocks. Veins are the lesser occurrences, whereas lodes are the larger ones.	How does Igneous rocks change into metamorphic rocks?	Pictures from Internet

	1. Igneous rocks are the oldest rocks, while metamorphic are being derivative of igneous rocks and sedimentary rocks. 2. Resistance to weathering and erosion is less to metamorphic rocks compared to igneous rocks 3. Tendency to react with acids is higher to metamorphic rocks when compared to igneous rocks.		
3. **Decomposition of surface rocks.** **- Alluvial deposits in sand of valley floors -** **Ocean water.** **10M** **LO4: Analyse and Evaluate the Minerals decomposition of surface rocks.** **LO1: Recognise the places available of Minerals.** **C2.1: Recognise the various places are available Minerals.**	How does decomposition of rocks take place? Which is the Ore of bauxite? Discussion with Picture to derive meaning of Decomposition  Which mineral contains Alluvial deposits in sand of valley floors?	Discuss the process of decomposition of surface rocks. Name some rocks that are available in your region. Does chemical weathering happen in our surroundings? Give some examples.	Pictures from Internet

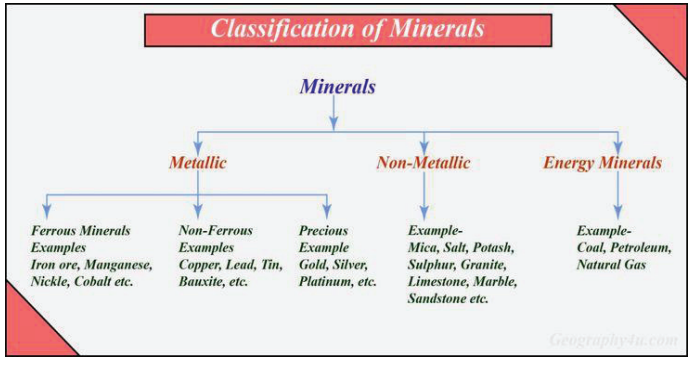
C3.1: Analyses the different forms of Minerals.	What are the minerals available in ocean water? Discussion with Picture to derive meaning placer deposits  Summary: Placers are a type of mineral deposit in which grains of a valuable mineral like gold or the rare earths are mixed with sand deposited by a river or glacier.	What are placers? Which mineral is found in placers? What is the difference between an open pit mine, a quarry and an underground mine with shafts.	Pictures from Internet Source : wikipedia

Teachers' reflections and experiences:

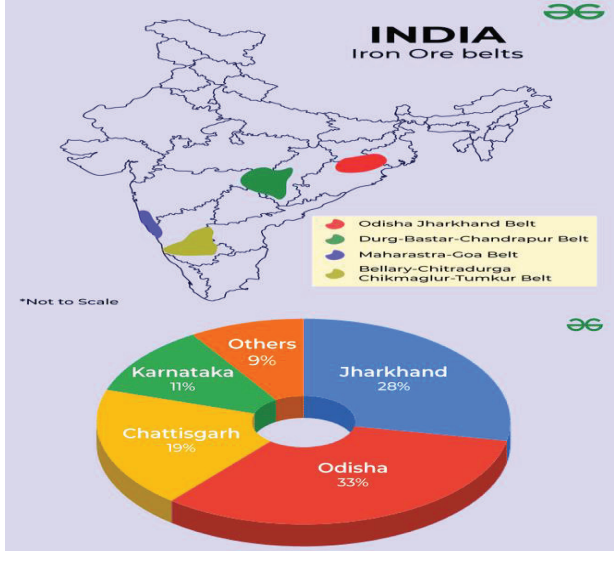
(These are meant to assess the teacher's teaching, by himself/ herself after teaching of the key concept. Some sample questions are given here under. **Note:** These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

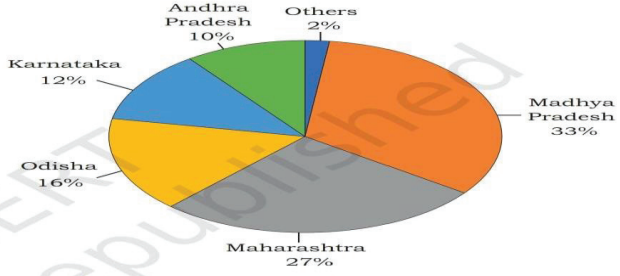
- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10
Chapter: MINERALS AND ENERGY RESOURCES
Period No: 03
Key concepts: Classification of Minerals – Ferrous Minerals
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
• Testing Prior skills/knowledge (5 mins.) 1. **Classification of Minerals 20m** **LO2: Classifies the different types of minerals in India.** **LO7: Identify and Evaluate the different types Minerals in India.**	**Discuss and explain classification of minerals by using a flow chart,video and posing some questions**  https://byjus.com/cbse-notes/class-10-social-science-geography-chapter-5-minerals-and-energy-resources/	. Distinguish the difference between metallic minerals and non-metallic minerals. Identify the most common mineral found in the human body?	Pictures from Internet

	Classify the types of minerals found in India and explain them? Define the term mineral and provide examples of several common minerals. What do you mean by 'metallic minerals'? What is the meaning of non-metallic minerals? What do you mean by 'Energy minerals'? How are minerals usefu to us? Explain with Picture to derive meaning **rat-hole mining**  Is rat-hole mining illegal? https://en.wikipedia.org/wiki/2018_Meghalaya_mining_accident How does rat-hole mining hamper the environment?	What is meant by rat-hole mining? How does the ban on rat-hole mining affect local people?	Pictures from Internet Source wikipedia

2. Ferrous minerals – Iron ore 10m **LO2: Classifies the different types of minerals in India.** **LO7: Identify and Evaluate the different types Minerals in India.** **LO7: Identify the Ferrous Minerals.**	Define the term rock. What are ferrous minerals? Name some of the major iron ore belts in India. Discuss and explain iron ore belts in India with a picture  **Summary:** • **Odisha-Jharkhand Belt:** In Odisha, high grade haematite ore is found in Badampahar mines in the Mayurbhanj and Kendujhar districts. In the adjoining Singhbhum district of Jharkhand, haematite iron ore is mined in Gua and Noamundi.	Identify and locate the states which have iron ore belts they are as follows **Iron ore belts:** **Odisha-Jharkhand Belt:** **Durg-Bastar-Chandrapur Belt:** **Bellary-Chikmanglur-Chitradurga Belt**: **Maharashtra-Goa belt:**	Pictures from Internet

	• **Durg-Bastar-Chandrapur Belt:** It lies in Chhattisgarh and Maharashtra. Very high grade haematite are found in the famous Bailadila range of hills in the Bastar district of Chhattisgarh. It has the best physical properties needed for steel making; iron ore from these mines is exported to Japan, South Korea via the Vishakhapatnam port. • **Bellary-Chikmaglur-Chitradurga Belt**: Tumkur belt in Karnataka has large reserves of iron ore. The Kudermukh mines located in the western ghats of Karnataka are a 100 per cent export unit. Kudermukh deposits are known to be one of the largest in the world. • **Maharashtra-Goa belt:**'It includes the state of Goa and Ratnagiri district of Maharashtra. Though the ores are not of very high quality, yet they are efficiently exploited. Iron ore is exported through the Marmagao port.	Identify the States which have more iron ore availability and point out in the India outline map: 1. **Odisha** **2. Jharkhand** **3. Chhattisgarh** **4. Karnataka** **5. Maharashtra**	
3. Ferrous minerals – Manganese 5m **LO2: Classifies the different types of minerals in India.** **LO7: Identify and Evaluate the different types Minerals in India.** **LO7: Identify the Ferrous Minerals.**	Which mineral is used in manufacturing steel? Discuss and explain production of manganese by using the pie chart.  *Fig. 5.3: Production of Manganese showing state-wise share in per cent, 2018–19*	**Dig a little deeper:** Superimpose the maps showing distribution of iron ore, manganese, coal and iron and steel industry. Do you see any correlation. Why? Locate the following states where the manganese is available. **1. Madhya Pradesh** **2. Maharashtra**	Pictures from

C2.1: Recognise the different types of minerals.. **C3.1: Identifies and analyses the different types of Minerals in India.** **C3.2: Identifies / locates and labels: locates the minerals on an outline map of India.**	Name the states where Manganese is available in India. Which state in India has highest production of manganese?	**3. Orissa** **4. Karnataka,** **5. Andhra pradesh**	NCERT TEXT BOOK

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under. **Note:** These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10

Chapter: MINERALS AND ENERGY RESOURCES

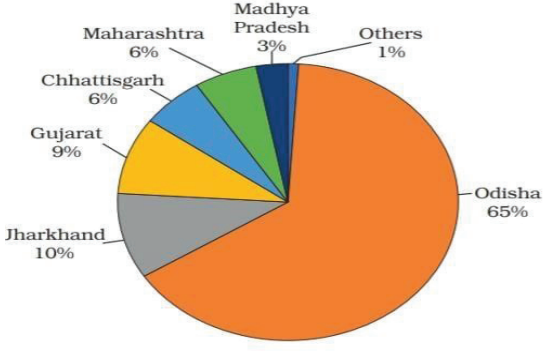
Period No: 04

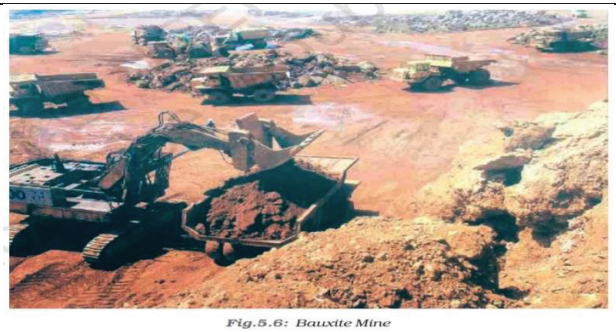
Key concepts: Non-Ferrous Minerals

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
• Testing Prior skills/knowledge (5 mins.) **1. Non-Ferrous Minerals 10m** **LO1: Describe the Non-ferrous minerals.** **LO4: Identity the different types of Non-Ferrous Minerals like Copper and Bauxite.**	How do you identify non-ferrous metals? Poses some questions by showing picture and video and discuss non- ferrous minerals.  Define non-ferrous minerals. Give some examples of non-ferrous minerals. https://en.wikipedia.org/wiki/Non-ferrous_metal	Name some Non-Ferrous Minerals. Activity: Prepare a chart showing non-ferrous minerals.	Pictures from Internet Source wikipedia

	Explain the usage of non-ferrous minerals in industries.  		
2. Non-Ferrous Minerals - Copper 10m **LO1: Describe the Non-ferrous minerals.** **LO4: Identity the different types of Non-Ferrous Minerals like Copper and Bauxite.**	Explain and discuss non-ferrous minerals by using map of India. Identify some products that consists copper. List out some industries that generally use copper.	Identified and analyse the industries which are used copper? Locate the states where copper is found **1. Madhya Pradesh** **2. Rajasthan** **3. Jharkhand**	Pictures from Internet 

3. Non-Ferrous Minerals - Bauxite 15m	Name some ores that contain Aluminium. How does bauxite mining affect the environment? What are the different types of mining? What type of mining is used to extract bauxite? Discussion with Picture to analyze the Bauxite minerals  *Fig. 5.5: Production of Bauxite showing state-wise share in per cent, 2018–19* List out the states where Bauxite is available.	Can you suggest some measure to reduce mining that affect the environment. Activity: Identify the states where bauxite deposits are found. **1. Madhya Pradesh** **2. Maharashtra** **3. Orissa** **4. Chhattisgarh** **5. Gujarat** **6. Jharkhand**	Pictures from NCERT TEXT BOOK

LO1: Describe the Non-ferrous minerals. **LO4: Identity the different types of Non-Ferrous Minerals like Copper and Bauxite.** **C2.1: Explains and analyses the non-ferrous minerals are useful to human beings.** **C3.1: Identifies and analyses the Non-ferrous minerals.**	 *Fig.5.6: Bauxite Mine* **What do you understand from the above picture?**		

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself/ herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10

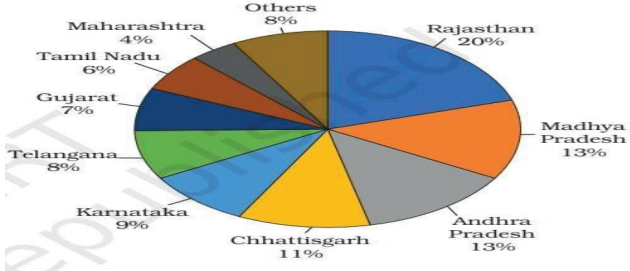
Chapter: **MINERALS AND ENERGY RESOURCES**

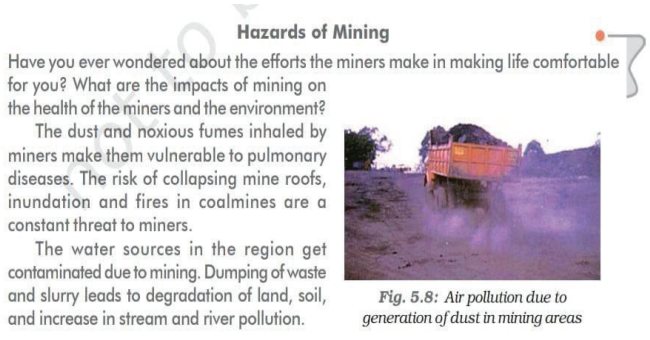
Period No: 05

Key concepts: Non-Metallic Minerals – Conservation of Minerals

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
• Testing Prior skills/knowledge (**5 mins**.) **1. Non-Metallic Minerals 10m** **LO1: Defines the Non-Metallic minerals.** **LO4: Analyses and evaluates the benefits of Conserving Mineral Resources.** **LO1: Recognize and describes the different non-metallic minerals like Mica and Limestone.**	How do you identify non-metallic minerals? Do you find any difference between Metallic and Non-metallic Minerals? Discuss and explain by showing picture  Define the term non-metallic minerals. Name some of the examples of non-metallic minerals.	Identify the usage of limestone in construction works.	Pictures from Internet

2. Non-Metallic Minerals – LIME STONE 10m **LO1: Defines the Non-Metallic minerals.** **LO4: Analyses and evaluates the benefits of Conserving Mineral Resources.** **LO1: Recognize and describes the different non-metallic minerals like Mica and Limestone.**	Name the different types of rocks. In which rocks limestone is found? Discussion with Picture to analyze the availability of Limestone  *Fig. 5.7: Production of Limestone showing state-wise share in per cent, 2018–19* Name the states where Limestone is available. How is limestone used in everyday life? Discuss where Limestone deposits are found. Do you know that which is the largest producer state of Limestone? In which industries Limestone is used?	Visit a nearby cement industry and make a note of the usage of limestone. Identify and locate the states in map of India where the Limestone is found. **1. Madhya Pradesh** **2. Rajasthan** **3. Andhra Pradesh** **4. Gujarat** **5. Chhattisgarh** **6. Karnataka** **7. Maharashtra** **8. Telangana** **9. Tamil Nadu**	Pictures from Internet

3. HAZARDS OF MINING – CONSERVATION OF MINERALS 10m **LO4: Analyses and evaluates the benefits of Conserving Mineral Resources.** **LO1: Recognize and describes the Hazards of mining.** **C2.1: identify and recognize the conservation of minerals.** **C3.1: Analyse the different Non-metallic minerals.**	Discussion with Picture to analyze Hazards of mining  **Hazards of Mining** Have you ever wondered about the efforts the miners make in making life comfortable for you? What are the impacts of mining on the health of the miners and the environment? The dust and noxious fumes inhaled by miners make them vulnerable to pulmonary diseases. The risk of collapsing mine roofs, inundation and fires in coalmines are a constant threat to miners. The water sources in the region get contaminated due to mining. Dumping of waste and slurry leads to degradation of land, soil, and increase in stream and river pollution. *Fig. 5.8: Air pollution due to generation of dust in mining areas* Discussion: Discuss the consequences of the over extraction of the mining. Can you suggest some measures to reduce air pollution. **Suggest some measures to conserve mineral resources.**	Activity: Collect some Newspaper articles related to the hazards of the mining. Are the present laws need to be updated to keep a check on illegal mining activities. Suggest some measures.  **Jharia to be shifted** COAL FIRE CATASTROPHE Coal unit fined Rs 300 cr in damages 'Over 50% of coal-belt mines unsafe' 'Safety standards were not in place' Comment on the above picture.	Pictures from Internet

Teachers' reflections and experiences: (These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10

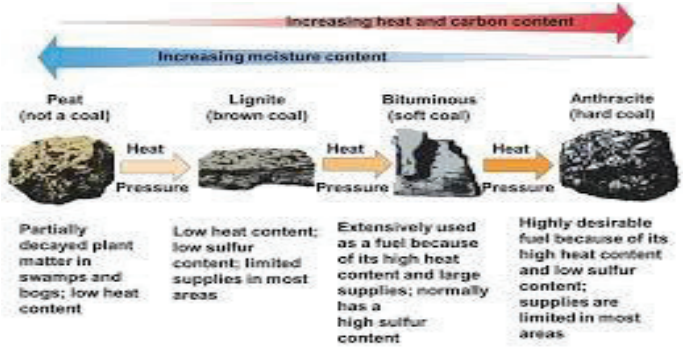
Chapter: **MINERALS AND ENERGY RESOURCES**

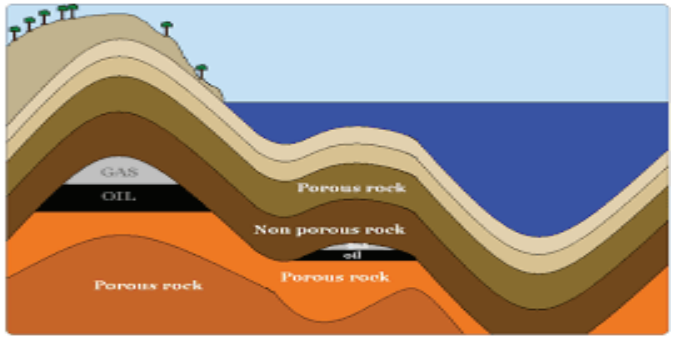
Period No: 06

Key concepts: ENERGY RESOURCES

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
● Testing Prior skills/knowledge (5 mins.) **1. ENERGY RESOURCES – CONVENTIONAL SOURCE OF ENERGY 15m** **LO2: Classifies the different types of Energy Resources** **LO1: Recognise the places available of Conventional source of energy**	Name the items that run with energy. List some items around you that requires energy. Discuss and explain energy resources by a picture and video  https://byjus.com/physics/conventional-and-nonconventional-sources-of-energy/	Understand the idea of a energy resources? Mention their types. **Activity:** Prepare a table of renewable & non-renewable resources. Describe how they are used for national development. Explain renewable and non-renewable sources of energy.	Pictures from Internet Source: Byjus

	How can we contribute in conserving our mineral resources? Discussion with Picture to analyze different forms of coal  How was coal used in earlier days? Do you see people use coal in their domestic activities?	Mention different forms of coal.	Pictures from Internet
2. CONVENTIONAL SOURCE OF ENERGY **– petroleum** **- natural gas** **- electricity** **20m**	List out some items that use petrol in day -to -day life. Can you imagine life without petrol? If petrol is not available to all ,hoe does it affect economic development?	Describe the formation of the petroleum. Locate the states where the petroleum deposits are found.S 1. Rajasthan (23.7%) 2. Gujarat (12.5%)	Pictures from Internet

LO2: Classifies the different types of Energy Resources **LO1: Recognise the places available of Conventional source of energy** **C1.1: Explain and analyse the energy resources?** **C3.1: Identifies and analyse the different kinds energy resources and their uses?**	Make a distinction between Hydro and thermal electricity stating three points of distinction. Discussion with Picture to analyze the formation of the petroleum  **What are the disadvantages of the conventional energy sources?** Which industries use Natural Gas? Define CNG and PNG. Which states are involved in HVJ pipeline? Name some river valley projects and write the names of the dams built on these rivers.	3. Assam (12.1%) What are the advantages of Natural Gas?  Refer the map and locate the states in map of India where different mines are found. Activity Collect information about cross country natural gas pipelines laid by GAIL (India) under "One Nation One Grid". Collect information about thermal/ hydel power plants located in your region.	

	Observe the Picture and discuss the different generation types of electricity 	 *India: Distribution of Nuclear and Thermal Power Plants* Study the map and locate nuclear and thermal powerplants in map of India.	

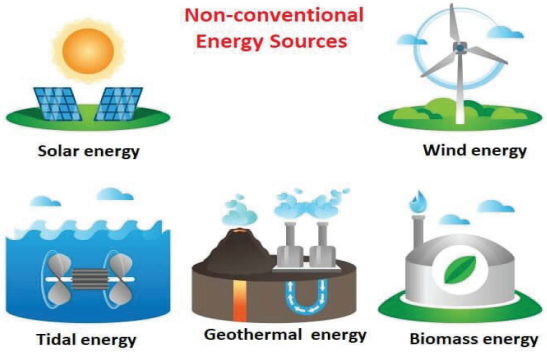
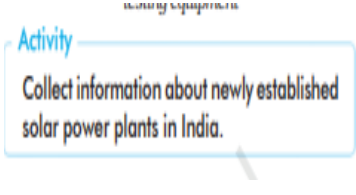
Teachers' reflections and experiences:

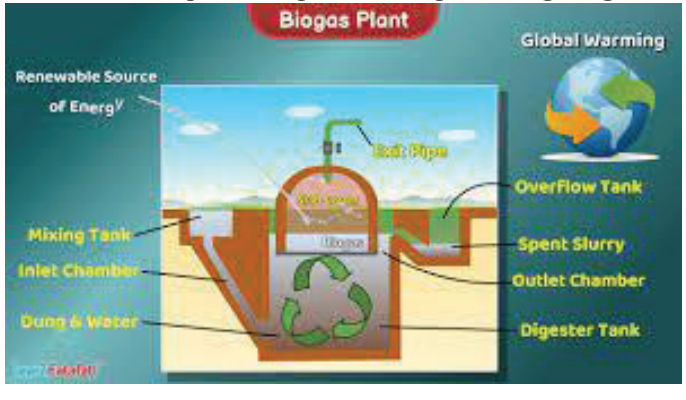
(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under.

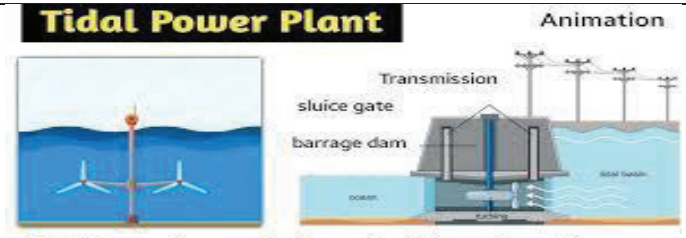
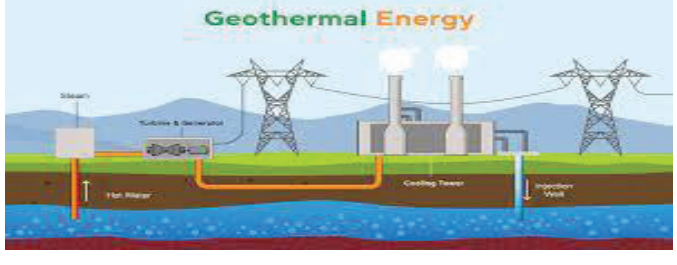
Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10
Chapter: MINERALS AND ENERGY RESOURCES
Period No: 07
Key concepts: Non-conventional source of energy
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
• Testing Prior skills/knowledge (5 mins.) **1. NON-CONVENTIONAL SOURCE OF ENERGY 30m** **LO8: Demonstrate the generation of electricity from various Non-Conventional sources of energy** **LO11: Illustrate ocean energy and explain the operational methods of their utilization.**	What is bio gas? How is bio gas produced? Discuss and explain the different generation types of electricity  Demonstrate the generation of electricity from various non-conventional sources of Energy have a working knowledge on types of fuel cells?	Do you have solar energy generators in your School. Make a list of items that run on solar energy in your School.  	India Map Pictures from Internet

	"Nuclear energy is expected to play an increasingly important role in India". Give arguments to support this statement? Discuss and explain the process for producing biogas.  https://byjus.com/biology/biogas/ Explain the process for producing tidal energy.	Explain the importance of cattle dung. Project: Prepare a model of wind mill. In India the Gulf of Khambhat, the Gulf of Kuchchh in Gujarat on the western coast and Gangetic delta in Sunderban regions of West Bengal provide ideal conditions for utilising tidal energy. Locate the gulfs mentioned above in the map if India. What are the uses of oceans? How are ocean tides helpful to generate	India Map Pictures from Inter Source Byjus

	 • Tidal Energy Power plant construction and working Why India has the potential to develop wind energy? Which places in India are source of wind energy? Discuss and explain the process for producing geo thermal energy.  https://byjus.com/physics/geothermal-energy/	electricity?	Source Byjus

2. CONSERVATION OF ENERGY RESOURCES **LO8: Demonstrate the generation of electricity from various Non-Conventional sources of energy, have a working knowledge on types of fuel cells**? **LO11: Illustrate ocean energy and explain the operational methods of their utilization.** **C1.1: Discuss non-conventional sources of energy and explain the working of different solar energy applications?** **C2.1: Discuss wind energy conversion systems and explain sources of geothermal energy?**	Do you switch off the lights in School and at home when not in use? Suggest any five measures of conservation of energy. "Energy is an indispensable requirement in our modern lives" Explain the statement with three examples. Summary: India is presently one of the least energy efficient countries in the world. We have to adopt a cautious approach for the judicious use of our limited energy resources. For example, as concerned citizens we can do our bit by using public transport systems instead of individual vehicles; switching off electricity when not in use, using power-saving devices and using non-conventional sources of energy. After all, "energy saved is energy produced".	"ENERGY SAVED IS ENERGY PRODUCED" Write few lines on the above quotation Activity: Prepare slogans to conserve energy.	Pictures from Internet

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself/ herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10

Chapter: **MINERALS AND ENERGY RESOURCES**

Period No: 08

Key concepts: Mapping Skills.

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
1. Prior concepts (15 mins) 2. Explanation of Minerals and Energy resources states. (20 mins) 3. Identification of Minerals and Energy resources of India.	**ACTIVITY 1** Identification of minerals and Energy resources states.  **1. Jharkhand** **2. Chhattisgarh**	. Locate the Minerals and Energy resources in outline map of India.	Pictures from Internet

(5mins) **LO 1: Students will be able to identify the places in India connected with the important minerals, conventional energy resources and power plants.** **C 3.1: Identification and analyse the states that available different energy resources.**	**3. Madhya Pradesh** **4. Maharashtra** **5. Orissa** **6. Karnataka,** **7. Andhra Pradesh** **8. Rajasthan** **9. Gujarat** **10. Telangana** **11. Tamil Nadu** **12. Uttar Pradesh** **13.Kerala** **14. Lakshadweep**		

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself/ herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- **Is the lesson appropriately timed? _____**
- **Is the flow of the lesson plan clear, smooth and logical?_____**
- **Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____**
- **Is there space for students to collaborate and cooperate with each other?_____**
- **Does the lesson provide adequate opportunity for the students to practice the skills?_____**

Class: 10

Chapter: MINERALS AND ENERGY RESOURCES

Period No: 09

Key concepts: ASSESSEMENT- 20Marks

Date:

Multiple Choice Questions:4x1=4m

1) Durg-Bastar-Chandrapur belt lies in _____ and _____.
a) Rajasthan and Uttar Pradesh b) Chhattisgarh and Maharashtra c) Gujarat and Madhya Pradesh d) Madhya Pradesh and Odisha
2) _____ is the largest producer of manganese ores in India.
a) Jharkhand b) Odisha c) Madhya Pradesh d) West Bengal
3) The _____, Mahanadi, Son and Wardha valleys contain coal deposits.
a) Sutlej b) Narmada c) Krishna d) Godavari
4) _____ is the oldest oil-producing state of India.
a) Gujarat b) Tamil Nadu c) Assam d) Maharashtra

Answer the following questions in short.

5 Why should we conserve minerals and energy resources? 2m

6. Mention any three factors that determine the economic viability of a reserve? 2m

Answer the following questions briefly.

7. India is fairly rich in mineral resources, however its distribution is uneven. Comment? 3m

8. Why is conservation of resources important? Discuss values associated with it? 4m

Answer the following questions in detail.

9.Why is coal called the most important source of energy even today in India? 5m

Class: 10

Chapter: **MINERALS AND ENERGY RESOURCES**

Period No: 10

Key concepts: REMEDIAL TEACHING

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
1. Remedial Teaching	**1.**This will be to revise the above concepts only for those who didn't understand it		Pictures PowerPoint Presentation ICT Atlas Globe Wall Maps (World & India)

Lesson PlanClass 10 –Geography

Chapter 6 - Manufacturing Industries

No. of Periods: 08

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyze, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

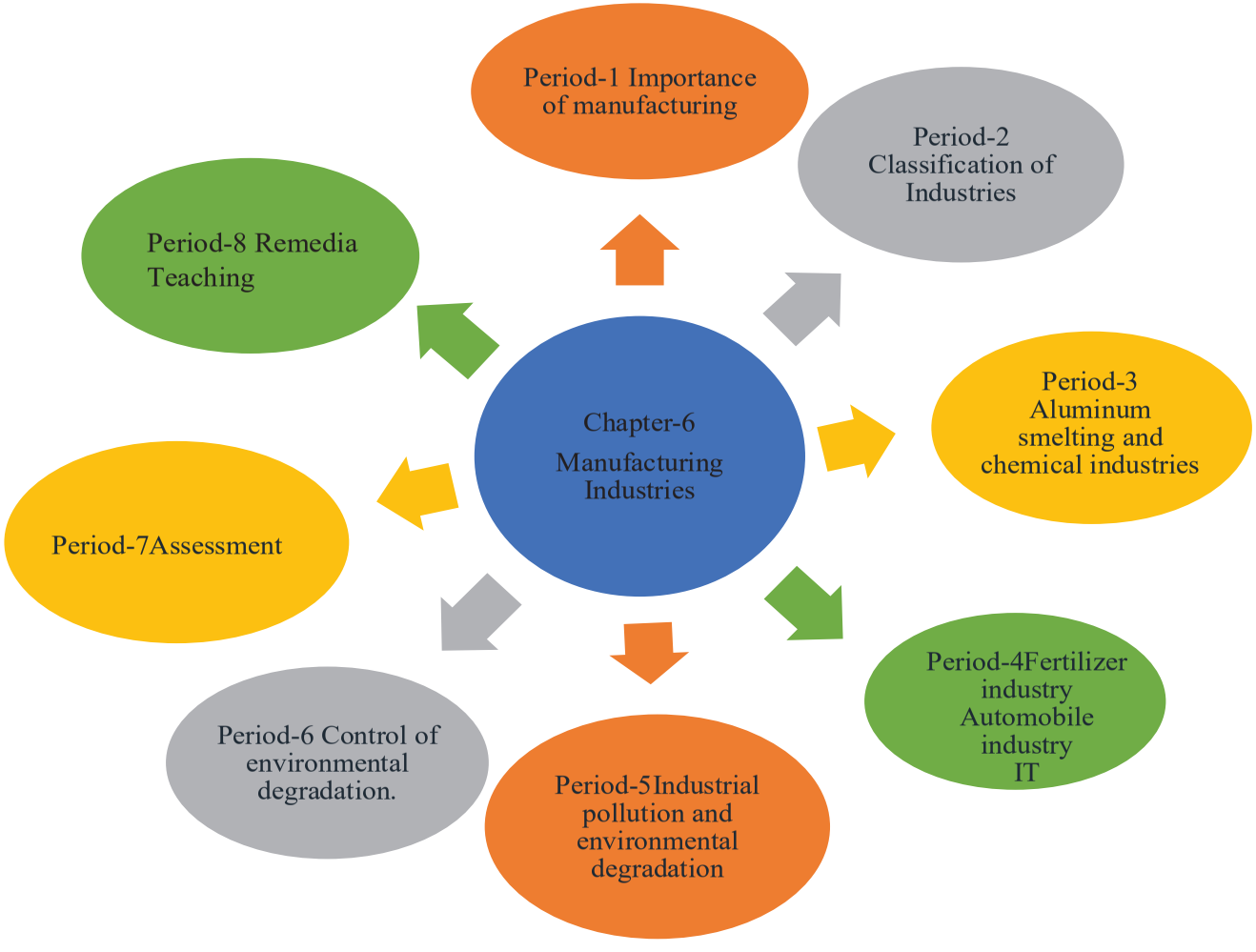
CURRICULAR GOALS AND COMPETENCIES

CG-4: Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the biodiversity of the region.

- C-4.1Local physiographic regions of India and the climatic zones of the world on a globe / map.
- C-4.2Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region.
- C-4.3Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation and wildlife.
- C-4.4 Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and in the case of India, the special environmental ethos that resulted in the practices of nature conservation.
- C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity: identifies practices that have led to these environmental crises and the measures that must be taken to reverse them.

C-4.6 Develops sensitivity towards the judicious use of natural reassures for their conservation.

Class 10 – Geography - Chapter 6 - Manufacturing Industries – No. of Periods: 8



Period No Topic / Sub topic	Content domains specific learning outcomes	Micro Competencies' indicators
Period-1 **Importance of manufacturing**	**Lo1:** Recognizes the importance of manufacturing industries in the Economy. **Lo3:** Understands the needs of manufacturing for eradication of unemployment, poverty etc.	**C.1.1:** Recalls the production activities take place in the manufacturing industries. **C.3.1:** Explains how public sector industries solve the problems of unemployment and poverty.
Period-2 **Classification of Industries**	**Lo2:** Classifies the industries on particular criteria. **Lo1:** Recognizes the inter dependence of industrial sector and agricultural sector.	**C.2.1:** Differentiate the industries on the basis of source of Raw material used, according to their main role, capital investment, ownership. **C.1.1:** Identifies the industries which are based on agriculture.
Period-3 **Aluminum smelting and chemical industries**	**Lo3:** understand the significance aluminum smelting. **Lo3:** Examines the process of manufacturing in aluminum industry. **Lo1:** Recognizes the importance of chemical industries.	**C.3.1:**Analysis the uses of aluminum in producing various goods like wires, utensils, air crafts etc. **C.3.1:** Explain the process of manufacturing in aluminum industry. **C.1.1:** Identifies various types of chemicals.
Period-4 **Fertilizers Industry, Automobile Industry, Information technology and Electronics industry.**	**Lo3:** Understands how the fertilizer industry centered around the production of Nitrogenous fertilizers, phosphate (DAP). **Lo3:** Explain the significance of automobile industry. **Lo1:** Recognize the importance of information technology and electronic industry. **Lo7:** Identifies important it centers in India map.	**C.3.1:** Explain how the fertilizer industry expanded to several parts of India. **C.3.1:** Identifies the various types of automobile industries. **C.1.1:** Identifies the various types goods produced in this industry. **C.7.1:** Locates Different I T centers in map.
Period-5	**LO7:** Identifies Different types of pollution.	**C.7.1:**Analysis the industrial activities that causes air pollution, water

Industrial pollution Environmental Degradation	**LO4:**Anylizes the reasons for environmental degradation.	pollution, thermal pollution and Noise pollution. **C.4.1:** Explains the causes for environmental degradation.
Period-6 Control of Environmental Degradation **NTPC shows the way**	**Lo1:** Recognizes the measures to control environmental degradation**.** **Lo12:** Sensitivity towards the control of environmental degradation.	**C.1.1 :** Defines the measures to control environmental degradation**.** **C.12.1:**Appreciate the measures to control environmental degradation.
Period-7 Assessment	To assess the students	
Period-8 Remedial Measures	To make the concepts much understandable	

Note:
1.The teachers should not exclude 'Activities, Interesting Facts and Do you know?' given in the textbook, pertaining to the chapter.
2. Teacher may take an assessment during the lesson

Class: 10Geography
Chapter -6-Manufacturing industries.
Period No: 01
Key concepts: Importance of Manufacturing.
Date:

Topic / Subtopic	Pedagogical Processes / Teaching-Learning Process	Assessment Strategies	Material required
Testing prior skills/knowledge **Importance of Manufacturing** **Lo1:** Recognizes the importance of manufacturing industries in the Economy.	To test the prior knowledge questions will be asked ➢ How do you celebrate a festival? ➢ What do you buy on the eve of festival? ➢ From where do you get the commodities? ➢ Give some examples for certain commodities that you use during festivals. ➢ Where are these commodities produced? ➢ Do you have some idea about these industries? Discuss the various types of commodities that we use in the day -to- day life. Discuss and explain the concept manufacturing.	What do you require to produce the commodities? What is the Raw material required to produce paper? **Activity:** Fill the table with required raw material that is needed by the industry.	 1068CH06

C.1.1: Recalls the production activities take place in the manufacturing industries.

Lo3: Understands the needs of manufacturing for eradication of unemployment, poverty etc.

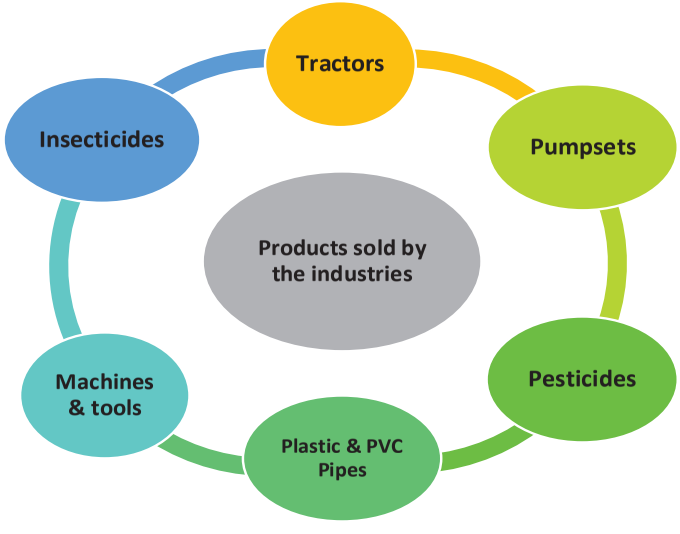
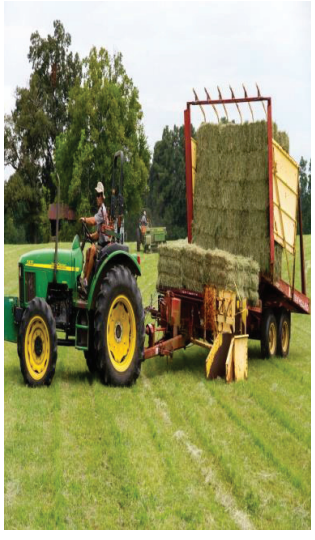
C.3.1: Explains how public sector industries solve the problems of unemployment and poverty.

- ❖ Production of goods in large quantities after processing from raw materials to more valuable products is called manufacturing.
- ❖ People employed in the secondary activities manufacture the primary materials into finished goods. The workers employed in steel factories, car, breweries, textile industries, bakeries etc fall in this category.
- ❖ Manufacturing industries come under secondary sector.

Explain the importance of manufacturing sector and some views that contribute to Economic development.

- ❖ Manufacturing industries helps in modernizing agriculture (which forms the back bone of our economy)
- ❖ Industrial development is a precondition for eradication of unemployment and poverty.
- ❖ It was aimed at bringing down regional disparities (by establishing industries in tribal and back word areas.)
- ❖ Export of manufactured goods expands trade, commerce and brings foreign exchange.

Industry	Raw material required
Sugar industry	
Paper industry	
Iron & steel industry	
Aluminum industry	

	❖ India prosperity lies in increasing and diversifying its manufacturing industries. ❖ Discuss about the products that are supplied by the industries for agriculture development. Products sold by the industries for the agriculture development.  **Conclusion:** Manufacturing refers to the production of goods in large quantity after processing from raw material to more valuable products. Manufacturing industries play an important role in our countries economic development by	Activity: Make a list of goods that are produced in manufacturing industries. ➢ Which sector is considered as the back bone of Indian economy.	

	modernizing agriculture and in eradication of poverty and reduction of unemployment. It also brings foreign exchange through exports. Our manufactured goods must be at par in quality with those in the international market.		

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 Geography Chapter –6-Manufacturing industries. Period No: 02 Key concepts: Classification of Industries. Date:			
Topic / Subtopic	**Pedagogical Processes / Teaching-Learning Process**	**Assessment Strategies**	**Material required**
Testing prior skills/knowledge **Classification of Industries** **Lo2:** Classifies the industries on particular criteria. **C.2.1:** Differentiate the industries on the basis of source of Raw material used, according to their main role, capital investment, ownership.	To test the prior knowledge following questions will be asked. 1. What do you require to produce the commodities? 2. Which sector is also called secondary sector? Discussion on the classification of industries by asking the students to name some of the manufactured products that they use in their house and School.	Activity: List out the various manufactured products that you use in your daily life.	Pictures Real products

Lo1: Recognizes the inter dependence of industrial sector and agricultural sector.

C.1.1: Identifies the industries which are based on agriculture.



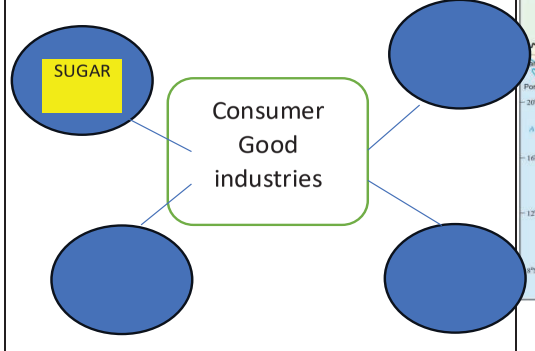
Explanation on the classification of industries on the basis of raw materials used.

1.Agro based: Cotton**,** woolen, jute, silk, textile, rubber, sugar, tea, coffee.

2.According to their main role:
Basic or key industries which supply their products as raw materials to manufacture other goods.
Ex: Iron and steel, copper smelting, aluminum smelting.
3.Consumer Industries: Produces goods for direct use by the consumers**.**
Ex:
sugar, tooth paste, paper, fans etc.

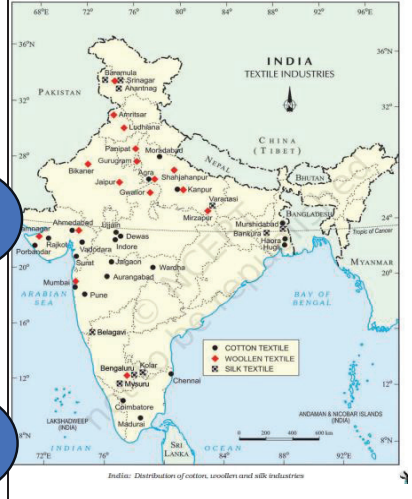
Name the industries which are classified on the basis of basic 'or' key industries.

Activity:
Fill the blank spaces by mentioning the consumer goods.



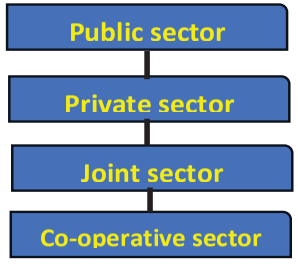
EKP5XV

Locate the different textile industries in map of India

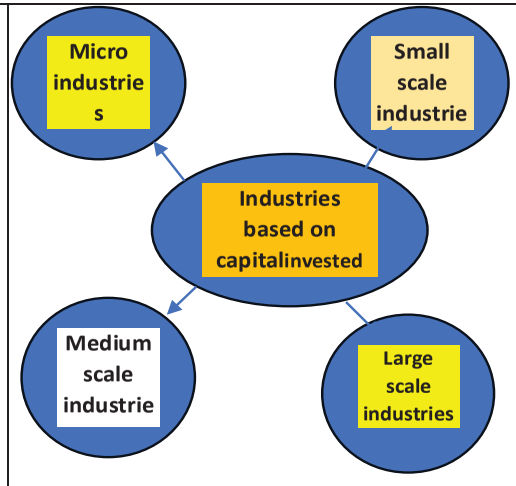


Discussion on the basis of capital invested by using questions.

- How much of investment is required to establish a candle manufacturing factory.
- On what basis the small-scale industries and medium scale industries are classified.
- Is shoe manufacturing company and car manufacturing company requiring same amount of instrument for its establishment.
- Which industries require more capital?
- **Explains** the classification of industries on the basis of ownership by following flow chart.



- Who owns the public sector industries?



Activity:
Observe the above Diagram and comment on it.

Expand MSMEs.

	➢ Give some examples of private sector industries. ➢ Who runs the joint sector industries ➢ Who owns and operate the co-operative sector. Based on bulk and raw materials and finished goods. ❖ Heavy industries such as iron and steel. ❖ Light industries that use light raw materials and produce light goods such as Electrical goods industries Explain Agro based industries by using map and by posing some questions ❖ What are the inputs used in farming activities? ❖ From where do the farmers get these inputs. ❖ Where are these inputs manufactured? ❖ Discussion on Textile industries and asking questions. ❖ What type of crops that are grown in your Area. ❖ What is the main raw material used in cotton textile industry. ❖ What is the main contribution of textile industry to Indian economy. **Conclusion:** Manufacturing industries play an	❖ Give some examples for iron and steel industry. ❖ Name some commodities that are used in your day-to-day life. Activity Classify the following into two groups on the basis of bulk and weight of raw material and finished goods. (i) Oil (ii) Knitting needles (iii) Brassware (iv) Fuse wires (v) Watches (vi) Sewing Machines (vii) Shipbuilding (viii) Electric Bulbs (ix) Paint brushes (x) Automobiles	

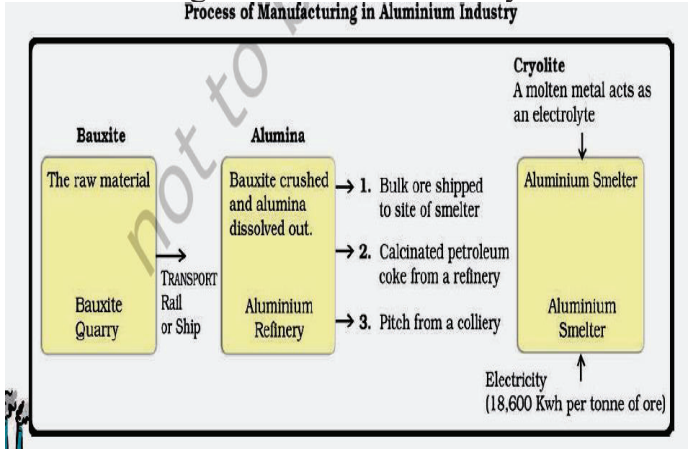
	important role in contributing in GDP. It generates employment eradicates poverty and reduces regional imbalances.	❖ Do you think that agricultural sector and industrial sector interdependent? Explain reasons. ❖ What is the main aim of using industrial products in farming.	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 Geography
Chapter –6-Manufacturing industries.
Period No: 03
Key concepts: Aluminum smelting and Chemical industries
Date:

Topic / Subtopic	Pedagogical Processes / Teaching-Learning Process	Assessment Strategies	Material required
Testing prior skills/knowledge **Aluminum Smelting** **Lo3:** understand the significance aluminum smelting. **C.3.1:**Analysis the uses of aluminum in producing various goods like wires, utensils, air crafts	To test the prior knowledge following questions will be asked. ❖ Who owns the public sector industries? ❖ Name some commodities that are used in your day-to-day life. Explain on Aluminum smelting by asking some questions 1. What are the metals that used in the production of your lunchbox 2. Which metal kitchen utensils are cheaper in the market 3. Which metal is a good conductor of heat 4. Which metal is a good conductor of electricity 5. Which metal is used mostly in electrical goods manufacturing ➢ Aluminum smelting is a metallurgical industry in India. ➢ It is a light, resistant to corrosion, a good	❖ Where are the Aluminium smelting plants located in India?  *Fig. 6.6: Strip coasting mill at smelter of NALCO*	 *Fig. 6.6: Strip coasting mill at smelter of NALCO*

etc. **Lo3:** Examines the process of manufacturing in aluminum industry. **C.3.1:** Explain the process of manufacturing in aluminum industry.	conductor of heat. ➢ It is malleable and becomes strong when it is mixed with other metals. ➢ It is also a substitute of steel, copper, zinc, lead, in some industries. **Activity:** Discussion on the process of Manufacturing in Aluminum industry.  		
Chemical industries **Lo1:** Recognizes the importance of chemical industries. **C.1.1:** Identifies various types of chemicals.	Explain Chemical industries. **Summary:** ➢ Chemical industry in India is fast growing and diversifying. ➢ It comprises both large- and small-scale manufacturing units. ➢ Rapid growth in inorganic and organic sectors. ➢ In organic chemicals includes sulphuric acid widely used in the production of fertilizers synthetic rubber, plastics, paints, dyes, stuffs. ➢ Organic chemical plants are located near oil refineries are Petro chemical plants.	Make a list of products which are produced in chemical industries.	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 Geography
Chapter – 6 - Manufacturing industries.
Period No: 04
Key concepts: Fertilizer industry, Automobile industry, Information technology, and Electronics industry
Date:

Topic / Subtopic	Pedagogical Processes / Teaching-Learning Process	Assessment Strategies	Material required
Fertilizer Industry **Lo3:** Understands how the fertilizer industry centered around the production of Nitrogenous fertilizers, phosphate (DAP).	To test the prior knowledge following questions will be asked. • Name the type of industries classified on the basis of capital invested. • Who owns the public sector industries? • Who runs the joint sector industry? Explanation on the fertilizer industry by asking some questions. • Give some examples for food crops and commercial crops. • What do you suggest to increase fertility of soil? • From where do the farmers get fertilizers? • Where are these fertilizers produced?	What is the main purpose of using fertilizers in cultivation? **Debate** on benefits and problems caused by using chemical fertilizers Locate the places where the automobile industry is concentrated in India map.	

C.3.1: Explain how the fertilizer industry expanded to several parts of India.

Fertilizer industry produces mainly

- Phosphatic Fertilizers
- Nitrogenous fertilizers mainly Urea
- Ammonium phosphate (DAP)

Complex fertilizers which have combination Of

- Nitrogen (N)
- Phosphate(P)
- Potash (K)



Explains the topic automobile industry by posing some questions

- How do you come to school?
- What are the various means of transportation?
- Name some types of vehicles.
- Where are these vehicles manufactured?
- What are the raw materials used in these industries?
- How these means of transportation useful to the society?

Automobile Industry

Lo3: Explain the significance of automobile industry.

C.3.1: Identifies the various types of automobile industries.



Discussion on the Information technology and electronic industry and asking questions**.**

- What are the goods that you use in life to get information or to communicate the information?
- In which companies the software engineers work?
- Say few advantages of mobile phones and computers.
- Do you watch news in TV ?
- The electronics industry produces wide range of products like.

Project:
Select one industry located in your area and collect the information:

- What is the main raw material that they use?
- From where do they get raw material?
- What are the facilities provided by government to the industry?
- Are these factories following environmental norms?

Which industry is the fastest growing industry in India at present?

Which city is considered as the electronic capital of India?

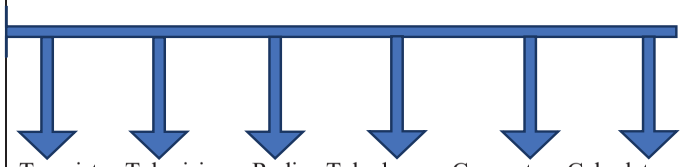
Locate the IT centers Bengaluru, Noida , Mumbai, Chennai, Hyderabad and pune.

EKUEBL

Information technology and electronic industry

Lo7: Identifies important IT centers in India map.

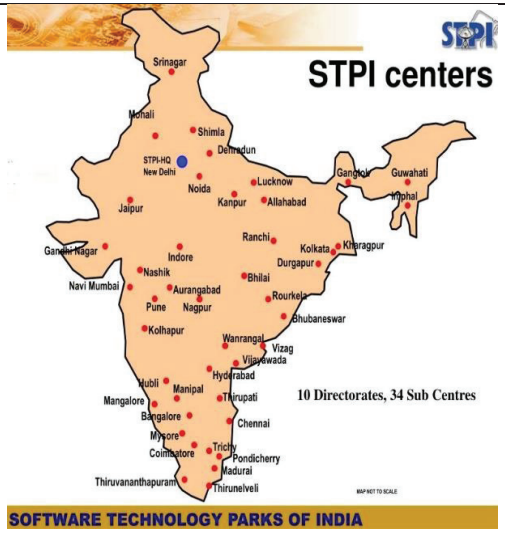
C.7.1: Locates Different I T centers in map.



Transistor sets | Televisions | Radios | Telephones | Computers | Calculators

It also produces other equipment required by the telecommunication industry

- What is the main advantage of information technology industry?
- What is the main factor led to the success of information technology in India?



EKY1ZI

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 Geography
Chapter – 6 - Manufacturing industries.
Period No: 05
Key concepts: Industrial pollution and Environmental Degradation.
Date:

Topic / Subtopic	Pedagogical Processes / Teaching-Learning Process	Assessment Strategies	Material required
Industrial pollution and Environmental degradation **LO7:** Identifies Different types of pollution. **C.7.1:**Analysis the industrial activities that causes air pollution, water pollution, thermal pollution and Noise pollution. **Air pollution**	To test the prior knowledge following questions will be asked ➢ What is the main purpose of using fertilizers in farming? ➢ Which city s considered as electronic capital of India? Explains the types of pollution by asking some questions ➢ Have you ever visited cement industry? ➢ How is the condition of air at the industrial area? ➢ What are the reasons for ozone layer depletion? ➢ How does air pollution form? **Air pollution:** Air pollution is caused by the presence of high proportion of undesirable gases such as Sulphur dioxide and carbon dioxide.	**Activity:** Discuss the class into two groups and ask them to discuss the merits and demerits of industrialization.   What are the adverse effects of air	

LO4: Anylizes the reasons for environmental degradation.

C.4.1: Explains the causes for environmental degradation.

Water pollution

- ➢ Give some reasons for air pollution?
- ➢ Name some industries which emit smoke?
- ➢ Are you aware of the Bhopal gas tragedy incidence in India?



NOIDA/DELHI
THE HINDU • FRIDAY, MAY 9, 2014

Air pollution is choking Delhi skies

Bindu Shajan Perappadan

NEW DELHI: Alarm bells have started ringing and what environmentalists here have been crying hoarse for long has now been endorsed by World Health Organization (WHO) — Delhi has the most polluted air in the world.

Putting it simply, the city air is choking its residents and children whose lungs are still growing have no possibility of breathing clean air.

"Of course, the city is choking itself and the worst sufferers are children who with their developing lungs bear the brunt of the assault. The city has not been able to maintain good air quality prescribed by its own environment monitoring agency, the Central Pollution Control Board (CPCB), leave alone meet the WHO standards, which are much more stringent," said Dr. T.K. Joshi, head of Centre for Occupational and Environmental Health, Lok Nayak Hospital.

Dr. Joshi, who is also a member of a national task force constituted by the CPCB on maintaining air quality, said the situation has now turned alarming mainly due to the steady rise of particulate matter (PM) in air. They will be meeting this Friday to review the situation.

"As the WHO report has also noted the rise in the concentration of the PM 10 and PM 2.5 matter is most detrimental to human health. PM 2.5 is known to penetrate deepest into the lung tissues and cause major health hazard. The main culprit is the rampant and growing use of diesel – gensets, diesel vehicles – and poor quality fuel," he said.

Stating that till about two years ago, WHO's International Agency for Research on Cancer (IARC) had listed fumes rising out of diesel exhausts as the probable cause of carcinogens, Dr. Joshi noted: "This has now been upgraded to definite carcinogens. So, that should sum up for the city just how dangerous the rise in air pollution level is."

Cautioning about the present danger, Centre of Science and Environment (CSE) executive director, research and advocacy, Anumita Roychowdhury said: "Delhi has lost the gains of its CNG programme. Its air is increasingly becoming more polluted and un-breathable, bringing back the pre-CNG days when diesel-driven buses and autos had made it one of the most polluted cities on earth."

She added that diesel vehicles are known to emit higher smoke, particles and NOx – generic term for mono-nitrogen oxides NO (nitric oxide) and NO2 (nitrogen dioxide) – than their petrol counterparts.

According to WHO and other international regulatory and scientific agencies, diesel particulates are carcinogens. "Even the so-called 'clean' diesel runs with 350 parts per million of sulphur, allows higher limits for NOx and particulate emissions compared to petrol cars," she said.

The CSE in its studies on air quality in Delhi has noted that in 2001, when the CNG programme was on, the annual average level of respirable suspended particulate matter in residential areas stood at 149 microgram per cubic metre. After registering a drop in 2005, the level has shot up to 209 microgram per cubic metre in 2008. The concentration is, thus, around three times higher than the safe levels.

Eight hourly maximum current level of carbon monoxide is touching 6,000 microgram per cubic metre – way above the safe level of 2,000 microgram per cubic metre – though the annual levels have registered a drop, noted the CSE.

WHO ALARM ON DELHI AIR

- The situation is so bad in Delhi that its air has PM 2.5 concentrations of 153 micrograms and PM10 concentrations of 286 micrograms — much more than the permissible limits.
- In comparison, Beijing, which was once considered one of the places with bad air quality has PM 2.5 concentration of 56 micrograms and PM10 concentration of 121 micrograms.
- Air quality is represented by annual mean concentration of fine particulate matter (PM10 and PM2.5 — particles smaller than 10 or 2.5 microns).
- The database covers the period from 2008 to 2013.
- The majority of values are for the years 2011 and 2012.

Apart from Delhi, other cities with poor air quality are Lucknow, Kanpur, Firozabad, Agra, Gwalior and Raipur.

Comment on the above picture

Explains the meaning of water pollution and asking questions.

- ➢ Names of some rivers or canals that flow in your region?
- ➢ Compare the quality of water that flows in rivers or canals at present and in past by asking your elders.
- ➢ What are the reasons for water pollution?
- ➢ Which industries causes water pollution?

pollution on human health?



6 | Tuesday, June 8, 2010 News

Indian court convicts 7 in Bhopal gas tragedy

BHOPAL, India – An Indian court Monday convicted seven former senior employees of Union Carbide's Indian subsidiary of "death by negligence" for their roles in the Bhopal gas tragedy that left an estimated 15,000 people dead more than a quarter century ago in the world's worst industrial disaster.

(FILES) In this photo taken on November 18, 2009, children play in front of the abandoned Union Carbide factory in Bhopal. An Indian court was due June 7, 2010, to hand down verdicts on the Bhopal gas leak, an industrial accident 25 years ago in which tens of thousands of people died or suffered horrific health problems. A lethal plume of gas escaped from a storage tank at the Union Carbide pesticide factory in the early hours of December 3, 1984, killing thousands instantly in the world's worst industrial disaster.

US asks for Israel to investigate wounded citizen

North Korea

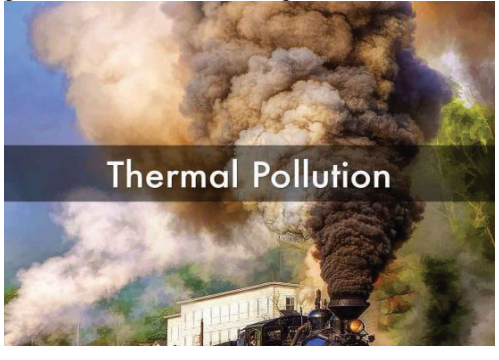
From page 1

What measures do you suggest to control air pollution?



Observe the above picture and give two slogans to control pollution.



Thermal pollution **Noise pollution**	Water pollution is caused by organic and inorganic industrial wastes and effluents discharged into rivers. Discuss thermal pollution and ask some questions on it. Thermal pollution water occurs when water from factories and thermal plants is drained into rivers and ponds before cooling. ➢ Why do you need nuclear power plants? ➢ What are the raw materials used in these plants? ➢ Why there is much demand for nuclear power plants? Explains the causes and effects of noise pollution. Industrial and construction activities, machinery generators, electric drills make a lot of noise. Effects of noise pollution: ➢ Noise pollution results in irritation and anger. ➢ Causes hearing impairment ➢ Increases heart rate and blood pressure ➢ It is also a source of stress.	How does the thermal pollution occur? What would be the effect of thermal pollution of water on aquatic life? Is there any relation between soil pollution and water pollution?  Name some domestic appliances that causes noise pollution. 	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 Geography
Chapter – 6 - Manufacturing industries.
Period No: 06
Key concepts: Control of Environmental Degradation.
Date:

Topic / Subtopic	Pedagogical Processes / Teaching-Learning Process	Assessment Strategies	Material required
Control of Environmental Degradation. **Lo1:** Recognizes the measures to control environmental degradation. **C.1.1 :** Defines the measures to control environmental degradation.	To test prior knowledge following questions will be asked. • What measures do you suggest to reduce air pollution? Discussion on measures to reduce water pollution by showing picture and ask the question and explain the concept.  Yamuna Action Plan (YAP) • How is the environment around you? Is it clean • What kind of pollution personally bothers you most?	Suggest some measures to reduce water pollution caused by industries.	

Lo12: Sensitivity towards the control of environmental degradation. **C.12.1:** Appreciate the measures to control environmental degradation.	• What kind of pollution is worst for our health? • Reducing and recycling water in two or more successive stages in production process. • Harvesting of rain water • Treating hot water effluents before releasing them in rivers and ponds. 3 stages of treatment of industrial effluents ❖ Primary treatment by mechanical means. ❖ Secondary treatment by biological process. ❖ Tertiary treatment by biological, chemical and physical process. **Summary:** NTPC is a major power providing corporation in India. 	 **Activity:** Make a poster on **"Clean India – Green India"** Prepare some slogans to protect environment.	

	NTPC has a proactive approach for preserving the natural environment and resources like water, oil and gases and fuels in places where it is setting up power plants. ❖ Optimum utilization of equipment and upgrading existing equipment. ❖ Minimizing waste generation by maximum ash utilization. ❖ Special purpose vehicles for afforestation. ❖ Ecological monitoring, reviews on all its power stations **Conclusion:** Environmental degradation is the deterioration of the environmental due to various factors caused by humans and nature. Global warming, deforestation, environmental pollution, industrialization, greenhouse gases are some of the causes of the environmental degradation. There is a need to protect environment through planting more trees, rain water harvesting, reducing the use of chloro flouro carbons, reduce fuel consumption etc.	List out some innovative environmental protection activities.	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 Geography
Chapter – 6 - Manufacturing industries
Period No: 07 - Work sheet for Assessment -20 Marks

Multiple Choice Questions. **(1x4 = 4 M)**

1.Which of the following activities employ people in the manufacturing of primary materials in to finished goods?

A) Secondary activities B) Primary activities
C) Tertiary activities D) None of these

2. In which of the following states is Kalpakkam nuclear power plant located?

A) Gujarath B) Odisha
C) Kerala D) Tamilnadu

3.Which of the following is emitted by chemical and paper factories, brick kilns, refineries and smelting plants.

A) Fog B) Smoke
C) Water vapor D) All of these

4. Paper, pulp, chemical, textile and dyeing, petroleum refineries and tanneries are agents of causing whichtype of pollution.

A) Air pollution B) Water pollution
C)Noise pollution D) None of above

Answer the following questions in short. (2x2 = 4 M)

5.What do you mean by manufacturing?
6.What is mineral based industry? Give some examples of such industry?

Answer the following questions briefly. (1 x 3 = 3 M)

7.Explain any 5 measures to control industrial pollution in India?

Answer the following 4 marks question. (1 x 4 = 4 M)

8.'Industriliasion and urbanization go hand in hand' justify the statement by giving any three arguments.

Answer the following 5 marks question (1 x 5 = 5 M)

9.How development of manufacturing industries led to economic growth of country?

Class: 10 Geography
Chapter – 6 - Manufacturing industries.
Period No: 08
Key concepts: Control of Environmental Degradation.
Date:

Topic / Subtopic	Pedagogical Processes / Teaching-Learning Process	Assessment Strategies	Material required
Remedial classes can help students feel more confident in their academic abilities, which can lead to improved overall performance.	Revision , recall and giving explanation on the needy concepts which are suggested by the students.		

Lesson Plan

GEOGRAPHY

Class -10_Chapter-7. Lifelines of the National Economy _ (No. Periods-06)

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyze, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Lesson Plan

GEOGRAPHY

Class -10_Chapter-7. Lifelines of the National Economy _ (No. Periods-06)

CURRICULAR GOALS (CG) AND COMPETENCIES (C):

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

Competency:

Competencies are observable learning behaviors that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

Curricular goals (IIlustrative):

CG-4Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihood, culture and the biodiversity of the region.

Competencies (Illustrative):

C-4.3 Draws inter-linkages among various components of the physical environment such as climate and relief, climate and vegetation, and wildlife

C-4.4 Analyses and evaluates the inter relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation

C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortage of natural resources and loss of bio diversity; identifies practices that have led to these environmental crises and the measures that must be taken to reserve them.

Curricular goals (Illustrative):

CG-8 Evaluates the economic development of the country in terms of its impact on the lives of its people and nature.

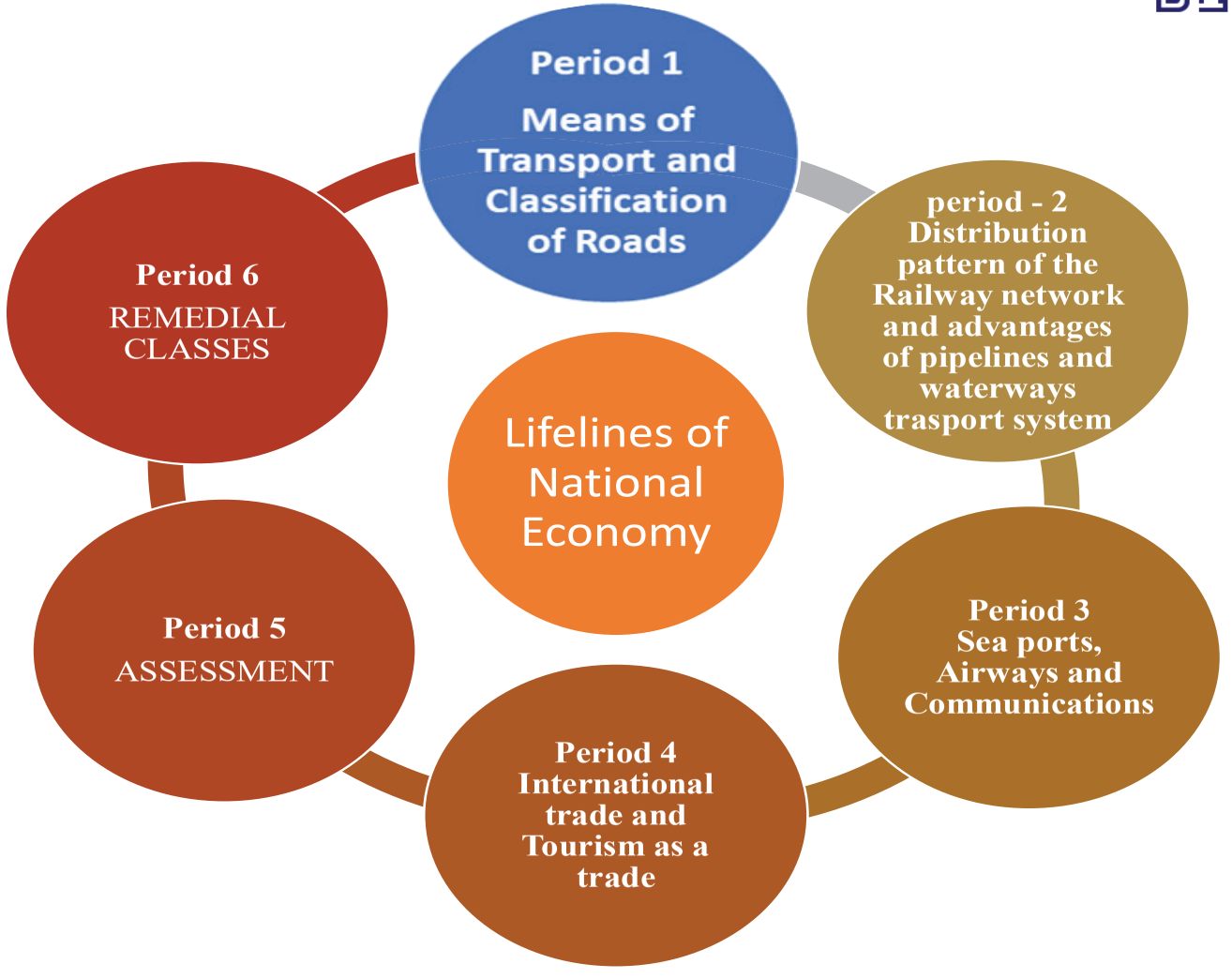
Competencies (Illustrative):

C-8.5 Appreciates the connections between economic development and environment, and the broader indicators of the societal well-being beyond GDP growth and Income.

OVERVIEW

Class: 10 - Geography

Chapter 7: Lifelines of the National Economy



Lifelines of National Economy



Transport

Airways
Indian Airlines, Alliance Air, private scheduled airlines and non- scheduled operators provide domestic air services. Air India provides international air services. Pawanhans Helicopters Ltd. provides helicopter services.

Waterways
Cheapest means of transport, suitable for carrying heavy and bulky goods, fuel-efficient and environment friendly mode of transport.

Pipelines
Used for transporting crude oil, petroleum products and natural gas from oil and natural gas fields to refineries, fertilizer factories and big thermal power plants. Three important networks of pipeline -upper Assam to Kanpur, Salaya in Gujarat to Jalandhar in Punjab, and Hazira in Gujarat connects Jagdishpur in Uttar Pradesh.

Railways
Broad Gauge (1.676), Metre Gauge (1.000), Narrow Gauge (0.762 and 0.610). The distribution pattern of the Railway network has been influenced by physiographic, economic and administrative factors.

Golden Quadrilateral Super Highways
Linking Delhi-Kolkata-Chennai-Mumbai and Delhi by six-lane Super Highways. The North-South corridors linking Srinagar (Jammu & Kashmir) and Kanyakumari (Tamil Nadu), and East-West Corridor connecting Silchar (Assam) and Porbandar (Gujarat) are part of this project.

Roadways
India has one of the largest road networks in the world, aggregating to about 54.7 lakh km.
- Roads are classified in the following six classes :

Communication

1. Personal Communication: Eg: Personal letters, e-mails and phone calls.
2. Mass Communication: Eg: Radio, television, cinema, newspapers, magazines and Internet.

International Trade

The exchange of goods among people, states and countries is referred to as trade. The market is the place where such exchanges take place. Trade between two countries is called International Trade.

Tourism as a Trade

More than 15 million people are directly engaged in the tourism industry. Foreign tourists visit India for heritage tourism, eco tourism, adventure tourism, cultural tourism, medical tourism and business tourism.

Road Density

It is the length of road per 100 sq km of area. Density of all roads varies from only 12.14 km in Jammu and Kashmir to 517.77 km in Kerala (as on 31st March, 2011) with the national average of 142.68 km (31st March, 2011).

Classification of Roadways

National Highways
The primary road systems laid and maintained by the Central Public Works Department (CPWD).

State Highways
Linking a state capital with different district headquarters.

District Highways
They connect the district headquarters with other places of the district and are maintained by the Zila Parishad.

Border Roads Organisation-
A Government of India undertaking constructs and maintains roads in the bordering areas of the country.

Other Roads
Rural roads link rural areas and villages with towns.

Trace the Mind Map

- First Level
- Second Level
- Third Level

Period & Topic	Learning Outcomes	Micro Competency Indicators
1. **Means of transport and Classification of Roads.**	LO 1 Recognizes and describes the different means of transport. LO 2 Classify the different types of National Highways	C1.1. Recalls of prior concepts such as Means of transport and classification of roads etc., to develop interest in the topic and understand prior knowledge of students. C.1.2. Explains the terms of Port, Harbor, Border Roads, Transport, local trade and International Trade. C.2.1. Compares the different National Highway.
2. **The distribution pattern of the Railway Network Advantages of Pipelines & Waterways.**	LO 2 Classifies and compares different means of transport LO5 Interprets the inland waterways used in northeastern states	C.2.1. Compares Road Transport and Rail Transport C.5.1 Describe the cheapest means of transport and spreading Indian commerce and culture.
3. **Seaports, Airways and Communication.**	LO 4 Analyses and evaluates information about Airways.	C.4.1. Examines how transport and communication are lifelines of India's Economy.
4. **International Trade and Tourism.**	LO 4 Analyses and evaluates information about the International trade and tourism.	C.4.1. Evaluates the role of trade and tourism in the economic development of India.
5. **Assessment**	(Worksheet)	
6. **Remedial Teaching.**	This will be to revise the above concepts only for those who didn't understand it and those who learnt will be given questions for assessment.	Revision and re-teaching. **Note:** 1.The teachers should not exclude 'Activities, Interesting Facts and Do you know?' given in the textbook, pertaining to the chapter. 2. Teacher may take an assessment during the lesson

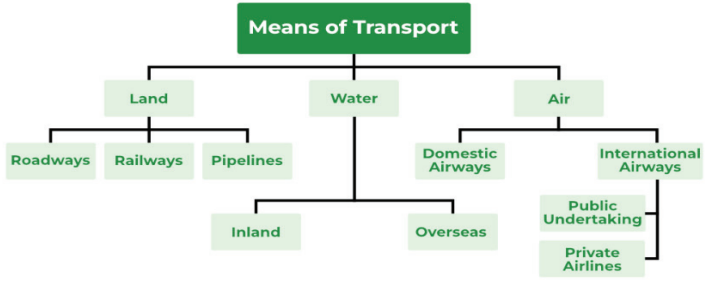
Class: 10

Chapter: Lifelines of the National Economy

Period No: 01

Key concepts: Means of transport and Classification of Roads

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
Introduction Transport and its various means transport. 10m **Analyze the various land transport systems. 5m** **Evaluate modern means of transport. 5m**	To test the prior knowledge certain questions will be **asked** Can you list means of transport? Which means of transport is affordable to visit distant places? Discussion with Picture and video to derive meaning of different means of transport  https://byjus.com/nios/nios-c-level-social-science-chapter-13/	What are the various means of transportation? What are the advantages of roadways?	Maps Source Byjus

Classify the various roadways. 10m **Significant roles played by National Highways 10m**	How are roadways helpful in our day -to - day life? How many types of roads does your city/town/village have? What type if road do you prefer to trave https://byjus.com/question-answer/classify-and-explain-the-roadways-in-india-2/ Discuss types of roads by a video and questions Classify the types of roadways in India? Create awareness about the National Highways? Impact of roads in our daily lives. Recognition of directions. Appreciate the roles of roadways in binding the country. Discuss different types of roads.	State the problems faced by the road transport system in India. Describe the types of roads in India which are constructed and maintained by different organizations.	Maps  Source Byjus

LO 1 Recognizes and describes the different means of transport. **LO 2 Classify the different types of National Highways** **C1.1. Recalls of prior concepts such as Means of transport and classification of roads etc., to develop interest in the topic and understand prior knowledge of students.** **C.1.2. Explains the terms of Port, Harbor, Border Roads, Transport, local trade and International Trade.** **C.2.1. Compares the different National Highway**	Collect information of National Highway Numbers old and new.  *India: National Highways* https://en.wikipedia.org/wiki/List_of_national_highways_in_India_by_state	Activity: Identify and locate some of the national roadways in India.	Source Wikipedia

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under. **Note:** These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- Is the lesson appropriately timed? _____
- Is the flow of the lesson plan clear, smooth and logical?_____
- Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____
- Is there space for students to collaborate and cooperate with each other?_____
- Does the lesson provide adequate opportunity for the students to practice the skills?_____

Class: 10

Chapter: Lifelines of the National Economy

Period No: 02

Key concepts: Distribution pattern of Railway Network, Pipelines and Waterways

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
• **Testing Prior skills/knowledge (5 mins.)** **Identify the distribution pattern of railway network around India 10m** **Evaluate the importance of railways in our national economy. 5m**	Test prior knowledge: In which type of landform is it easy to lay railway lines? Why? Is your place well connected to all the major places by means of railways? Which means of transport, roadways or railways would you prefer to travel to distant places? Why? Explain the physiographic and economic factors that influence the uneven distribution pattern of railways in India. Discuss the different types of Railways. https://byjus.com/free-ias-prep/interesting-facts-about-indian-railways/ Explain the role of railways in increasing our country's economy.	How does the railways influence the economy? Explain with examples the condition responsible for the uneven distribution pattern of railways in India. Which is the Longest Railway Platform in India? Elaborate the three advantages of railways in India.	Source Byjus

Analyses the Railways bind the economic life of the country as well as the development of the industry. 5m	**Activity-1** Collecting information of Railway zones.  https://byjus.com/free-ias-prep/upsc-ias-prelims-examination-railway-zones-headquarters-india/ Group discussion: Discuss about the video and ask to do the activity. Activity: Find out the current Railway zones and their headquarters. Also locate the headquarters of Railway zones on the map of India.	Activity: Identify some of the major railway lines with the help of India map. How do the railways influence the economy?	Source Byjus

Draw inter-linkages between the pipelines and waterways. 5m **Identify waterways as the cheapest means of transport. 5m** **Explain how the waterways were declared as the National Waterways. 5m** **LO 2 Classifies and compares different means of transport** **LO 1 Describe the cheapest means of transport and spreading Indian commerce and culture.** **C.1.1. Compares Road Transport and Rail Transport** **C.2.1 Interprets the inland waterways used in northeastern states**	Explain the commodities that can be transported through pipelines by asking some questions: Describe the features of waterways in India. What do you mean by National Waterways? Which is the longest waterways in India? How many types of waterways are there in India? https://byjus.com/free-ias-prep/upsc-ias-prelims-examination-national-waterways-india/ Discuss the extension of Inland waterways used in Northeastern states.	Which is the longest gas pipeline in India? Explain the advantages of waterways transportation. Location of waterways in Indian map.	 Source Byjus

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under. **Note:** These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- Is the lesson appropriately timed? _____
- Is the flow of the lesson plan clear, smooth and logical?_____
- Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____
- Is there space for students to collaborate and cooperate with each other?_____
- Does the lesson provide adequate opportunity for the students to practice the skills?_____

Class: 10

Chapter: Lifelines of the National Economy

Period No: 03

Key concepts: Sea ports, Air ways, and Communication

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
• **Testing Prior skills/knowledge (5 mins.)** **Sea ports and analyze major sea ports (10 mins)**	Explain the different types of waterways. Discuss the various seaports and trade with our neighboring countries. How many major ports India have? https://byjus.com/free-ias-prep/major-ports-in-india/ **ACTIVITY : 1** **Match the following:** Port Location A. Kandla 1. Gujarat B. Marmagao 2. Karnataka C. Mangalore 3. Goa D. Cochin 4. Kerala	How do the waterways influence the economy? Which is the biggest port with a spacious natural harbor in India?	Source Byjus

Fastest and most comfortable and prestigious mode of transport. **(10 mins)**	 *India: Major Ports and Some International Airports* Which is the fastest mode of transport? What are the advantages of Airways? How many international airports are there in India? What are they? In 2020, which Airport was named the cleanest Airport in India? Which is the largest Airport in India? https://byjus.com/govt-exams/airports-in-india-list/ Discuss about the different types of seaports and airways.	Which one of the following ports is the deepest land-locked and well-protected port along the east coast? Collect the list of international airports in India and prepare a table. Which country has the largest terrestrial networks in the world? What are the challenges faced	Source Byjus

Various communications (10 minutes) **LO 4 Analyses and evaluates information about Airways.** **C.1.1. Analyses how transport and communication are lifelines of India's Economy.**	How do the airways and seaports influence the economy? Define Communication. What are the different means of communications? https://byjus.com/question-answer/p-what-do-u-mean-by-communication-what-are-the-different-means-of-communication-p/ Expand STD. When was the Indian postal service started?	by airways? Analyze different telecom networks in Asia. Activity: Collect information in your surroundings and how many of them possess mobile phones.	 Source Byjus

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under. **Note:** These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

1. Did I clearly communicate the lesson objectives to the students?
2. Did I use effective instructional strategies to engage students in the lesson?
3. How well did I manage the classroom during the lesson?
4. Were there any disruptions or behavioral issues that I need to address?
5. What strategies can I implement to improve classroom management?
6. Did the students actively participate and show interest in the lesson?
7. How can I better manage the time allocated for each activity?

Class: 10

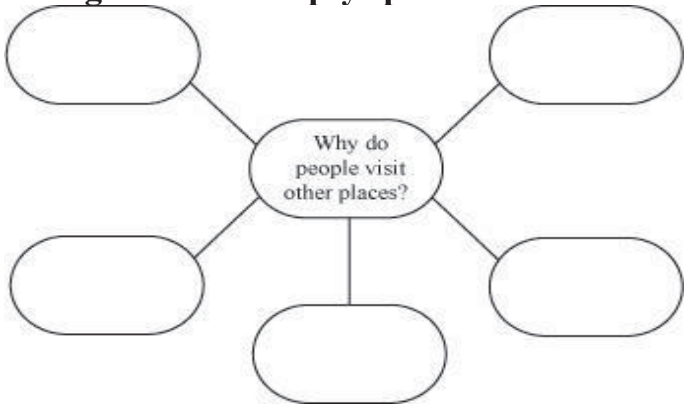
Chapter: Lifelines of the National Economy

Period No: 04

Key concepts: International trade and Tourism as a trade

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
• **Testing Prior skills/knowledge (5 mins.)** **International trade 20mins**	Testing prior knowledge: Which European explorer discovered Sea route to India? What is the main purpose of discovering the sea routes? What is the meaning of 'International trade'? Define the balance of trade. Explain the unfavorable balance of trade. Name some commodities that can be exported from India. Name some commodities that can be imported to India. Discuss the trade relations with trading blocks and all world geographical regions Define how tourism promotes national integration.	Distinguish between favorable balance of trade and unfavorable balance of trade. Prepare a table of Exports and Imports of India.	Atlas Globe Wall Maps (World & India)

Tourism as a Trade 15mins **LO 4 Analyses and evaluates information about the International trade and tourism.** **C.1.1. Evaluates the role of trade and tourism in the economic development of India.**	Which type of tourism can be developed in your area? Discuss and explain how tourism may be helpful for the economic development of a region adopting sustainable development approach. **ACTIVITY 1** **Discuss why do tourists visit a place by asking to fill the empty spaces.**  SUMMARY: 1. Curiosity about off places; 2. To study a place's culture and ethnicity; 3. To do shopping; 4. To seek adventure; 5. To experience a wide variety of cuisine;	Explain the importance of the tourism.	Atlas Globe Wall Maps (World & India)

	Observe the image and discuss the different types of tourism  	Describe the different types of tourism. Project: Prepare a scrap book of different tourist places, monuments and their importance.	

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching, by himself / herself after teaching of the key concept. Some sample questions are given here under. **Note:** These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

- Is the lesson appropriately timed? _____
- Is the flow of the lesson plan clear, smooth and logical?_____
- Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson?_____
- Is there space for students to collaborate and cooperate with each other?_____
- Does the lesson provide adequate opportunity for the students to practice the skills?_____

Class: 10

Chapter: Lifelines of the National Economy

Period No: 05

Key concepts: ASSESSEMENT-20 Marks

Date:

WORK SHEET:

I. Multiple Choice Questions:

1. Choose a riverine port ( )

a. Tuticorin b. Mumbai c.Khandla d.Kolkata

2. The Ganga river between Allahabad and Haldia is the national waterway No.1 ( )

a. True b, False

3. Which two of the following extreme locations are connected by the East-west corridor? ( )

a. Mumbai and Nagpur b.Silcher and Porbandhar c. Mumbai and Kolkata d, Nagpur and Siliguri

4. Which mode of transportation reduces transshipment losses and delays? ( )

a. Railways b. Pipelines c. Roadways d. Waterways

II. Answer the following:

1. What are the benefits of Tourism? 2M.
2. Why do we need Transportation? 2M.
3. Evaluate any three features of Golden Quadrilateral Super Highways? 3M.
4. Roadways still have an edge over railways in India. Support the statement with argument. 4M.
5. What is meant by Trade? What is the difference between international and local train? 5M.

Class: 10

Chapter: Lifelines of the National Economy

Period No: 06

Key concepts: REMEDIAL TEACHING

Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Assessment strategies**	**Material required**
1. Remedial Teaching	This will be to revise the above concepts only for those who didn't understand it.		Pictures PowerPoint Presentation ICT Atlas Globe Wall Maps (World & India)

LESSON PLAN: India and Contemporary World-II (History)

CLASS-10 CHAPTER- 1: THE RISE OF NATIONALISM IN EUROPE

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Curriculum Goals and Competencies

CG-2 Analyses the important phases in world history and draws insights to understand the present-day world.

C-2.1 Explains historical events and processes with different types of sources, with specific examples from world history

C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)

C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history.

CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation

C-3.1 Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilization history of the Indian subcontinent.

CHAPTER- 1 THE RISE OF NATIONALISM IN EUROPE

PERIODS:17



Period and Topics	Learning Outcomes	Micro competency indicators
1. Introduction of the Lesson	LO1: Recognises terms and concepts such as, nation nationalism.	1.1: Define nation and how the concept evolved over time cross the world
2. French Revolution	LO1: Identifies the important historical events and developments such as the French Revolution and Nationalism.	1.1: Identifies names, places, dates, and people associated with the French Revolution
3. The making of Nationalism in Europe	LO3: Explains Nationalism and the idea of the Nation-state emerges.	3.1: Analyses and infer how the idea of nationalism emerged and led to the formation of nation states in Europe.
4. Ideologies those lead to Nationalism	LO3 : Explain the growth of new ideas and practices across the world and how they affected the course of nationalism.	3.1: Identifies the retrieves of facts, figures, and narrate the processes.
5. Liberal Nationalism	LO4: Analyses and evaluates information from the French Revolution, liberalism had stood for the end of autocracy	4.1: Assesses the role of women in the nationalist struggles of different countries
6. New Conservatism after 1815	LO3: Explain the changes in European society brought out by various treaties in Europe	3.1: Evaluates the ideas of liberal-nationalists.
7. The Revolutionaries	LO1: Identify the fear of repression drove many liberal-nationalists.	3.1: Describe the role of Giuseppe Mazzini.
8. The Age of Revolutions 1830-1848	LO3: Understands how People associated with some important historical events and developments	3.1: Explains the factors responsible for the revolutions during 1830-1848
9. Romantic Imagination & National Feeling	LO 12: Recognises the sensitive work of Delacroix.	12.1: Appreciates the role of Delacroix and how he inspired the nation through his paintings
10. 1848: The Revolution of the Liberals	LO3: Understand a revolution led by the educated middle classes was under way. Events of February 1848 in France.	3.1: Describe the revolution liberal symbols of nationalism
11. The Making of Germany & Italy	LO3: Understands the making of Germany and Italy	3.1: Explains the struggles in unifying the Germany and Italy

12. visualizing the Nation	LO 1: Recognises the attributes of the nation	1.1: Identifies the significance of the attributes in visualizing the nation
13. Nationalism & Imperialism	LO2: Infer how the French revolution had an impact on the European countries in the making of nationalism and imperialism.	2.1: Distinguish between nationalism and imperialism
14. Map Pointing	LO 5: Interprets maps, symbols and posters	5.1: Identifies and locates the European countries
15. Mind Mapping& Summarizing	LO3: Develop of a concept of Nation-State with citizens having common Identity and history.	3.1: Explain the French revolutions
16. Assessment	• To review what worked well in the ideas and thoughts in to presentation process and identifying any areas for improvement and plan to revise the process.	
17. Remedial Teaching	• Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment	

NOTE:

1.The teacher should not exclude-"New words, Activities ,Image based content and Box items" given in the text book pertaining to each chapter.

2. Teacher may take an assessment during the lesson

Class: 10
Chapter –1. The Rise of Nationalism in Europe
Period No: 01
Key concepts: Introduction about Nation and Nationalism

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 15 Mints 2. Define terms and concepts such as, nation, nationalism 3. **LO1 Analyzing the meaning of nation and how the concept evolved over time cross the world**	Posing Questions to check previous knowledge- Where would you like to live? ● Place 1: Here you are not treated well by the people. You have to obey what others says ● Place 2: Here you are treated well by the people like their brother and sister. You are allowed to do what you want to and be wanted you want to be in your life. Now ask them to imagine about characteristics of their own imaginary nation. ● What would be the name of their nation? ● What language would they speak? ● What kind of traditions and customs would they have? **Summary:** A nation is a complex concept with no single universally accepted definition The following several key characteristics can help us understand what a nation is: ● History: A shared past, including common experiences, struggles, and triumphs. ● Culture: Shared language, customs, traditions, art, and music. ● Territory: A defined geographical area that is considered the homeland of the nation.	1. What is a nation? 2. What do you understand the term 'freedom'?  Activity: identify the countries in the Europe continent 1. What do you understand the term 'revolution'? identify the most developed countries in Europe 2. Where will the people live happily? 3. What does the picture indicate? 1. When will the nationalism flourish in a country?	World Map Source: mapofworld.com https://ncert.nic.in/ncerts/l/jess301.pdf Youtube link : https://www.youtube.com/wat

- Values and Beliefs: Shared beliefs about democracy, freedom, justice, or other core principles.
- Ethnicity or Race: In some cases, a shared ethnic or racial identity can contribute to a sense of national unity.

Discuss:



1. Do you think India will stay united if one state such as Punjab dominates on another state such as Madhya Pradesh?

2. If people of Gujarat have privilege over the people of Karnataka?

2. Do you belong to one nation?

Discussion: Discuss the feeling of Nationalist ideas of liberty, equality.



Find out the Europe continent from the above picture. observe identify the revolutionary countries

Activity: In what way do you think this print depicts a Utopian Vision.

Our Indians feel all are equal at the time of cricket it is also oneness that is nationalism

ch?v=0xkFleSMdyU

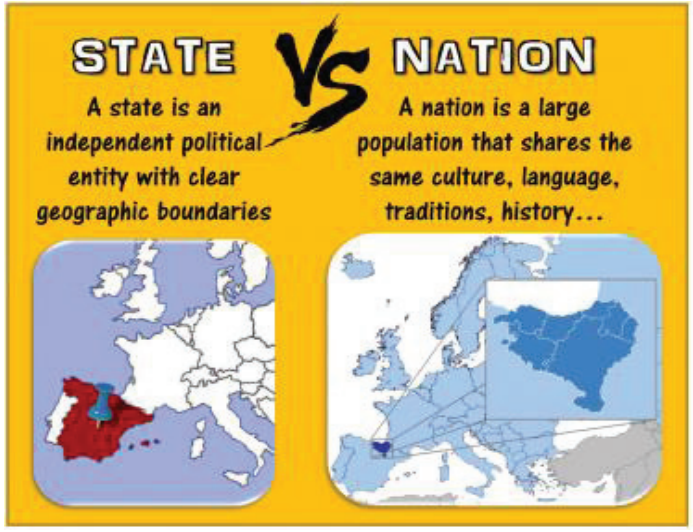
Europe Nationalism

https://ncert.nic.in/textbook/pdf/iess102.pdf

Discuss: Social equity is an important fabric that brings us together.

Ask: Do you remember the concept of sovereignty? Who has the sovereign power in India? India as a nation belongs to whom?

Discuss: The difference between nation and state.



Conclusion: France was a state before the revolution as it was governed on a definite geographical territory by the monarch. It became nation when people of France felt that they are the same people. It became nation state when people of France got united as a nation and took control on France.



Activity : describe above the picture
Do you remember French revolution, when France was a nation, when it was a state and when it became a nation state?

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences_____
_____
_____
_____

Class: 10
Chapter –1. The Rise of Nationalism in Europe
Period No: 02
Key concepts: French Revolution
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1.Testing prior concept knowledge /skills 10 Mints Describe some important historical events and developments such as the French Revolution, nationalism. Recalls names, places, dates, and people associated with some important historical events and developments such as the French Revolution	Probing questions regarding the previous knowledge- 1. When will you need to want change the society?? 2. When did the people start to think about end monarchy? 3. Did you know the people of France want change the society? 4. In what way the people of France want to change the society? The **French Revolution** led to the end of monarchy in France. A society based on privileges gave way to a new system of governance 1. When was French revolution broken out? 2. Was France full pledged territorial state under the monarchism? 3. When did you find out the people needed to change politically and constitutionally? Activityno:2 Observe the picture what ideas reflects upon the situation? The French revolution was all about the unique idea of a nation by a limited number of leaders and politicians. The main core idea of the revolution was Liberty, equality, and fraternity.	Explain in your own way understand the meaning of liberty and nation.  	You tube videos https://www.youtube.com/watch?v=zm7GYTn1Kxc  Source:

	1. What factors influenced by the people of French in the beginning of 18th century? 2. How many clubs were formed to mobilize the people of Europe? 3. What type of ruling was put in place after French revolution? 4. Did the people feel that France was a father land? What was the name of centralized administrative system? conclusion: The political and constitutional changes that came in the wake of the French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.  	Activity 1: analyze the reasons for broke out 1789 revolution? 1. What is a nation? 2. What were the changes taken place during the French revolution? 3.when was the first clear expression of nationalism noticed in Europe? a)1787b)1789c)1788d)1769  Activity: 1 observe the Europe map find out how many countries did not get freedom right till the 19th century? Group discussion: Analyze what ideas could create a sense of collective identity? 1. How would you explain uniformity among the French people? 2. Did you find out any revolutionary activities in your surroundings? 3. What was the impact could you say in France about revolutionary activities?	Learnium : learn with fun, YouTube.com

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: 10
Chapter –1. The Rise of Nationalism in Europe -
Period No: 03
Key concepts: The making of Nationalism in Europe
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Testing the previous knowledge /skills. 10 Mints Recalls names, places, dates, and people associated with some important historical events and developments such as the French Revolution, Nationalism Analyses and infer how the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.	Teacher asks the questions regarding the previous knowledge- 1. What type of situation was there in France during French revolution? 2. Was there collective identity in Europe? 3.what was the similar meaning of collective identity? During the nineteenth century, nationalism emerged as a force which brought about sweeping changes in the political and mental world of Europe. 1. How many classes were there in Europe? 2. In which century were nation states formed? 3. Did the people live together in Europe? 4. What type of ruling could you find small kingdoms in Europe?	Discuss: Discuss how did Nationalism and the idea of The Nation State Emerge. Activity: identify the how many countries were nationalistic feelings during 19th century  1. Was the diverse group form a common group? 2. Which type of situation was occurred in Europe to form allegiance?	videos https://www.youtube.com/watch?v=JRwi-UOwPKw

Activity: conducts group discussion or different kingdoms in Europe map



1. What type of changes did Napoleon introduce?
2. What was happened during the Napoleon ruling?
3. What type of struggle had you seen in Europe during the Napoleon ruling?

Conclusion: The end result of the political changes was emergency of the Nation state in place of multination empires of Europe.

3. Did the people have common ideology to form one nation?

Activity no2: which of the following signifies this image?



1. How many groups demand to form nation states based on nationalism?
2. Which person reorganized the national clubs?

   Activity no:3 who was this what participation about European nationalism?

The making of Nationalism in Europe

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

Class: 10
Chapter –1. The Rise of Nationalism in Europe
Period No: 04
Key concepts: Ideologies those lead to Nationalism

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 5 Mints Explain the growth of new ideas and practices across the world and how they affected the course of nationalism. Recognizes **and retrieves facts, figures, and narrate the processes.**	Teacher asks the questions regarding the previous knowledge- 1. Did the people have common systematic way of living in the Europe? 2. When will the people want to get the common system way of living? 3. Did the all people have one type of theory? 4. Which person reorganized the national clubs? Aristocracy often leads to hereditary government, after which the hereditary monarch appoints officers as they see it. ➢ The members of this class were united by a Common way of life that cut across regional divisions. 1. Which class dominated in the Europe during French revolution? 2. When were people of Europe united by a common way? 3. What was the main occupation of the majority of the population in Europe? 4. Which class of the people were there in France during French revolution?	 Identify the picture where are monarch countries in the Europe during? What is aristocracy?	. https://www.youtube.com/watch?v=XhypkEqXuHI Ideologies those lead to Nationalism

	How can the people divide the businessman, professionals, and industrialists? 1. When was industrialization beginning in Europe? 2. What were the changes taken after industrialization in France? 3. Can you differentiate between town & villages? 1. In which part of the Europe producing goods during the 18th century? 2. When was industrial revolution taken place in France? 3. Was there a new class formed due to industrialization? 4. Conclusion: The new middle class emerged during the industrial revolution. They were 5. the entrepreneurs, businessmen, and professionals who benefited from the new economic opportunities. Discussion: observe the picture whose class people were these	1. Give one example of monarchy. 2. Was there any deviation among the French people? 3. Did you hear the word 'feudal lords? Activity no1: identify the map which monarch countries are there? 1. How many classes were divided among the people in Europe? 2. 4th estate means…… 3. Give the reasons for the abolition of Aristocracy?	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 05
Key concepts: Liberal Nationalism
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 5 Mints Analyses and evaluates information. Since the French Revolution, liberalism had stood for the end of autocracy Necessity role of women in the nationalist struggles of different countries	Teacher asks the questions regarding the previous knowledge- 1.Did the people of France have common national unity? 2. Was the people of Europe treated equally? 3.When treating of people quell in the society? Discussion: All the students about elections, vote. Ideas of national unity in early 19th century in Europe were closely allied to the ideology of liberalism. 1. What is liberalism? 2. What ideas stand for liberalism? 3. Which section of the people stood for equality of all before the law? Activity: women movement for suffrage what was the meaning of suffrage  	Picture: right to vote who were demonstrating?  1. Do we consider all are equal before the law? 2. Was there any revolution movement to get equality in your area? 3. Who represented the French parliament on behalf of the national unity? 4. Is right to vote useful to us politically? 5. Suffrage means……. 6. Which class has strong demand for liberalism?	https://www.youtube.com/shorts/52NY8FZPIVU Liberal Nationalism

Debate: discuss on liberalism and nationalism
Group discussion: observe the world map and identify where women suffered movements in the Europe

Equality before the law did not necessarily stand for universal suffrage.

- The first political experiment in liberal democracy, the right to vote and to get elected was granted exclusively to property-owning men
  Activity: collect the information about universal suffrage

1. Do we need right to vote for liberal democracy?
2. What are the fundamental ideas of liberalism?
3. When do you get political freedom?
4. Which revolution stood for liberalism?

Conclusion: Individual freedom, equality before the law, representative democracy, the rule of law, and the inalienable right over private property were just a few of many ideas that liberal nationalism fought for. There is market freedom by functioning liberal nationalism.



Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 06
Key concepts: A New Conservatism after 1815
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Testing the previous knowledge /skills 5Mints Evolute changes in European society brought out by various treaties in Europe Recognizes various practices that arose	Teacher asks the questions regarding the previous knowledge- 1. Were the people happy with treaty of Vienna congress? 2. What happened after 1815 in Europe? 3. What was the new theory of ruling after 1815? Activity: discuss the similar words of treaty, agreement Opinion: collect different students' opinion on different ideologies  	1. Was conservation a natural law? 2. Which person was initiated to change the society based on new principles? 3. Who was Napolean? 4. Who wants to restore the conservatism? 5. How long people will think about monarchies? 6. Who are the liberals? 7. Name the principles to liberate among the common people in France.	YouTube videos https://www.youtube.com/watch?v=o022ap-l_ug A New Conservatism after 1815

Conservatism – A political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual Development to quick change.

1. What do you understand conservatism?
2. Who was Napolean?
3. What could make state more effective and stronger?

Picture: congress of vieanna1815
Activity:
Conduct a treaty between the different types of students

1. How many countries attended in 1815 Vienna Congress?
2. What was the main reason to convened in 1815?
3. When was the Vienna Congress assembled?
4. What were the main objectives treaty of Vienna?



Discuss: what is caricaturist trying to depict?

1. What was the situation inspired to criticize the conservatism?
2. What changes did Napoleon introduce to make the administrative system?

Conclusion: **A New Conservatives** believed that the changes initiated by Napoleon, modernization could, in fact strengthen traditional institutions like the monarchy.



Picture; who was this person what changes initiated for modernization?

Activity : Plot on a map of Europe the changes drawn up by the Vienna congress.

Teachers' reflections and experiences:

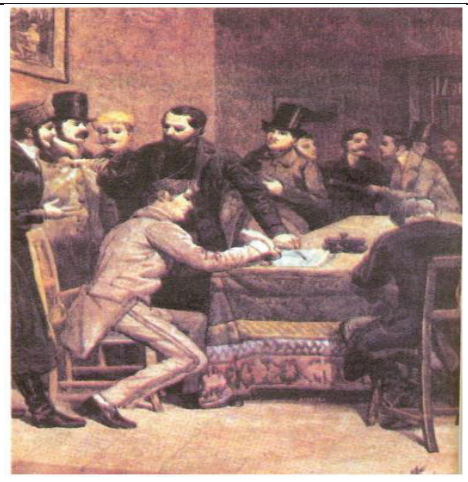
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: 10
Chapter – 1. The Rise of Nationalism in Europe -
Period No: 07
Key concepts: The Revolutionaries
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 10 Mints Identify during the years following 1815, the fear of repression drove many liberal-nationalists underground. Recognizes and retrieve facts of the people.	Teacher asks the questions regarding the previous knowledge- 1. What was the new change of movement among the European people? 2. Which section of people want to obstruct the monarchy? 3. In what way the people of France wanted to revolt against monarchs? ➢ The fear of repression drove many liberal nationalists. Secret societies sprang up in many European states to train revolutionaries. 1. Who were called revolutionists in France? 2. What were the main impacts of conservatism? 3. In which secret society did Mazzini join? 4. What was the role of the revolutionaries in Europe Activity: who were the members to found the secret societies?	1. The treaty of Constantinople was signed in which year? 2. The famous Italian revolutionary person Giuseppe Mazzini was born in _____ 3. The concept of nation emerged in which century? (a)17th (b) 18th (c) 19th (d) 20th 4. Mazzini joined in _____secret society. 5. Mazzini found a _____secret society. 6. 'The most dangerous enemy of our social order'. Who said this slogan?	





Posing Question: Identify the persons who establish secret society. The Italian revolutionary Giuseppe Mazzini. Born in Genoa in 1807, he became a member of the secret society of the Carbonari.

1. At what age did Mazzini join in the secret society?
2. Were any secret societies formed in British India?
3. What was the necessary part of the revolution struggle for freedom?



Discuss: observe the picture what was going on there
Group discussion:who said this slogan "describe him as the most dangerous enemy of our social order?"



Who was the most famous revolutionary person in italy?

	Conclusion: Mazzini joined in Carbonary secret organization. young Italy secret revolutionary organization was founded by Cavour		

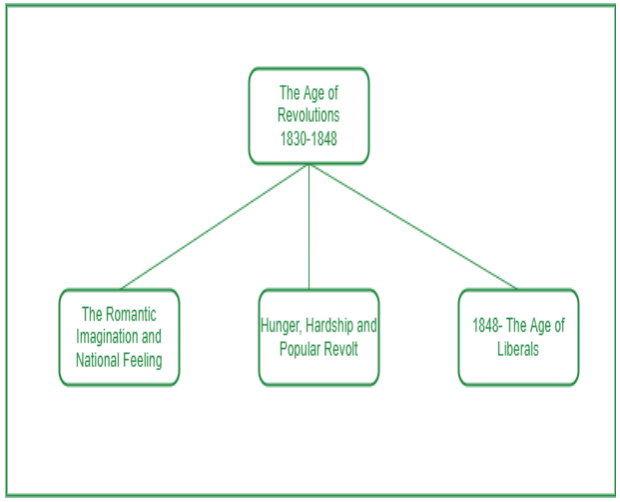
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 08
Key Concepts: The Age of Revolutions: 1830-1848
Date:

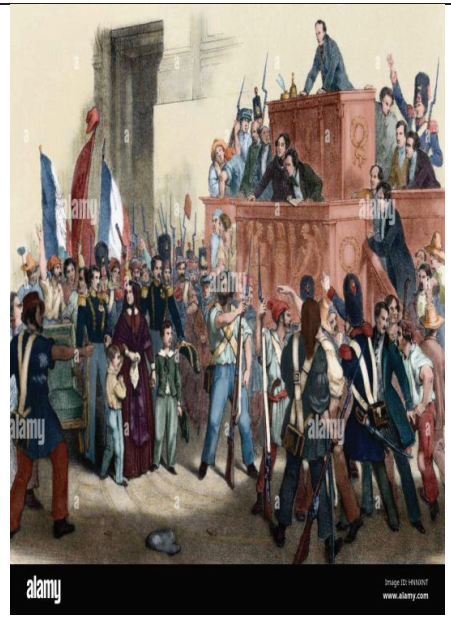
TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 5 Mints People associated with some important historical events and developments Explains the factors responsible for the revolutions during1830-1848	Teacher asks the questions regarding the previous knowledge- 1.The treaty of Constantinople was signed in _____ 2.were secret societies changed the society? 3.what happened after 1815?  1. Who were led by 1830-1848 revolution in Europe?? 2. What happened in the age of revolution 1830-1848? 3. When was the first revolution take place during 1830-1848 in France?	 	Pictures World map Europe map Globe videos

- When France sneezes', Metternich once remarked, 'the rest of Europe is feeling cold'.
- The expansion of nationalism didn't come about exclusively through wars and territorial expansions.
- National sentiments were kept alive through music and languages.

1. Which new social group emerged during 18th century in Europe?
2. Who installed constitutional monarchy in France?
3. What were another name of 1830 revolution movement?

1. Which class was mobilized nationalistic feeling among the Europeans?
2. Greece had been part of the _____ Empire the 15th century.
3. When onwards started struggle for independence among the Europeans?





1. _____ Class started revolutionary movement in France during 1830-1848.
2. Briefly explain revolutionary movement?

1. In which month the 1830 revolution was occurred ?
2. Name the capital city of Belgium?
3. The July Revolution sparked an uprising in _____.

1. _____ poet organized funds to fight in the 1830revolutionWar.
2. When was the treaty of Constantinople occurred?

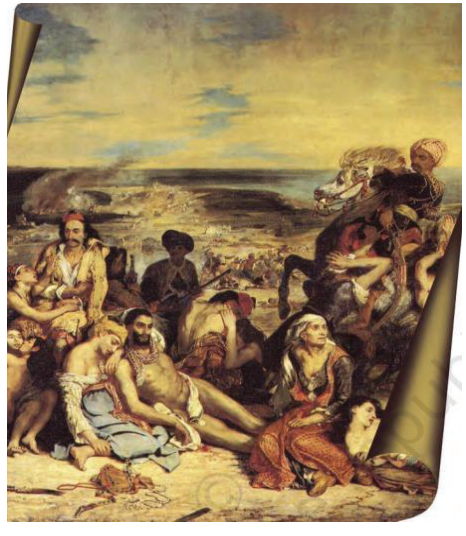
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 09
Key concepts: The Romanticism
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 5 Mints **Show the sensitivity and appreciation skills the feeling of Nationalism represents through painting** **Shows sensitivity and appreciation**	Teacher asks the questions regarding the previous knowledge- 1what was the different way of idea of creating the nation? 2, could you say one example of collective creating idea to form a nation in our India? 3.What type of theory was there to form of creating the idea of nation? 	1. Was it a National feeling the Romantic imagination? 2. What does the picture indicates? 3. Who were the painter above the picture? 4. Did you find out any Revolutionary change due to Romanticism? 5. Was nature a dominant role plays in Romanticism? 1. Which of the following does not belong to Romanticism? a) Nature b) Individually c) Self reliance d) Civil disobedience	Pictures World map PPTS Europe map Videos

- Culture played an important role in creating the idea of nation is called Romanticism.

1. What was the situation played an important role greeting the idea of the nation?

2. What is Romanticism?
- Romanticism a cultural movement which sought to develop a particular form of Nationalistic sentiment.

3. What describes Romanticism?



Discuss: What does this huse painting defects ?

- German philosopher claimed that true German culture was to be discovered among the common people through folk songs, folk poetry, folk dance?

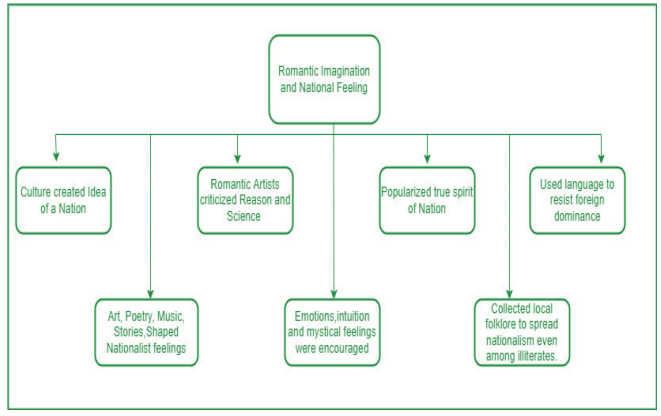
1. Which country philosopher expressed Romanticism in Europe?
2.Mention which century belongs to the Romanticism in
3. What were the main features of Romantic poetry?

2. Were detective storm such as Sherlock Holmes considered a part of Romanticism?

3. Name the countries spreading of Romanticism in the Europe?

Debate: Give everyone opinion on Romanticism.



	• True German culture was to be discovered among the common people, it was through folk songs, folk poetry, folk dances. The true spirit of the Nation was popularized.  Activity: Prepare which feelings of Human beings expresses through Romanticism.	Activity : Imagine you are a weaver who saw the events as they unfolded .Write a report on what you saw.	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 10
Key concepts: 1848 The Revolution of Liberals
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 5 Mints Understand a revolution led by the educated middle classes was under way. Events of February 1848 in France. Analyze the the revolution liberal symbols of nationalism	Teacher asks the questions regarding the previous knowledge-  1. What Does the Picture Indicates? 2. What Did You Say About Romanticism? 3. Who Was the Painter above the Picture? 	 Activity: Identify the places of revolutionary liberals. 1. How were liberty and equality defined? 2. What were the main ideas of Liberal? 3. **Discussion :**Compare the question of women's rights voiced by the three writers.	1. World map political 2. Europe political Map 3. World outline map 4. Europe outline Map

- In many European Countries in the Year 1848 a Revolution led by the educated middle class

1. Explain the 1848 Revolution of Liberals?

2. What were the causes of 1848 French Revolution?

4. Explain any of the Political, Social and Economic ideas supported by the Liberals?

Discuss: Student discuss what demands of the middle-class people during 19th century.

- Events of 1848 In France had brought about the abdication of the monarch and a Republic based on universal make suffrage Had been proclaimed.

4. What type of situations brought a change in France by monarchs?

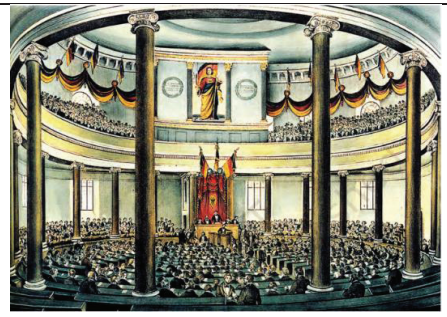
5. What was suffrage?
Group discussion: Women rights and interests based on Social Economic and political equality of Genders.

1. Who were there in German political association?

2. What political association decided for all German national assembly?

3. Which of the following place was the Frankfurt assembly convened?
1. Why was liberal movement took place?

2. How were liberty and equality for women to be defined?



Activity: Identify where were women from the above the picture?

1. Name the meaning of the ideology?

2. Was the right to vote need to women?



Group Discussion:
1. Discuss the role of suffrage movement in ensuring women right to vote

2. Do you agree women need right vote?

3. Is liberty divisible?

	3. Would be proposed to fight for freedom of the entire people of all human beings?		

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 11
Key concepts: The making of Germany and Italy
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 5 Mints Constructs views, arguments, and ideas on the basis of collected or given information Analyse the nationalistic struggles in the Germany and Italy	Teacher asks the questions regarding the previous knowledge- 1.what is the capital city of Germany? 2.What is the meaning of Ideology?  obseve the picture and locate the places	1. Who among the following was architect of unification Germany? a) Mazzini b) Cavour c) Bismark d) None of the above. 2. The ruler of Prussia before unification of Germany. 3. Which year did unification of Germany took place?  Activity-2 : Describe the caricature.	Pictures World map Political World map Outline Germany map Italy map



Activity: Describe about this picture?

- After 1848 Nationalism in Europe moved away from its association with democracy and revolution

1. Were often mobilized by conservatives for promoting state power?

2. Who was called on the architect of the German unification?

3. Which section of the people mostly tried to unite the Germany?

4. How to be proved the states of Germany could work together?

1. Who is considered the father of German unification?

2. When was the concept of nation emerged in Europe?

3. What theories driven away by the unification of Germany?

1. Before the unification of Italy the people were domination by _____.

1. Old name of Germany was?

2. Give the meaning of unification?

3. For unification of Germany how many years were led by Bismark?

1. Young Italy was founded by _____

2. Which kingdom played by significant role in the unification of Italy?

3. The most famous secret republican society in Italy was _____ during unification of Italy

4. Who was considered architect of a unified Italy?

Group discussion: What does the map shows.



https://www.youtube.com/watch?v=gR2wzzZi9Uo

the making of germany and italy

	2. Did you think the people of Italy thought of themselves as Italians before 1870? 3. How many persons played a key role to formed the unification of Italy?  Activity: Look at this picture what statement is this caricature making? Conclusion: the making of unification of Germany and Italy in the year1871	Activity : The artist has portrayed Garibaldi as holding on to the base of the boot, so that the King of Sardinia-Piedmont can enter it from the top. Look at the map of Italy once more. What statement is this caricature making?	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

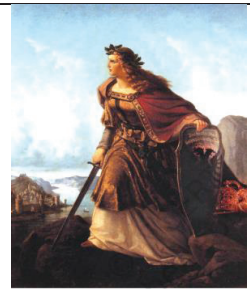
Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 12
Key concepts: The Visualizing Nation
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 5 Mints Recall names, places, dates and people associated with some important historical events Recognizes facts, figures and narrate process.	Teacher asks the questions regarding the previous knowledge- 1. How Can you identify your identity belongs to one place? 2. Was there noticing to identify a way? 3. What was theory to recalling the ideas to represent nation? 1 When did unification of Italy taken place? 2. Who said the policy of blood and Iron? ● While it was easy enough to represent a ruler through a portrait or a statue. 1. How does one go about giving a face to a nation? 2. Give the meaning of personification? 3. What did you understand about allegory? Discuss: Is it easy enough to represent a ruler through a portrait?	 Asking questions by showing this picture. 1. Define personification? 2. Did you understand the allegory of a nation in what way define a nation by portraying 3. in what way define a nation? 4. Give one example of personifying figure in Europe _____.	https://www.youtube.com/watch?v=taq1ElfiPZ0 Visualising the nation

	 Comment on above picture ● Artists in the 18th and 19 centuries found a way out by personifying a nation the female form that was chosen to personify the nation did not stand for any particular women in real life. 1. Who were symbols used to personify the nation?  Discussion: Students describe what you see in the picture with discussion.	1. Which of the following was not true about the female allegory of France? a) She was named Marianne b) She took part in the French Revolution c) She was a symbol national unity d) Her characteristics were drawn from Italy	

	 with the help of the picture identify the symbolic meaning of the paint. • During the French revolution artists used the female allegory portray ideas such as liberty justice and the public. 1. What does the allegory represents the nation of France? 2. Was allegory play an important role in build the nation? 3. Feeling of the nation represented by allegory or not _____ 4. Which most famous person was mentioned about female allegory?		

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 13
Key concepts: Nationalism and Imperialism
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 5 Mints Infer how the French revolution had an impact on the European countries in the making of nationalism and imperialism. Analyze the nationalism and imperialism	Teacher asks the questions regarding the previous knowledge- 1. What defined Europeans' identity for everyone? 2. In what way the consciousness emerges felling of oneness? 3. Why the people of France need national identity? 2. Give the meaning of personification? 3. An abstract idea of freedom, liberty, envy means _____? ● Nationalism was used as a tool for the justification of imperialism by promoting the ideas of superiority of once own national values and domination.	 Activity: Identify the countries were ruled by the Britan. 1. What does nationalism play role in Imperialism? 2. What is BalKn issue in brief?	1. Pictures 2. Globe 3. Power point presentation



1. What is meaning of Nation and Nationalism?

2. During which century did not retain the idealistic' democratic sentiment?

3. Why was no longer to retain its idea idealistic democratic sentiment in Europe?

- The Balkan was a reason of geographical and ethnic variation comprising modern days. A large part of Balkan was under the control of Ottoman Empire.

1. What is Balkan issue?

2. Which was area known as Balkan?

3. What are causes of the nationalism?

- Imperialism: A political system in which are rich and powerful country controls other countries which are not as rich and powerful itself?

1. What was imperialism?

2. What conditions of Balkan led to World War 1?

3. Was Imperialism good or bad?



1. A large part of the Balkan was the under control of the _____ Empire?
a) Greek b) Russian c) Prussia
d) Ottoman

2. What were the reasons raise of Nationalism of Europe?



Observe the what does indicate...

1. When did old Imperialism start?

2. Give a brief meaning of Imperialism?

4. Was Imperialism useful to any country?

4. World political Map



5. Videos of Nationalism and Imperialism

https://www.youtube.com/watch?v=e6qQCL6HCnI

Teachers' reflections and experiences:

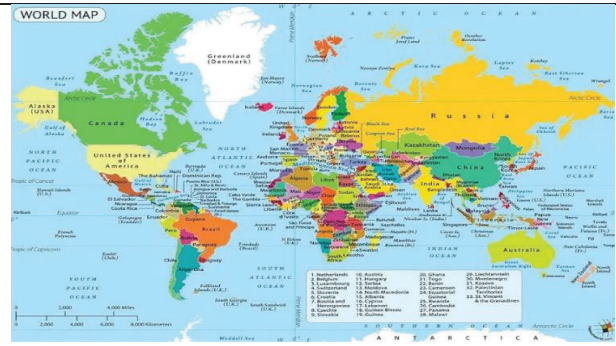
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 14
Key concepts: Map pointing
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Testing the previous knowledge /skills. 5 Mints Interprets maps, symbols, posters Identification of the European countries	Teacher asks the questions regarding the previous knowledge- 1. What is Map? 2. Can we learn about Nationalism through map? 3. What are going to say about a Map? 1. Could you find the location of Europe in the World Map?	 1. Activity: All the students locate the European Countries which do you know? 	Pictures globe Power point presentation Europe map



2. Identify the France above the Map?

3. What does the picture Indicates?



4. The dream of worldwide democratic in the social republic Ideologies represent this Map.

2. Locate the capital city of France, England, Italy, Russia, Poland, and Austria below the Europe Map.



World map

https://www.youtube.com/watch?v=vMjsgTC-8EI

Atlas

World outline Map



Fig. 1 — The Dream of Worldwide Democratic and Social Republics – The Pact Between Nations, a print prepared by Frédéric Sorrieu, 1848.

5. Do you agree with the representation of democratic socialistic ideas?
6. Comment on the Europe map.



6. When was Congress of Vienna held

7. What does the Map depicts?

8. When was unification of Germany formed?

2. Do you think that the people living in any of these reasons thought of themselves as Italians?
3. Was the Italy and Germany unification in 1871?

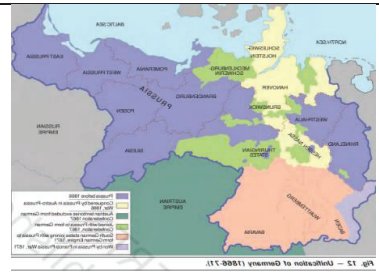
Activity: Collect the various European countries maps and collect the currency and coins.

- Pupilscan learn different countries currency and the ruler's bureaucracy.
- They can understand the nature of their ideas.



Identify the countries in the Europe continent.

Europe Political Map

	 9. When was unification of Italy formed?  Conclusion: The domination of the world is shown on the basis of Britain National Pride	 1. What is nationalism and What is Imperialism?	Europe Outline Map

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 15
Key concepts: Summarizing the lesson
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Testing the previous knowledge /skills 10 mts Develop of a concept of Nation-State with citizens having common Identity and history. Compare European nationalism with French revolutions	Teacher asks the questions regarding the previous knowledge- ● 1. What do you mean by nationalism? ● 2. which country is known as cradle of civilization? ● 3. Name the founder of the secret society young Italy? ● 4.when was the first clear expression of nationalism noticed in Europe?  Conclusion: Teacher concludes- ● The first idea of nationalism came with the French revolution in 1789. ● The French revolutionaries introduced various measures and practices that could create a sense of collective identity among the French people.	 ● 1. Identify the European countries? ● 2.which of the following revolutions is called as the first expression of NATIONALISM? ● A) French revolution B) Russian revolution ● C)glorious revolution d) the revolutions of liberals 1 What do you know about romanticism?	● Pictures ● World map political ● Europe map political ● VIDEOS ● You tube videos

	• In which year the first revolt took place in france? • Which europian countries formed unification?   What this picture signifies during 1824 in France? Nationalism and imperialism by the last quarter of 18th century and 19th century nationalism lost it aligned with imperialism.	2. Unification o f Germany and Italy was formed in the year?  Describe the caricature	• YouTube link

	Summary: Each European power Germany, Russia, England , Austria ,Hungary wanted to control their power on Europe this led to world war1		

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Period No:16
Worksheet for Assessment plan

Max. Marks: 20Marks

1. German philosopher, Johann Gottfried claimed that true German culture was to be discovered among the _____ 4×1M=4Marks

a) Common people b) Aristocratic c) Middle class elite d) The elite

2. The meaning of Volk Geist _____

a) Common people b) Spirit of the Nation c) Music d) The Church

3. _____ allegory represents the nation of France.

a) Hellas b) Marianne c) Elide d) Gallia

4. The Ottoman Empire was ruled by the emperor of _____

a) Turkey b) Russia c) Britain d) Prussia

5. What do you understand by Suffrage? 2×2M=4Marks

6. Briefly explain Romanticism?

7. What were the various impact of French Revolution? 1×3M=3Marks

8. Briefly trace the process of German unification. 1×4M=4Marks

9. What steps did the French revolutionaries take to create a sense of collective identity among the French people? 1×5M=5Marks

Class: 10
Chapter – 1. The Rise of Nationalism in Europe
Period No: 17- Remedial Teaching
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES& INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Remedial Teaching The rise of nationalism in Europe. (revise the lesson)	1. This will be revising the above concepts only for those who did not understand it 	 Fig. 1 – The Dream of Worldwide Democratic and Social Republics – The Pact Between Nations, a print prepared by Frédéric Sorieu, 1848. 	Pictures World map https://www.google.com/search?q=the+rise+of+nationalism+in+europe+pdf&rlz=1C1RXQR_en-GBIN1070IN1070&oq=the+rise+of+natio&aqs=chrome.0.69i59j69i57j69i59l2j69i60j69i61l2.11986j0j7&sourceid=chrome&ie=UTF-8

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

CLASS: X - HISTORY

CHAPTER: 2-NATIONALISM IN INDIA

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences: Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyses, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Curriculum Goals

CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation

- C-3.1 Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilizational history of the Indian subcontinent
- C-3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma, self-sacrifice, ahimsa) that played a part in achieving Independence.

CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them

- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonization and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
- C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonization), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success
- C-6.4 Understands that a progressive society and nation such as India is one that recognises not only its civilisational strengths but also its socio-economic, cultural, and political challenges and continuously makes efforts to address those challenges to become ever more prosperous, inclusive, just, and harmonious

MIND MAPPING



PERIOD AND TOPICS / SUB TOPICS	CONTENT DOMAINS SPECIFIC LEARNING OUT COMES	MICRO COMPETENCY INDICATORS
Period-1 Introduction: The First World War rise of Indian Nationalism	LO1: Recognises the rise of Modern Nationalism in India. LO3: Explains cause and effect relationship between European nationalism and that of the rise of nationalism in India. LO6: Makes connections between the various aspects of social sciences	1.1 Recalls the modern Nationalism in Europe. 1.2 Describes the importance of unity in the process of struggle against colonial powers. 3.1. Makes connection with European nationalism with that of rise of nationalism in India. 3.2. Discusses the concept of 'nationalism'. 6.1 Investigates the impact of economy on India and other countries in 1929 and the geopolitical shifts post first world war.
Period-2 The Idea of satyagraha	LO1: Recognizes the idea of Satyagraha LO4: Assesses impact of Satyagraha in rise of Indian Nationalism.	1.1 Defining the term Satyagraha 1.2 Identify the places of Satyagraha movements (1916-18) Lucknow session, Nagpur Session, Lahore session etc. 4.1 Analyze role of Mahatma Gandhi in Satyagraha.
Period-3 The Rowlatt Act	LO1: Explain about Rowlatt Act-1919 LO4: Analyzes the impact of Rowlatt Act-1919	1.1 Defines Rowlatt Act 4.1 Assesses the situation led to Rowlatt Act. 4.2 Analyses reasons led to Jallianwala Bagh Massacre.
Period-4 Consequences of Jallianwala Bagh Massacre and Khilafat Movement.	LO1: Recalls the factors led to Jallianwala Bagh Massacre and Khilafat Movement. LO4: Analyses the impacts Jallianwala Bagh Massacre and Khilafat Movement.	1.1 Define Khilafat movement 4.1 Analyses the reasons for launching a mass movement by Gandhi post Rowlatt Act.
Period-5 Why Non-cooperation?	LO1: Recalls the importance of Non-Cooperation Movement in Nationalism movement of India. LO5: Interprets Non-Cooperation Movement.	1.1 Define Non-Cooperation Movement

		5.1 Analyzes the picture of Fig. 4 – The boycott of foreign cloth, July 1922. In NCERT Text Book Page No: 33
Period-6 Differing Strands within the Movement-The Movement in the Towns	LO1: Recalls the movements in Towns	1.1 Define Swaraj 1.2 Explains the Movements in Towns.
Period-7 Rebellion in the country side	LO1: Identifies the rebellion in country side LO2: Compares and contrasts the events from 1920-31. LO5: Interprets the meaning of Swaraj in different context and geographies.	1.1 Defines Begar, Talukdar, Nai Dhobi etc. 2.1 Compares and contrasts the spread of Non-Cooperation Movement in towns and countryside. 5.1 Interprets the meaning of Swaraj in context of peasants of Awadh, forest dwellers of Andhra Pradesh and the plantation workers of Assam.
Period-8 Swaraj in the Plantations	LO1: Explains about Swaraj in the Plantations	1.1 Identifies the situation of Plantation workers in India in 1920s. 1.2 Define Chauri-Chaura
Period-9 Towards Civil Disobedience	LO4: Analyze the Civil Disobedience movement.	4.1 Analyses, why Gandhi decided to withdraw the Non-Cooperation Movement. 4.2 Distinguishes how Non-Cooperation Movement was different from Civil Disobedience Movement.
Period-10 The Salt March and the Civil Disobedience Movement	LO4: Analyses and Evaluates the Salt March and the Civil Disobedience Movement	4.1 Analyses the reasons for using 'salt' as a symbol that could unite the nation.
Period-11 How Participants saw the Movement	LO4: Analyzes the views of Participants on Civil Disobedience Movement	4.1 Examines how people belonging to different communities, regions or language groups developed a sense of collective belonging and how did it help in developing the idea of a nation: history and fiction, folklore and songs, popular prints and symbols. 4.2. Examines how different groups participated in the Civil Disobedience Movement; their ideals and reasons for joining the movement; and different interpretation of Swaraj by rich peasants, poor

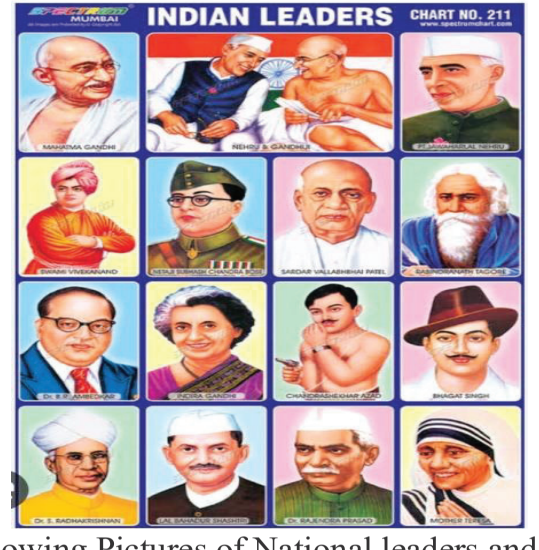
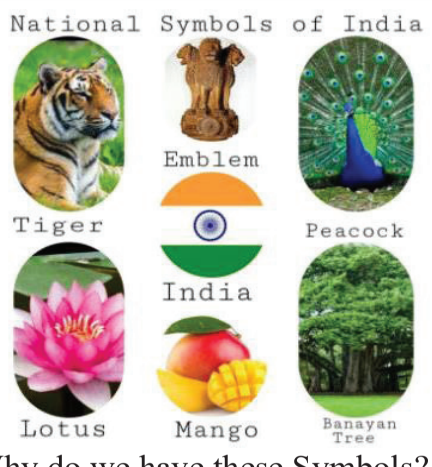
		peasants, business class, industrial workers, and women.
Period-12 Limits of civil Disobedience	LO4: Analyze, why Not all social groups were moved by the abstract concept of swaraj.	4.1 Evaluates the limitations of the Non-Cooperation and Civil Disobedience movements.
Period-13 Decline of the Non-Cooperation-Khilafat movement and its effects	LO4: Analyses the Indian national movement from 1920–31.	4.1 Evaluates the limitations of the Non-Cooperation and Civil Disobedience movements. 4.2 Explains the factors which determined the Indian politics towards the late 1920's.
Period-14 The sense of collective belonging	LO8: Investigates the relevance of imagery to build the idea of nation. LO9: Constructs views on the influence of certain communities.	8.1 Explores how the idea of nation has been recapitulated through imagery like 'Bharat Mata' and 'Germania'. 8.2. Investigates how in the process of nation building imagery helped to concretize the idea of nation which is abstract in nature. 9.1 Critiques how the other communities felt left out in response to the use of Hindu images and iconography.
Period-15 Conclusion	LO1: Recalls Emergence of India as a New Nation LO3: Examines the impact of Quit India movement	1.1: Describes channeling people's grievances into Organised movements for independence. 3.1 Discusses the concept of Quit India movement
Period-16 ASSESSMENT	To review what worked well in the ideas and thoughts in to presentation process and identifying any areas for improvement and plan to revise the process.	
Period-17 Remedial Teaching	Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment	

NOTE:

1.The teacher should not exclude-"New words, Activities ,Image based content and Box items" given in the text book pertaining to each chapter.

2. Teacher may take an assessment during the lesson

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 01
Key concepts: Introduction: The First World War rise of Indian Nationalism
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Introduction **LO1: Recognises the rise of Modern Nationalism in India.** 20 mins	**Activity-1**  Showing Pictures of National leaders and ask them to identify. Posing Questions: - Why are they important leaders of India?	**Activity:2** Project: Collect pictures of National Symbols  Why do we have these Symbols?	Chart of Indian Leaders. Chart of national symbols India Map before and After Independence Source: http://newsimg.bbc.co.uk/media/images/44059000/gif/_4

The First World War, Khilafat and Non-Cooperation 20 mins **LO3: Explains cause and effect relationship between European nationalism and that of the rise of nationalism in India.**	- Who is known as the Father of the Nation? - What do you mean by a Nation? **Summary**: A nation is a group of people who share a common identity, often defined by factors such as culture, language, history, and sometimes a shared territory. - What did these leaders do to make India a Nation? - Did they get inspiration from other countries? **Activity:3 Discussion over Worl war-1**  Showing the picture Posing Questions. - Was India part of first World war? - What do you know about Forced Recruitment? - Does this boost India's desire to be an independent nation?	1. Who won World War 1? 2. What countries fought in World War 1 3. When was World War 1 between? **Summary**: First world war date 28/July /1914 – November 1918 • Fought between two powers **A. <u>The allied powers</u>** • France • United Kingdom • Russia • The United States • Italy • Japan **B. <u>The central powers</u>** • Germany • Austria – Hungary • The ottoman empire • Bulgaria Were the common people of India happy about the war? Why?	4059547_map_1947-2007_629.gif Video Source: Simple History, YouTube.com. https://www.youtube.com/watch?v=Li0Ld55qcn0

	Summary: The First World War (1914-1918) was a global conflict involving many countries. India, as part of the British Empire, played a significant role. Indian soldiers fought in various theaters, and the war had profound impacts on India's society and politics. It fueled aspirations for self-determination and independence, marking a key period in India's journey towards nationhood. India experienced economic repercussions, including inflation, increased taxes, and disruptions in trade. The war effort strained India's resources, contributing to economic challenges and fueling demands for self-determination.	How did the First world war created a new economic and political situation in the world?	

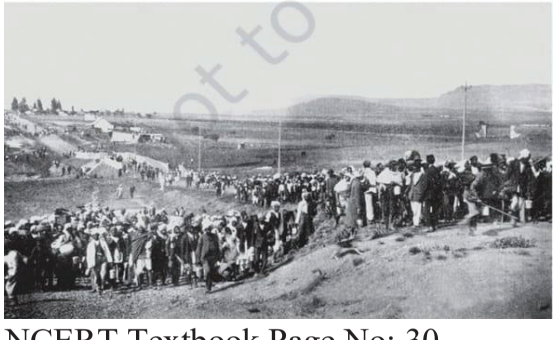
Teachers' reflections and experiences:

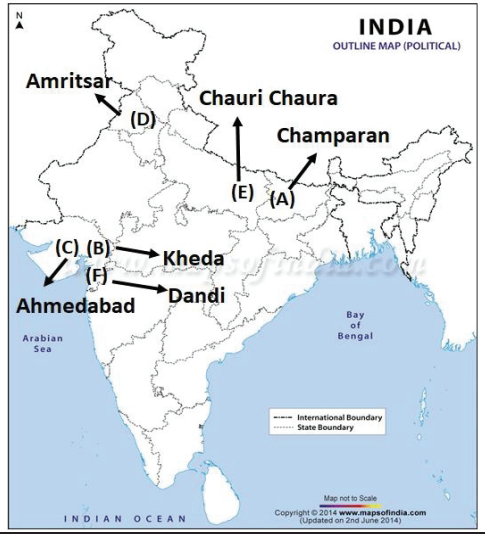
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 02
Key concepts: The Idea of satyagraha
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Introduction **LO1: Recognizes the idea of Satyagraha**	**Activity 1**: **Story Telling** In South Africa, young lawyer Gandhiji faced discrimination on a train. Refusing to accept injustice, he employed Satyagraha. Rather than responding with violence, he negotiated a compromise. This experience sparked his commitment to nonviolent resistance, laying the foundation for his future endeavors in India and shaping his philosophy of justice and equality. **Summary**: Satyagraha is a term coined by Mahatma Gandhi, meaning "truth-force" or "soul-force." It refers to the philosophy and practice of nonviolent resistance, where individuals use the power of truth and moral strength to confront and overcome injustice, rather than resorting to physical force or aggression. **Activity:3** Debate over impact of satyagraha	• What was Gandhi 's favorite weapon? • What do you know about satyagraha? **Activity** 2: Analyze the following picture and write down your views  NCERT Textbook Page No: 30. Critically evaluate the impact of satyagraha's as a part of rise in Indian Nationalism.	Video Source: Pebble Kids Learning, YouTube.com. https://www.youtube.com/watch?v=4hFlpj_eaak

Assesses impact of Satyagraha in rise of Indian Nationalism.	• Explains about the South African experience of Satyagraha against Racism. Gandhiji's Satyagraha's in India • Champaran Satyagraha (1917) • Satyagraha in Kheda dist. (1917) • Satyagraha in Ahmedabad (1918) • Khilafat Movement (1920-1922) • Non-Cooperation Movement (1920-1922) • Dandi March (1930) • Quit India Movement (1942)	Location Important Places on India map 	Chart on Satyagraha's Organised by Gandhiji

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

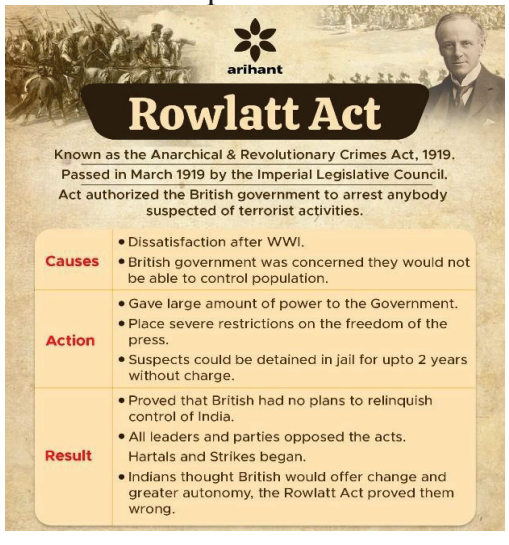
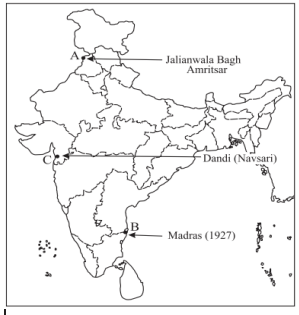
_____

_____

_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 03
Key concepts: The Rowlatt Act
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Introduction **Explain about Rowlatt Act-1919**	Posing Questions: • How would it feel when certain rights restricted? • Did it make communication and collaboration more challenging? • How did individuals respond to these restrictions? **Summary**: The Rowlatt Act was a law passed by the British government in India in 1919. In simple words, it allowed the British to arrest and imprison Indians without trial. People didn't like this because it took away their basic rights. It led to protests and became one of the reasons why Indians demanded freedom from British rule. **Activity 1**: Group discussion over the Impact of Rowlatt Act-1919 **Conclusion:** Gandhi strongly opposed the Rowlatt Act. His reaction emphasized peaceful resistance against the unjust law.	Was colonial rule beneficial to the people of India? Why/Why not? Why do you think the British government introduce the Rowlatt Act in India? Observe picture in TB and Answer the following Questions  NCERT Text Book Page No: 32 • **Name the Incident shown in the Picture?** • **Who ordered to do so?**	Video Source: Flobook, YouTube.com.

Analyzes the impact of Rowlatt Act-1919	• **Nonviolent Opposition**: Gandhi rejected the Rowlatt Act. • **Nationwide Strike**: Called for a countrywide strike against the law. • **Boycott British Goods: Urged people to stop buying** British products. • **Public Protests:** Organized peaceful demonstrations against the Act. • **Jallianwala Bagh Tragedy:** The protests led to the tragic Jallianwala Bagh incident. Activity: What did Mahatma Gandhi mean when he said Satyagraha is active resistance ?	**Project**: Unveiling the Shadows of the Rowlatt Act: Impact and Resistance 	India Map 

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

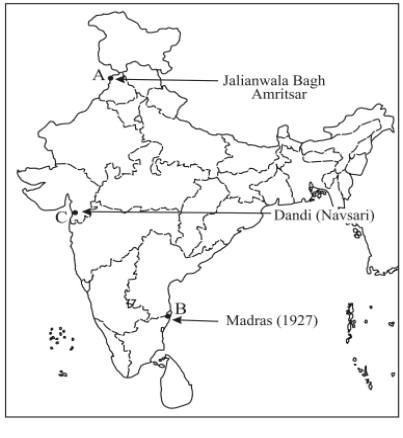
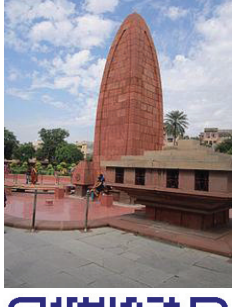
Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 04
Key concepts: Consequences of Jallianwala Bagh Massacre and Khilafat Movement.
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Introduction **Consequences of Jallianwala Bagh Massacre**	Posing Questions: • Where is Jallianwala Bagh located, and why is it historically significant? • When did the Jallianwala Bagh massacre occur, and what were the events leading up to it? 	Locate Jallianwala Bagh on India Map  Digital Reading about Jallianwala Bagh: Source: https://en.wikipedia.org/wiki/Jallianwala_Bagh_massacre	Picture of Jallianwala Bagh  Source: https://en.wikipedia.org/wiki/Jallianwala_Bagh_massacre

LO4: Analyses the impacts Jallianwala Bagh Massacre and Khilafat Movement. **Khilafat Movement.**	**Activity 1:** • **Role Play**: Assign students' different roles, such as British officials, Indian civilians, General Dyer, or international observers. • Conduct a role-play activity where students express the thoughts and emotions of their assigned character during and after the massacre.  Posing Question: • What is the Khilafat Movement, and why did it emerge in India? • Who were the key leaders and figures associated with the Khilafat Movement?	What role did Hindu-Muslim unity play in the Khilafat Movement, and why was it significant? In what ways did the Khilafat Movement demonstrate the power of nonviolent resistance in India's fight against colonial rule?	Video Source; Byju's, YouTube.com. https://www.youtube.com/watch?v=9cEAUxjA0rk Video on Khilafat Movement Source: Drishti IAS, YouTube.com. https://www.youtube.com/watch?v=9ClhlOrEPko

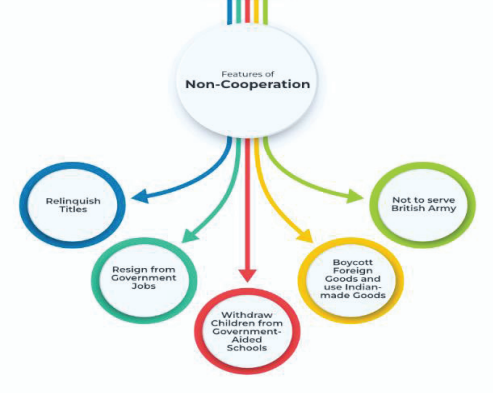
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 05
Key concepts: Why Non-cooperation?
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Introduction and Recapitulation **LO1: Recalls the importance of Non-Cooperation Movement in Nationalism movement of India.**	Posing Questions: • What does the term "non-cooperation" mean to you? • How is non-cooperation different from other forms of protest or resistance? • In what situations might individuals or communities choose non-cooperation as a form of protest? • What motivates people to resist through nonviolent means rather than confrontational approaches? 	Define non-cooperation and explain how it differs from other forms of protest. Provide examples to support your explanation.	Chart on Noncooperation Movement. Video Source: Clarity Mantra, YouTube.com. https://www.youtube.com/watch?v=I4DDS2NZQco

LO5: Interprets Non-Cooperation Movement. Boycott of Foreign goods	**Summary**: Non-cooperation is a peaceful way of protesting by refusing to follow certain rules or support an authority. It involves people coming together to resist without using violence. In history, Mahatma Gandhi used non-cooperation as a powerful tool during the Indian independence movement, urging people to boycott British goods and institutions. It's about saying "no" in a peaceful way to bring about positive change.	 **Analyzes the picture of Fig. 4 – The boycott of foreign cloth, July 1922. In NCERT Text Book Page No: 33**	Video Source: Edurite, YouTube.com. https://www.youtube.com/watch?v=GQn7SC4a_W4

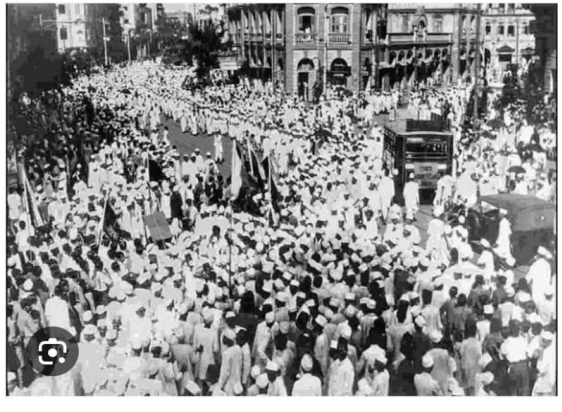
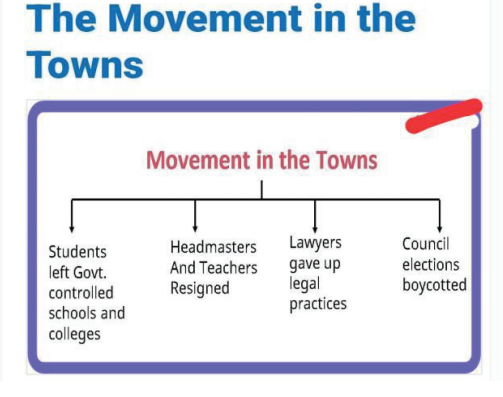
Teachers' reflections and experiences:

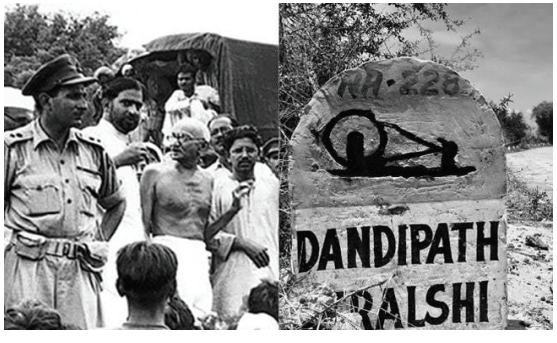
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 06
Key concepts: Differing Strands within the Movement-The Movement in the Towns
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitalization **The Movement in the Towns**	Prior Knowledge  • How did the nationalist sentiments in towns evolve into the Civil Disobedience Movement? • How did urban areas serve as focal points for civil disobedience actions and protests? **Summarize:** • The formation of khadi and village industries were some of the ways the movement affected towns.	1) Why do the civil disobedience movement occur? 2) On which issue the civil disobedience movement of 1930 way launched?  	https://www.youtube.com/watch?v=iDUM7p1bp-I  Map

A) EXPLOITATION OF INDIAN RESOURCES B) FINANCE FOREIGHN TRADE	• Boycotting the British institutes and government offices courts and foreign goods. • Visit of the prince of Wales in 1921 people went on hartal and closed their shops in protest. • Imported clothes and wearing only Indian one's, production of Indian textile mills and handlooms went up • The import of foreign cloth has between 1921 and 1922 • The exchange of goods and services between two countries in the international market. • Export trade, import trade and entrepot trade • People began discarding import clothes and wearing only Indian one's production of India textile mills and handlooms went up. **Activity 1**: Group Discussion on The Movement in the Towns	**Project**: The year is 1921. You are a student in a government-controlled school. Design a poster urging school students to answer Gandhiji's call to join the Non-Cooperation Movement NCERT Text Book Page No:34 Digital Reading **6 smalls towns with big stories of India's struggle for independence** Source: Google.com  https://www.indiatoday.in/travel/photo/india-indepedence-freedom-movement-small-towns-dandi-jhansi-champaran-kakori-lifetr-989560-2017-08-08/1	Video Source: Pustak Social Science, YouTube.com. https://www.youtube.com/watch?v=KJYcACXi4kY

Teachers' reflections and experiences:

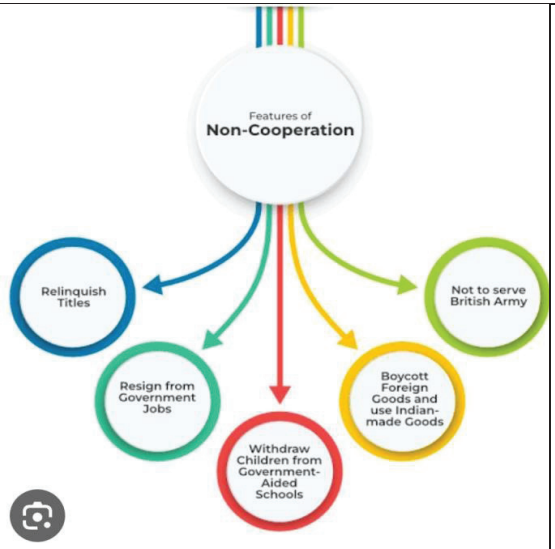
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 07
Key concepts: Rebellion in the country side
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitalization **LO1: Identifies the rebellion in country side**	**Prior Knowledge:** **1)What is the British institution posed on problem ?** **1) What refuse goods in Indians ?** 	1) How did the non-cooperation movement spread in country side? 2) What is the story of rebellion? 3) What was the Awadh movement? 1] What is the difference between civil- disobedience and non-cooperation movement?	Video 

LO2: Compares and contrasts the events from 1920-31.	 **Summarize:** • The peasant movement demanded reduction of revenue, abolition of beggar, and social boycott of oppressive landlords. • In Awadh baba Ramchandra led the movement in Gudem hills. • Allure Sitaraman Raju led the movement and tribals used violence for their protest. • Peasants' movements that were both social unrest against land lords and money landers and civil unrest against the British. • Rebellion depicts fictional characters in Dublin during the 1916 rising • In equality, oppression, religious and ethnic tensions.	 Observation the picture 1) Who was baba Rama Chandra? 2) Which movement was led by Baba Ramchandra? 3)The Eka movement started which place?	Video Source: Walnut Learning System, YouTube.com

LO5: Interprets the meaning of Swaraj in different context and geographies.	• 27 complaints against king George III constitute the proof of the right to rebellion • Replace a government, authority figure law or policy. Activity: Prepare the flowchart of different types of movements. • The reduction of revenue, the abolition of beggar, and asocial boycott of oppressive land lords. • Various taxes were also implemented • People in this movement against talukdars and land lords'.	**Compares and contrasts the spread of Non-Cooperation Movement in towns and countryside.** Activity: If you were a peasant in Uttar Pradesh in 1920, how would you have responded to Gandhiji is call for Swaraj? Give reasons for your response.	

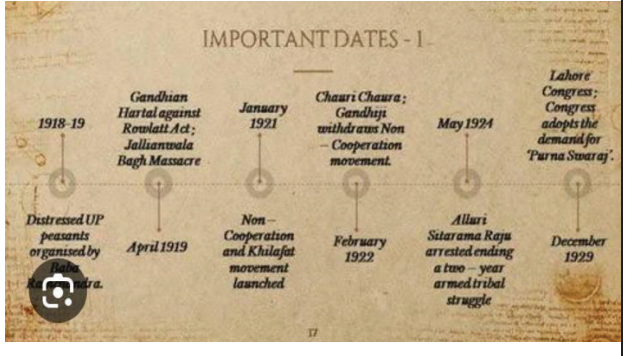
Teachers' reflections and experiences:

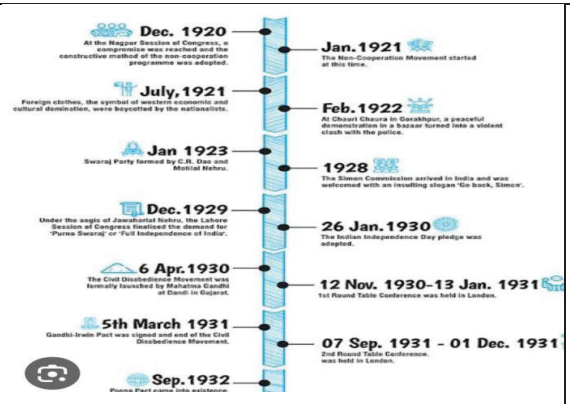
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 08
Key concepts: Swaraj in the Plantations
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation **Swaraj in the Plantations** SELF PURIFICATION	Prior Knowledge: • What is the story of rebellion? • What was the Awadh movement?  	1] What is the meaning of plantation workers? 2] Under which act the plantation workers of assam were not permitted? 3) What are the rights of plantation workers	Video Source: Walnut Learning System, YouTube.com https://www.youtube.com/watch?v=GkBx_KrZxW8 Video On Chauri-Chaura

INLAND EMIGRATION ACT.	 **Summarize:** 1) freedom of right to move freely to roam inside or outside of confined space to live without restriction 2) maintaining their connection to their home villages and having freedom to enter and exit the limited area. 3) The plantation worker s demand of growing food grain should be met and that the peasants. • Swaraj was a political approach adopted by the assertive nationalists	 1) Why assam is famous for tea plantation? 2) In which year way the emigration act passed in India? 3] What was inland immigration act of 1839? • What they do inform? • What is tea plantation in assam? • which assam tea is best?	Source: Drishti IAS, YouTube.com https://www.youtube.com/watch?v=378xyaQaZew

	• plantation workers in assam. • The colonial government in 1859. It prevented plantation workers in assam • Thousands of plantation labourers ignored of plantation labourers that vacated and went home. • British authorities were not giving such permission to leave tea garden s **ACTIVITY:** Find out about other participants in the National Moment who were captured and put to death by the British. Can you think of a similar example from the national movement in Indo - China (Chapter: 2)	  Analyze the above picture in NCERT Text Book Page No: 37 and express your views.	SWARAJ IN THE PLANATATION

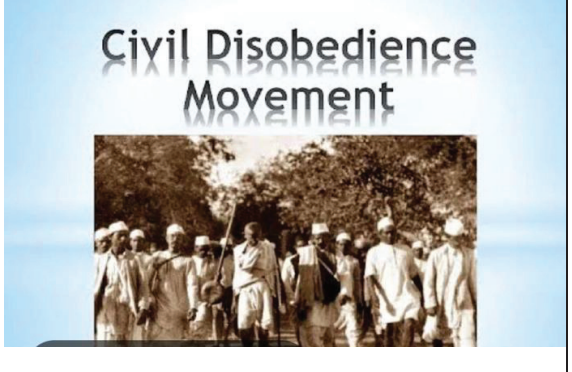
Teachers' reflections and experiences:

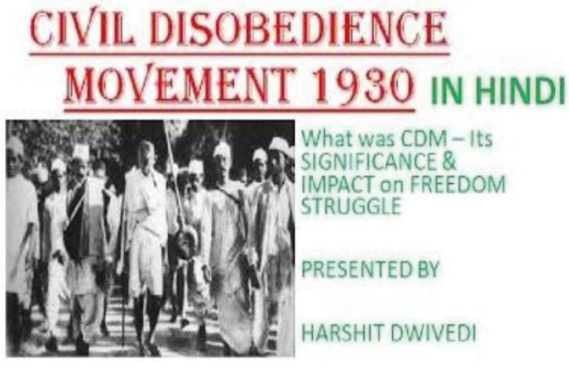
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 09
Key concepts: Towards Civil Disobedience
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitalization C: Recalls names, places, years of some important events that changed India and the world civil disobedience movement. Round table conference	**<u>Prior Knowledge:</u>** **1)What were the main causes of civil disobedience?** **2) On which issue the civil disobedience movement of 1930 was launched?** **Summarize:** • **The British prime minister Ramsay mac Donald presided over the 1st round table conference on November 12/1930** • **Topic was about constitution and India which was mainly discussed in that conference.** • **Peaceful Satyagraha were attacked women and children were beaten and about 1,00,000 people arrested.**	1) What kind of repressive action was taken by the British on civil disobedience?  2) When was CDM (civil disobedience movement) called off?	Video  https://www.youtube.com/watch?v=P6EbKB-tNCI

A policy of brutal repression	• **Gandhiji's civil disobedience will inspire more people to protest for independence.** 	Project1: Distinguishes how Non-Cooperation Movement was different from Civil Disobedience Movement. Project2: Prepare chart of the leaders who participants in Civil Disobedience Movement 1930.	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 10
Key concepts: The Salt March and the Civil Disobedience Movement
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation: C: Analyses the impact of over use of natural resources such as the salt march. Monopoly on the Manufacture and sale of salt	**1) What are the rights of Plantation workers?** **2) What was Inland immigration act of 1859?** The tax on salt and the Government monopoly over its production, Mahatma Gandhi declared, revealed the most oppressive face of British rule. Salt was something consumed by the rich and the poor alike and it was one of the most essential items at food. The most stirring of all was the demand to abolish the salt tax. Gandhi's found in salt a powerful symbol that could unite the Nation.	1. Why was Salt is so important to India? 2. What is history of salt in India? 3. Who lead the Salt March? 4. Did the Gandhi lead the salt march? Discuss **Analyses the reasons for using 'salt' as a symbol that could unite the nation.**	Video Source: bookboxinc, YouTube.com https://www.youtube.com/watch?v=G1_Dm1ZjRAM

The Salt March as symbol of the Civil Disobedience Movement	 tions for a five power pact or whether the conference shall adjourn with a three power agreement. **Police and Gandhi Followers Clash Over Salt Making** DANDI, Punjab, India, April 7 (AP)—Police and a party of followers of Mahatma Gandhi engaged in a scuffle on the beach this morning while volunteers engaged in the civil disobedience campaign were collecting salt in defiance of the government monopoly. While so engaged the police arrived and demanded the salt, which the volunteers refused to hand over. While the altercation was in progress a number of villagers arrived at the beach and also began to collect salt. Police then arrested the captain of the volunteers and others who had told the volunteers not to give up their salt. In the scuffle which followed two Nationalists were reported slightly injured. The Nationalists today rallied behind the movement of "civil disobedience," which they hope will bring complete independence. Source: google **Summary**: The Salt March and the Civil Disobedience Movement, led by Mahatma Gandhi in India, were nonviolent protests against British salt taxes and colonial rule. The Salt March involved a 240-mile journey to the Arabian Sea, symbolizing resistance and self-reliance. The Civil Disobedience Movement aimed at nonviolent noncooperation with unjust laws. Both campaigns were pivotal in India's struggle for independence, showcasing the power of nonviolent resistance and civil disobedience in achieving political change.	 Gandhi's Salt March Visit > Locate the following places on India map 1. Ahmedabad 2. Dandi 3. Gujarat 4. Surat 5. Sabarmati	Chart of pictures of Salt March

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 11
Key concepts: How Participants saw the Movement
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitalization Distinguishes different types of participants of the movement.	**Prior Knowledge:** **Introduction** 1) What is meant by the idea of satyagraha? 2) Imagine you are a woman participating in the civil disobedience movement explain, what the experience meant to your life? **Summary:** • The British considered Indians to be rude and backward…. • Indians started researching their country's history to learn about its outstanding accomplishments. • People developed the earliest culture in India how they began undertaking	1) Which temple is 10000 years old in India 2) how do you develop feeling of nationalism? 4] How was history reinterpreted? *Box 1* **'To the altar of this revolution we have brought our youth as incense'** Many nationalists thought that the struggle against the British could not be won through non-violence. In 1928, the Hindustan Socialist Republican Army (HSRA) was founded at a meeting in Ferozeshah Kotla ground in Delhi. Amongst its leaders were Bhagat Singh, Jatin Das and Ajoy Ghosh. In a series of dramatic actions in different parts of India, the HSRA targeted some of the symbols of British power. In April 1929, Bhagat Singh and Batukeswar Dutta threw a bomb in the Legislative Assembly. In the same year there was an attempt to blow up the train that Lord Irwin was travelling in. Bhagat Singh was 23 when he was tried and executed by the colonial government. During his trial, Bhagat Singh stated that he did not wish to glorify 'the cult of the bomb and pistol' but wanted a revolution in society: 'Revolution is the inalienable right of mankind. Freedom is the imprescriptible birthright of all. The labourer is the real sustainer of society … To the altar of this revolution we have brought our youth as incense, for no sacrifice is too great for so magnificent a cause. We are content. We await the advent of revolution. *Inquilab Zindabad!'*	Video Participants saw the Movement https://www.youtube.com/watch?v=p-uMqm_45Yw

Different interpretation of Swaraj by rich peasants, poor peasants, business class, industrial workers, and women.	agriculture and stock raising made life secure and settled • Indians started to search their glories past and discovered that art architecture science and mathematics religions were flourished. **Summary:** Swaraj, for **rich peasants**, signifies economic and political autonomy; for **poor peasants**, it means liberation from socioeconomic inequalities; **the business class** seeks economic freedom, **industrial workers** aim for better labor conditions, and **women** advocate for both political and social emancipation.	Observe the Box-1 in NCERT Text book Page No: 41 and explain how were the participants differ in their opinion. Project: **Examines how people belonging to different communities, regions or language groups developed a sense of collective belonging and how did it help in developing the idea of a nation: history and fiction, folklore and songs, popular prints and symbols.**	Video Source: Examrace, YouTube.com. https://www.youtube.com/watch?v=tma1JFPzGUI

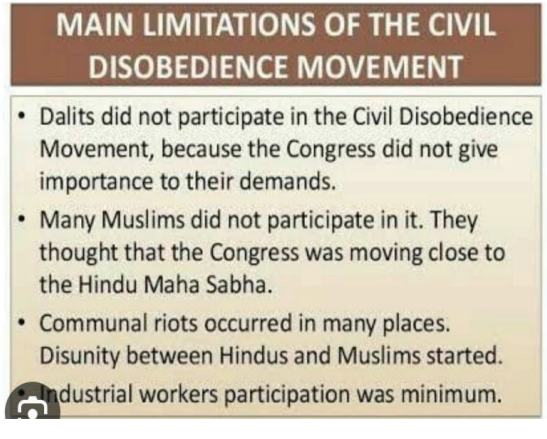
Teachers' reflections and experiences:

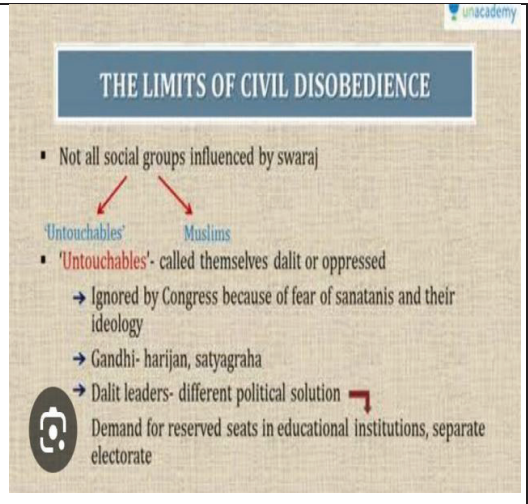
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 12
Key concepts: Limits of civil Disobedience
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
RECAPTILATION **Limits of civil Disobedience** C: Explain the victories and defeats the limits of civil Disobedience.	**Prior Knowledge:** 1) When was CDM called off? 2)Collect some non cooperation movement places?  	1) What is the conclusion of civil disobedience movement? 2) What is salt law? 3) Why did mahatma Gandhi call off? 4) Why did Rowlatt act enraged people? • The principles of defying British **Project**: Critically Evaluates the limitations of the Non-Cooperation and Civil Disobedience movements.	Video  https://www.youtube.com/watch?v=xx-Gn-GtQuc

Aspirations:	Summary: • Limitations led to an abrupt end to the movement that affected the moral of the citizens and participants • Muslim felt alienated • Relation between Hindu and Muslim worsened The participation of women was in large numbers	 The movement turned violent and many people were killed.	

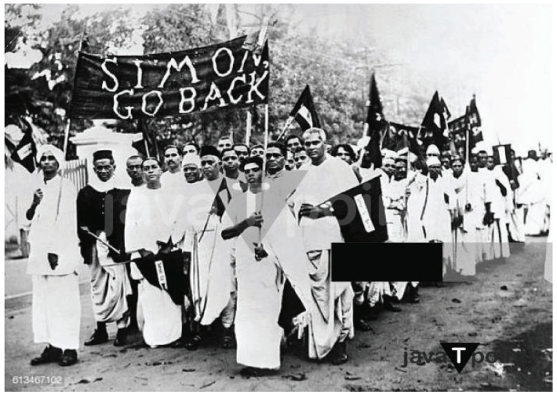
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 13
Key concepts: Decline of the Non-Cooperation-Khilafat movement and its effects
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation **Decline of the Non-Cooperation-Khilafat movement and its effects**	Posing questions • What were the primary goals of the Non-Cooperation-Khilafat Movement? • Can you name key leaders associated with the movement and their roles? • What were the major forms of protest employed during the movement? Summary: The Non-Cooperation-Khilafat Movement was a joint protest by the Indian National Congress and the Khilafat Movement in the early 1920s. It aimed to challenge British rule and address the grievances of Muslims regarding the dismantling of the Ottoman Caliphate. The movement saw widespread participation, employing nonviolent protests and boycotts. However, internal divisions, including the Chauri Chaura incident, led to its eventual withdrawal.	If you were living during the Non-Cooperation-Khilafat Movement, what role do you think you would have played, and why? 	Video Source: Study with comfort, YouTube.com https://www.youtube.com/watch?v=lS8mr8e8jzk

	Group Discussion on following points: • Discuss internal divisions within the Congress and the emergence of radical factions. • Explain the Chauri Chaura incident and its impact on Gandhi's decision to withdraw the movement. **Conclusion**: The Non-Cooperation-Khilafat Movement faced a decline due to a confluence of factors. • The pivotal Chauri Chaura incident, where a protest turned violent, prompted Mahatma Gandhi to withdraw support, emphasizing the movement's commitment to nonviolence. • Internal divisions within the Congress, slow British reforms, government repression, and practical challenges further contributed to the waning momentum. • The movement's initial unity also fractured as divergent objectives between the Congress and the Khilafat Movement emerged, ultimately leading to a decline in mass participation and a shift in nationalist strategies.	**Compare and contrast the limitations of the Non-Cooperation and Civil Disobedience movements.** **Source D** In 1930, Sir Muhammad Iqbal, as president of the Muslim League, reiterated the importance of separate electorates for the Muslims as an important safeguard for their minority political interests. His statement is supposed to have provided the intellectual justification for the Pakistan demand that came up in subsequent years. This is what he said: 'I have no hesitation in declaring that if the principle that the Indian Muslim is entitled to full and free development on the lines of his own culture and tradition in his own Indian home-lands is recognised as the basis of a permanent communal settlement, he will be ready to stake his all for the freedom of India. The principle that each group is entitled to free development on its own lines is not inspired by any feeling of narrow communalism ... A community which is inspired by feelings of ill-will towards other communities is low and ignoble. I entertain the highest respect for the customs, laws, religions and social institutions of other communities. Nay, it is my duty according to the teachings of the Quran, even to defend their places of worship, if need be. Yet I love the communal group which is the source of life and behaviour and which has formed me what I am by giving me its religion, its literature, its thought, its culture and thereby its whole past as a living operative factor in my present consciousness ... 'Communalism in its higher aspect, then, is indispensable to the formation of a harmonious whole in a country like India. The units of Indian society are not territorial as in European countries ... The principle of European democracy cannot be applied to India without recognising the fact of communal groups. The Muslim demand for the creation of a Muslim India within India is, therefore, perfectly justified... 'The Hindu thinks that separate electorates are contrary to the spirit of true nationalism, because he understands the word "nation" to mean a kind of universal amalgamation in which no communal entity ought to retain its private individuality. Such a state of things, however, does not exist. India is a land of racial and religious variety. Add to this the general economic inferiority of the Muslims, their enormous debt, especially in the Punjab, and their insufficient majorities in some of the provinces, as at present constituted and you will begin to see clearly the meaning of our anxiety to retain separate electorates.' NCERT Text Book Page No;45 Read and Analyze source-D	Chart on the events of civil disobedience movement.

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

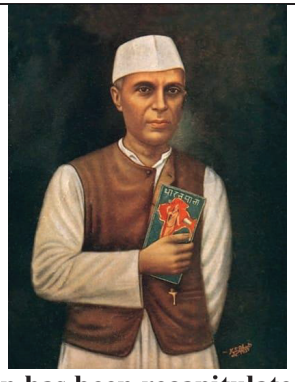
Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 14
Key concepts: The sense of collective belonging
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Pointers for formative assessment	Material required
Recapitulation **The sense of collective belonging** **The relevance of imagery to build the idea of nation.**	Posing Questions: • Can you identify symbols or icons that became significant in fostering a sense of Indian nationalism? 	 **Moved by the Swadeshi movement, Abanindranath Tagore painted his famous image of Bharat Mata (see Fig. 12). In this painting Bharat Mata is portrayed as an ascetic figure; she is calm, composed, divine and spiritual. Express your views.** NCERT Text BOOK Page NO: 47	Chart of National Symbols Chart of National Leaders

Folk Songs influence **The idea of nation has been recapitulated through imagery like 'Bharat Mata' and 'Germania'**	**Activity -1**: Observe the picture in NCERT Text Book Page No:46 and list out the symbols of unity and sacred institutions. **Activity :2** Group Discussion-Does Folk songs played an important role in the idea of nationalism **Conclusion**: Iconic folk songs like "Vande Mataram" and "Raghupati Raghava Raja Ram" resonated deeply during India's nationalist movements, serving as powerful expressions of patriotism. These songs, along with others like "Sarfaroshi Ki Tamanna" and "Aye Mere Watan Ke Logo," became rallying cries, encapsulating the spirit of sacrifice and the desire for freedom. The diversity of patriotic sentiment was further expressed through songs like "Mile Sur Mera Tumhara" and "Hum Honge Kamyab," fostering a sense of unity amidst cultural richness. The timeless relevance of these folk songs continues to evoke pride and inspire a connection to India's history of struggle for independence. Explains the meaning: "Germania" -It traditionally refers to the historical and cultural concept of a region.	In what ways did cultural and religious diversity influence the formation of Indian nationalism? How did leaders like Mahatma Gandhi and Jawaharlal Nehru contribute to shaping the sense of nationalism in India? Project 1: Collect the folk songs which played an important role in the idea of nationalism in India. 1. Vande Mataram- https://www.youtube.com/watch?v=_2-GTLcy65 Source: YouTube. 2. Raghupati Raghava Raja Ram https://www.youtube.com/watch?v=nlTjtcyDgzI&list=RDnlTjtcyDgzI&start_radio=1 Source: YouTube. 3. Sarfaroshi Ki Tamanna https://www.youtube.com/watch?v=J1KBGhqMU00 Source: YouTube. 4. Aye Mere Watan Ke Logo https://www.youtube.com/watch?v=CF_RqQF99Iw Source: YouTube. 6. Mile Sur Mera Tumhara https://www.youtube.com/watch?v=0dLw6b7-Bzk Source: YouTube.	Video https://www.youtube.com/watch?v=yH-MHVREXMY Source: Kushal Sarkar, YouTube.com.

	  **Was the idea of Nation has been recapitulated through imagery like 'Bharat Mata' and 'Germania'?** **Observe the above Pictures in NCERT** Text Book Page No:47 & 48.	7. Hum Honge Kamyab https://www.youtube.com/watch?v=jsvLiTZANPk Source: YouTube. Observe the Pictures in NCERT Text Book Page No:47 & 48 (Figs. 12 and 14). Do you think these images will appeal to all castes and communities? Explain your views briefly.	

Teachers' reflections and experiences:

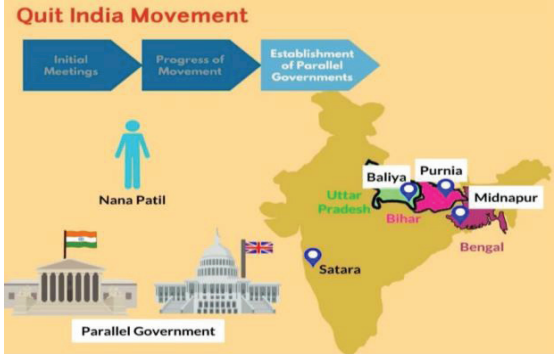
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 15
Key concepts: Conclusion
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation **Recalls Emergence of India as a New Nation** **Channeling people's grievances into Organised movements for independence.**	Posing Questions: • What comes to mind when you hear the term "nationalism"? • Can you think of any symbols or images that represent your country? • Do you know any leaders or figures who played a significant role in India's struggle for independence? **Activity-1:** Group Discussion on Channeling people's grievances into Organised movements for independence. **Conclusion:** Under Mahatma Gandhi's leadership, the Indian National Congress mobilized organized movements for independence, employing nonviolent civil disobedience, mass mobilization, and appeals to Indian identity. Through strategies like boycotts and non-	• Why do you think people might feel a strong connection to their country?  Source: Google • Have you heard of any historical movements where people united for a common cause?	Chart of time line of Nationalist Movement of India Video Source: S Source: Briefly, YouTube.com

The concept of Quit India movement	cooperation, the INC effectively channeled people's grievances, fostering a unified resistance against British rule. **Quit India Movement** The failure of the Cripps Mission and the effects of World War II created widespread discontentment in India. This led Gandhiji to launch a movement calling for complete withdrawal of the British from India. The Congress Working Committee, in its meeting in Wardha on 14 July 1942, passed the historic 'Quit India' resolution demanding the immediate transfer of power to Indians and quit India. On 8 August 1942 in Bombay, the All India Congress Committee endorsed the resolution which called for a non-violent mass struggle on the widest possible scale throughout the country. It was on this occasion that Gandhiji delivered the famous 'Do or Die' speech. The call for 'Quit India' almost brought the state machinery to a standstill in large parts of the country as people voluntarily threw themselves into the thick of the movement. People observed *hartals*, and demonstrations and processions were accompanied by national songs and slogans. The movement was truly a mass movement which brought into its ambit thousands of ordinary people, namely students, workers and peasants. It also saw the active participation of leaders, namely, Jayprakash Narayan, Aruna Asaf Ali and Ram Manohar Lohia and many women such as Matangini Hazra in Bengal, Kanaklata Barua in Assam and Rama Devi in Odisha. The British responded with much force, yet it took more than a year to suppress the movement. Read paragraph from NCERT Text Book Page No:49 Activity2: Letter Writing: Imagine and write letters as if you were living during the Quit India Movement. You can adopt different perspectives, such as a participant in the movement, a British official, or an ordinary citizen caught in the turmoil. **Summary:** The Quit India Movement, initiated on August 8, 1942, was a pivotal independence movement in India led by Mahatma Gandhi, calling for an immediate end to British colonial rule through mass protests and civil disobedience. It played a key role in shaping the path to India's eventual independence in 1947.	Project: Poster Design reflecting the slogans and messages used during the Quit India Movement.  Digital Reading  Source: Wikipedia.org, Google.com https://en.wikipedia.org/wiki/Quit_India_Movement	https://www.youtube.com/watch?v=REdKrZw6Eo0 Quit India Video Source: Fliplearn, YouTube.com https://www.youtube.com/watch?v=plwHr3HC0ss Video on Map pointing Source: Sirji CBSE Tutorials, YouTube.com

	Conclusion: The rise of nationalism in India was a powerful movement where people came together, inspired by a shared love for their country. Through protests, leaders like Mahatma Gandhi, and iconic symbols like "Vande Mataram," Indians united to fight for freedom, paving the way for the end of British rule and the birth of an independent India. This spirit of nationalism continues to shape the country's identity, reminding us of the strength that comes when people stand together for a common cause.	 Source: kids.britannica.com, Google.com https://kids.britannica.com/students/article/Quit-India-campaign/313113#:~:text=Refusing%20to%20support%20the%20colonial,British%20withdrawal%20from%20the%20subcontinent.	https://www.youtube.com/watch?v=51_9Jnrrt5k&t=22s

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

Class: X

Chapter – II NATIONALISM IN INDIA

Period No: 16

Key concepts: Assessment

Date:

WORK SHEET FOR ASSESSMENT

Multiple Choice Questions

4x1=4

1. Alluri Sitaram Raju was the leader of Guerilla Movement in the Gudem Hills (True/ False)

2. 300 Miles were covered in Gandhi's Salt March (True/ False)
3. Arrange the following in the correct sequence.
   i. Non-Cooperation and Khilafat Movement
   ii. Second Round table Conference
   iii. Chauri - Chaura
   iv. Ambedkar established depressed classes Association

   Choices:
   A) i, iii, iv, ii
   B) iii, ii, iv, I
   C) ii, i, iv, iii
   D) iv, i, iii, ii

4. Assertion (A) Ideas of nationalism also developed through a movement to revive Indian folklore.
   Reason: (R) In Late 17th Century India, Nationalist began recording folk tales sung by bards, and they toured villages together folk songs and legends.

Choices:

a) Both A & R are True, and R is the correct explanation of A

b) Both A & R are true, and R is not the correct explanation of A

c) A is true but R is False.

d) A is false but R is true.

Answer the following questions in short. 2x2=4

5) How long Dandi March and how much time did it take?

6) In what ways women participated in Civil Disobedience Movement?

Answer the following questions briefly. 1x3=3

7. Explain the three effects of Non-cooperation movements on Indian economy?

Answer the following questions briefly. 1x4=4

8. The first world war deeply affected India though it was under the British rule. Critically Evaluate the statement.

Answer the following questions in detail. 1x5=5

9. Imagine you are a woman participating in the civil disobedience movement- Explain what the experience meant to your life.

Class: X
Chapter – II NATIONALISM IN INDIA
Period No: 17
Key concepts: REMEDIAL TEACHING
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
List out the Concepts to be taught again	Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment		

Teachers' reflections and experiences:

6. Is the lesson appropriately timed? _____
7. Is the flow of the lesson plan clear, smooth, and logical? _____
8. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
9. Is there space for students to collaborate and cooperate with each other? _____
10. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

LESSON PLAN: HISTORY

CLASS – X CHAPTER 3 – THE MAKING OF A GLOBAL WORLD

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
c. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
d. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

CG 2: Analyses the important phases in world history and draws insights to understand the present-day world:

Competencies:

Competencies are observable learning behaviours that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

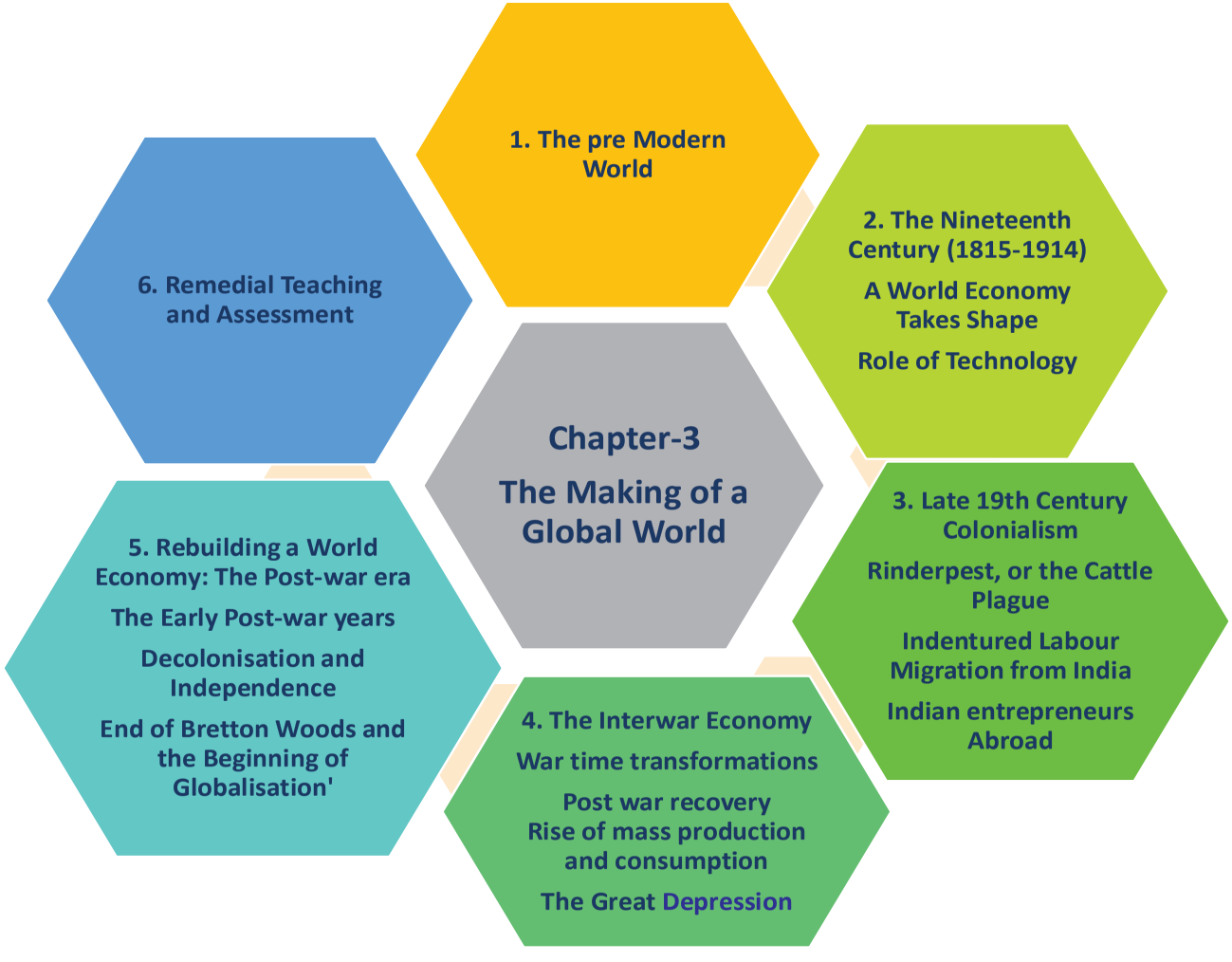
C-2.1 Explains historical events and processes with different types of sources, with specific examples from world history

C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)

C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation states across the world, and various technologies including the most current) and how they affected the course of world history.

C-2.5 Recognises the various practices that arose, such as those in c-2.4 and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.

MIND MAPPING



Period and Topics	Learning Outcomes	Micro competency Indicators
1.Introduction The Pre-Modern World Silk routes link the world Food travels: Spaghetti & potato Conquest Disease and Trade	LO3-Explains cause and effect relationship between phenomena, events and their occurrence LO3: Explains the cause and effect between different historical events and developments LO6: Understands how the Silk Route Link the World LO3: Examine the impact of technology on food availability and food travels such as Spaghetti and Potato LO4: Analyze the impact of Biological Warfare	3.1Explains historical events and processes with different types of sources, with specific examples from world history 4.1 Traces aspects of continuity and change in different phases of world history - cultural trends, - social and religious reforms, and - economic and political transformations 3.2Understands the impact of Biological Warfare
2.The Nineteenth Century 1815-1914 A world economy takes shape Role of Technology Late 19th century colonialism	LO4: Assess the impact of the global transfer of disease in the pre modern world in different regions of the world, for example, in the colonization of America LO2: Classifies and compares events, facts, data and figures, for example – Compares European technological development and its role LO3: Examines Corn Laws and their abolition	3.1 Explains the growth of new ideas and practices across the world and how they affected the course of world history. 3.2 Explains historical events and processes using different types of sources, with specific examples from world history 3.3 Demonstrate the destructive impact of colonialism on the economy and livelihoods of colonized people
3.Rinderpest or the cattle plague	LO3: Examine the reasons for loss of cattle and how it destroyed the African livelihoods. Understand the African Condition during late 19th century LO3: Illustrates the two-sided nature of the 19th century world	3.1Traces aspects of continuity and change in different phases of world history 3.2 Recognizes various practices that arose and came to condemned later on 3.1 Understands the term indentured laborers.

Indentured Labour Migration from India Indian entrepreneurs abroad Indian trade, colonialism and the Global system	LO3: Understands the nature of indentured laborers in India from UP, Bihar, Central India and Tamil Nadu. LO4: Analyses the main destinations of Indian Indentured Migrants were Caribbean islands, Mauritius, and Fiji LO3: Discusses about the new system of slavery LO3: Demonstrates the historical events as fine cottons produced in India were exported to Europe LO3: Examines the impact of industrialization`	3.2 Speak about the main destinations of Indian Indentured migrants. 3.3 Understands the new system of slavery 3.4 Examines the Indian exports in the historical time periods 4.1 Analyses the impact of industrialisation
4.The Inter War Economy Wartime transformations Post war recovery Rise of mass production and consumption The Great Depression and India	LO3: Constructs views, arguments and ideas on the basis of collected or given information LO3: Demonstrates how difficult postwar economic recovery was. LO3: Examines how mass production had become a characteristic feature of industrial production of US. LO4: Analyses the impact of Great Depression on world economy and India	3.1 Explains the growth of new ideas and practices across the world and various technologies including and how they affected the course of world history 4.1 Analyses the post war economic recovery 3.2 the pros and cons of mass production 3.3 Illustrates the impact of Great Depression
5.Rebuilding a World Economy: The Post-war Era Postwar settlements and Bretton Woods Institutions The Early Post-war Years End of Bretton Woods and the Beginning of Globalization	LO4: Analyze Post war impact on the world economy LO1: Discusses the main aim of postwar international economic system to preserve economic stability and full employment in the industrial world LO3: Summarize the Bretton Woods System	1.1 Discuss how to rebuild a world economy after war 1.2 Find ways and means to preserve economic stability 4.1 Analyze Bretton woods system and the globalization

	LO3: Explains the irony of newly independent countries facing urgent pressures to lift their populations out of poverty LO4: Analyses the end of Bretton Woods and the beginning of Globalization	1.3 Suggest ways and means to the alleviation of poverty
Period – 6 Work Sheet Assessment (20 Marks) A and Remedial teaching.	• To review what worked well in the ideas and thoughts in to presentation process and identifying any areas for improvement and plan to revise the process. • Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment	

NOTE:

1.The teacher should not exclude-"New words, Activities ,Image based content and Box items" given in the text book pertaining to each chapter.
2. Teacher may take an assessment during the lesson

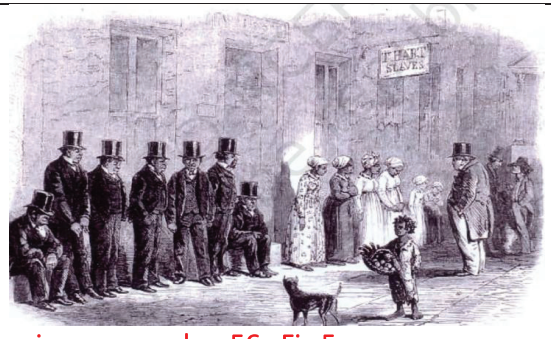
Class: 10 – HISTORY
Chapter – 3 THE MAKING OF A GLOBAL WORLD
Period No: 1
Key Concepts: THE PRE-MODERN WORLD

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1.Introduction **Prior skills and knowledge about Globalisation and interconnectedness of the world (5 min)** **The Pre-Modern World (10 min)** **Silk routes link the world (10 min)**	**Activity-1: "Then and Now" Comparison:** • Then-Choose aspects of daily life in the pre-modern world, such as food, clothing, transportation, communication, or entertainment. • Now compare that with Present time of Modern world. • Encourage them to identify similarities, differences, and historical developments that shaped these aspects of life. • Now connect that with Globalization and Discuss about the movement of goods, money, values, skills, ideas, inventions and even germs and diseases.	What's your idea about Globalization? Can you explain about the Silk Route and its importance. What are the common foods of India that our ancestors did not know? Who discovered America? The term America is used to describe which three parts as per our lesson?	Google Images of Globalization Source : geeksforgeeks.org, Google.com

Food travels: Spaghetti and potato (10 min) **Conquest Disease and Trade(5min)** **Explains cause and effect relationship between phenomena, events and their occurrence**	 Image in page No. 53 **Observe the above picture? What did you understand from it?** **Analysis about active coastal trade since Indus valley civilizations with present day West Asia.** **Explain them about How Silk Routes Link the World.** **Explain how traders and travelers introduced new crops to the lands they travelled. Discussion about Spaghetti and Potato** **Analyses how new foods entered into Europe and Asia after Christopher Columbus accidentally discovered America, which were unknown to our ancestors.**	Explain the meaning of dissenter. Do you know about biological warfare? Is it practiced even in the modern world? Until the 18th century which two countries were among the world's richest countries? Which country has emerged as the Centre of world trade from 15th century? Explain what we mean when we say that the world shrank in the 1500s.	Silk rout map Source: Google, https://upload.wikimedia.org/wikipedia/commons/thumb/7/74/Silk_route.jpg/1280px-Silk_route.jpg Video on Pre-Modern world Source: Best for NEET, YouTube.com, https://www.you

Explains the cause and effect between different historical events and developments **Understands how the Silk Route Link the World** **Examine the impact of technology on food availability and food travels such as Spaghetti and Potato**	 Image in page number 54 Fig 3 Can you explain who are the people in the picture? What they are doing? Give them the reasons why the pre modern world shrank greatly in 16th century. Explain American influence after 16th C. on the rest of the world. Analyzing about Biological warfare instead of conventional military weapons by Spanish conquerors. Explain how Europe emerged as the Centre of the world.	"Human societies have steadily become more interlinked ": Comment	tube.com/watch?v=vb9LPHjFIIQ

Analyze the impact of Biological Warfare	 Image in page number 56 Fig 5 Observe the above image and analyze it. Is it reflecting the 18th century European Trade conditions?		

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

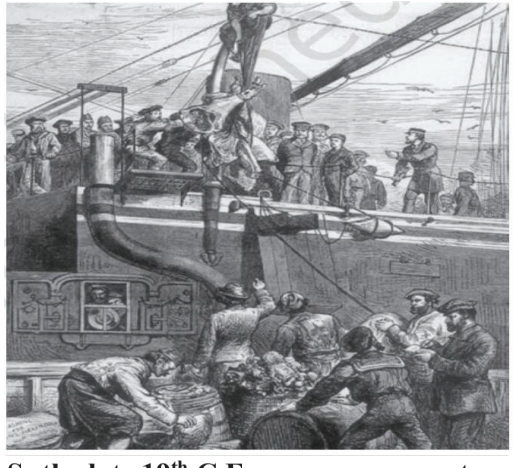
_____

Class: 10 - HISTORY
Chapter – 3 THE MAKING OF A GLOBAL WORLD
Period No: 2
Key Concepts: THE NINETEENTH CENTURY (1815-1914)

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation – 5 minutes **The Nineteenth Century 1815-1914 (10 min)** **A world economy takes shape 10 min)**	**The 19th century was a period of significant change and innovation. Technological advancements, social reforms, and cultural shifts dramatically transformed everyday life. By analyzing everyday objects from this era, we can gain valuable insights into the lives of people in the 19th century.** **Posing Question to make connection to 19th Century** - What do you use to write now? - What do you think might have used in 19th century? (Quill pen) - What do people use to check time now? - What do you think might have used in 19th century? (Pocket watch) **Conclusion:** This activity offers an engaging and interactive way to introduce students to the 19th century and encourage them to explore the past through the lens of everyday objects, and understand about Technological change, Industrial revolution etc.	**Explain the three flows of Globalization.** **Explain the pros and cons of Corn Laws in Britain.** **What is Migration? Why do you think the people migrate from one place to another place?** **Can you give reasons for the faster development of world trade.** **Technology means?** **Explain the role of technology in the process of development.**	**Google Images** **Video** **Source: YouTube**

Role of Technology (10 min) **Late nineteenth century colonialism (5 min)**	**Activity 1:** **Prepare a flow chart to show how Britain's decision to import food led to increased migration to America and Australia.** **Discuss the reasons for migration of labour from Europe to America and Australia in 19th C.**  **Page number 58 Fig 7** • Observe the above picture and explain why people left their homes, crossed oceans and vast distances over land. • Analysed about the world trade between 1820 and 1914 where the world trade is estimated to have multiplied 25 to 40 times • Explain the role of technology in all the activities and the trade in meat offers a good example of this connected process. • Analysed how the new technology helped to reduce the prices of meat in Europe. • Explained about the regional specialisation in the production of commodities	**Explain** how the expansion of trade and a closer relationship with the world economy meant a loss of freedom and livelihoods. **Analyze the destructive impact of colonialism.** **Project:** Imagine that you are an agricultural worker who has arrived in America from Ireland. Write a paragraph on why you chose to come and how you are earning your living.	**Africa Map** **Video** **Source: Bringle Talks, YouTube.com** **https://www.youtube.com/watch?v=3bREuzpT2vs**

Assess the impact of the global transfer of disease in the pre modern world in different regions of the world, for example, in the colonization of America **Classifies and compares events, facts, data and figures, for example – Compares European technological development and its role** **Examines Corn Laws and their abolition**	**Page number 60 Fig.9** **What does the below picture explains? Analyse.**  **ExplainS- the late 19th C European conquests produced many painful economic, social and ecological changes through which the colonised societies were brought into world economy. Explanation of Map of Arica and how rival European powers in Africa drew up the borders demarcating their respective territories.**	 **Page number 61 fig. 10** **Look at the map and observe how rival European powers drew up the borders to demarcate their respective territories.** **Activity :** Prepare a flow chart to show how Britains decision to import food led to increased migration to America & Australia.	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

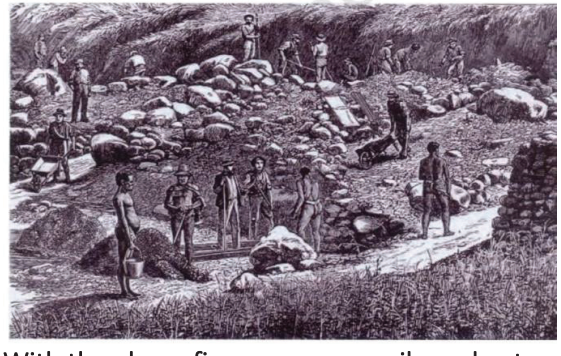
_____

_____

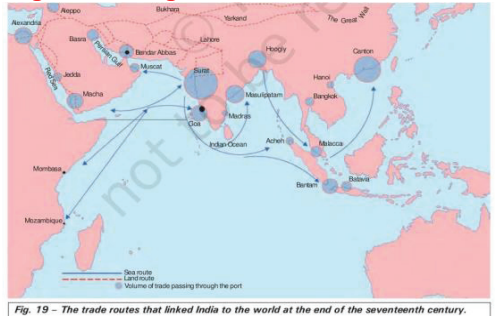
Class: 10 – HISTORY
Chapter – 3 THE MAKING OF A GLOBAL WORLD
Period No: 3
Key Concepts: **Rinderpest or the Cattle Plague**

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation – 5 minutes **Rinderpest or the cattle plague** **Indentured Labour Migration from India** **Indian entrepreneurs abroad** **Indian trade, colonialism and the Global system** **Analyses the widespread European imperial impact on colonized societies** **Understand the African Condition during late 19th century**	Posing questions related to check previous knowledge – - Explain the role of technology in the process of development. - Can you point out some of the destructive impact of colonialism. - Explain in 1890s rinderpest as an example of the widespread European imperial impact on colonized societies. Examines the reasons for Europeans arrival to Africa and the problem they faced – a shortage of labour willing to work for wages.	Why Europeans were attracted to Africa in the late 19th Century? Analyze the impact of loss of cattle due to Rinder pest on African livelihoods. Who are indentured labours? What is their condition in India? Discuss the importance of language and popular traditions in the creation of national identity.	Google images Source: c8.alamy.com, Google.com. World Map

Illustrates the two-sided nature of the 19th century world **Understands the nature of indentured labourers in India from UP, Bihar, Central India and Tamilnadu.** **Were Caribbean islands, Mauritius, and Fiji** **Discusses about the new system of slavery** **Demonstrates the historical events as fine cottons produced in India were exported to Europe** **Examines the impact of industrialization**	Page No. 62 Fig 13  With the above figure we can easily understand the diggers at work in the Transvaal gold fields in South Africa Discusses the reasons for the spread of Rinderpest like forest fire and how it killed 90% of the cattle Given the example of indentured labour migration from India. 19th C migration of Indian and Chinese labourers to work on plantations and mines, construction projects around the world. Explain the main destinations of Indian indentured migrants were the Caribbean islands, Mauritius and Fiji And discuss the new system of slavery.	Why indentured labour was given numbers? The answer is in the caption of the picture. Read to get the answer.  ***Fig. 15 — Indentured laboureres photographed for identification.*** *For the employers, the numbers and not the names mattered.*	Source: mapsofworld.com

	 Page no. 64 Fig.14 Observe the figure and analyze the condition of labourers. Describe the conditions of Indian entrepreneurs abroad. Discuss the impact of British industrialization Indian textiles faced stiff competition in other international markets  Page No.66 Fig 17 In the above image there East India Company House London. Can you explain me its importance? Explained about the multilateral settlement system works in Britain	What do you know about East India Company?	

	Activity: Page No.67 Fig.19  *Fig. 19 – The trade routes that linked India to the world at the end of the seventeenth century.* By observing the above image identify the trade routes that linked India to the world at the end of the 17th C.		Silk Route

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

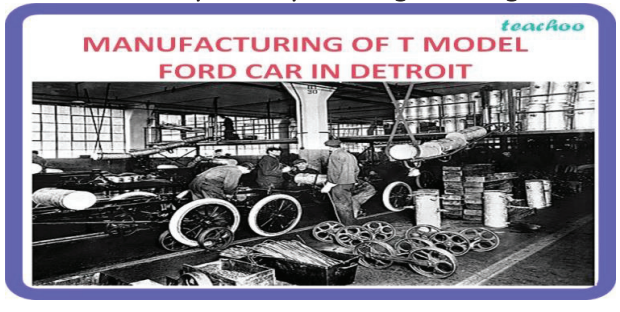
_____

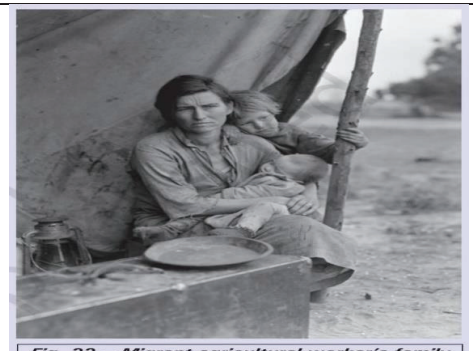
_____

Class: 10 – HISTORY
Chapter – 3 THE MAKING OF A GLOBAL WORLD
Period No: 4
Key Concepts: The Inter War Economy

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation (5 min) **The Inter War Economy (10 min)** **Wartime transformations (10 min)** **Post war recovery (5 min)** **Rise of mass production and consumption (5 min)** **The Great Depression and India (5 min)** **Constructs views, arguments and ideas on the basis of collected or given information**	Posing Questions: - **What do you remember about indentured labour? Analyses the main destinations of Indian Indentured Migrants** - Do you remember the time period of first world war? - Explain about War time transformations and why first world war was regarded as first modern industrial war. Discussion on the Impact of the war on the economy, restructuring of industries to produce war related goods. Impact on society where men went to battle and women stepped in economic activity. Discussion on the post war recovery and proved how difficult it is with a prolonged crisis in Britain which was burdened with huge external debts.	What is the time period of first world war? Describe the impact of the war on the world economy. Was the post war recovery easy or difficult? How US economy recovered fast in the post war period? What strategy followed by US to create a cycle of higher employment and incomes?	Google images World Map Source: mapsofworld.com

Demonstrates how difficult postwar economic recovery was. **Examines how mass production had become a characteristic feature of industrial production of US.** **Analyses the impact of Great Depression on world economy and India**	Analyzed the position of agricultural economies in crisis Examine the rise of mass production and consumption in US where recovery was quicker with the example of car manufacturer Henry Ford by showing the image  Explained about how the Great Depression of 1929 plunged in and discussed the catastrophic declines in production, employment, income and trade through-out the world Observe the picture and read the caption to know the condition of migrant agricultural labors during the great depression.	What is the time period of Great Depression? Examine the impact of Great Depression on world economy. Analyse the impact of Great Depression on Indian Economy.	

	 *Fig. 22 – Migrant agricultural worker's family, homeless and hungry, during the Great Depression, 1936.* Courtesy: Library of Congress, Prints and Photographs Division. **What the picture explain about?** Explained about the world economic condition during the great depression. Discussed the impact of Great Depression in India on Indian peasants and farmers Discussed the thoughts JM Keynes for global economic recovery.		

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

Class: 10 – HISTORY
Chapter – 3 THE MAKING OF A GLOBAL WORLD
Period No: 5
Key Concepts: Rebuilding a World Economy: The Post-war Era

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation (5 min) **Rebuilding a World Economy: The Post-war Era** **Postwar settlements and Bretton Woods Institutions** **The Early Post-war Years** **End of Bretton Woods and the Beginning of Globalization**	Posing questions related to previous class – - What do you remember about the Great Depression.? - What is its impact on world economy and Indian economy? - Explain about Axis powers and Allied powers between whom the war was fought. Discuss about the Impact of world war – enormous death and destruction where reconstruction was to be long and difficult. Page number 74 Fig 25 Explain about two crucial influences which shaped postwar reconstruction Discussed about post war settlement and the Bretton Woods Institutions	Read the Source given below and answer the questions that follow: Post-war settlements and the Bretton Woods Institutions: The Bretton Woods Conference established the IMF to deal with external surpluses and deficits of its member nations. The International Bank for Reconstruction and Development (popularly known as the World Bank) was set up to finance postwar reconstruction. The IMF and the World Bank are referred to as the Bretton Woods institutions or sometimes Bretton Woods twins. The post war international economic system is also often described as the Bretton Woods System.	Google images Source: Google.com World Map Source: mapsofworld.com

	Examine the main aim of the post war international economic system was to preserve economic stability and full employment Explains- about IMF and the World Bank and why they are called as the Bretton Woods institutions/Bretton Woods twins. Discuss about Multinational Corporations and their role in business expansion. Explained about Decolonization and Independence when the second world war ended and how the newly independent economies organized themselves as a group – G 77 to demand a New International Economic Order. Explain about the End of Bretton Woods and the Beginning of Globalisation. Discuss the new words Exchange rates, fixed exchange rates and floating exchange rates. Analyzed how the world's economic geography has been transformed as countries such as India, China and Brazil have undergone rapid economic transformation.	Answer the questions: 1.What was set up to finance post war reconstruction? 2.What was IBRD popularly known as? 3. What were known as Bretton Woods Twins?  1. What are the objectives of Bretton woods conference? Project: Prepare a consolidation of Bretton wood conference and its impact on world economy.	Video Source: BYJUS-Class 9th & 10th, YouTube.com

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

Class: 10 HISTORY
Chapter – 3 THE MAKING OF A GLOBAL WORLD
Period No: 06
Key Concepts: **Remedial Teaching & Assessment**

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation – 5 minutes **Remedial Teaching & Assessment (20 min)** **Remedial plan after teaching the regular classes as per requirements (15 min)**	• To review what worked well in the ideas and thoughts in to presentation process and identifying any areas for improvement and plan to revise the process. • Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment		

Teachers' reflections and experiences:

7. Is the lesson appropriately timed? _____
8. Is the flow of the lesson plan clear, smooth, and logical? _____
9. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
10. Is there space for students to collaborate and cooperate with each other? _____
11. Does the lesson provide adequate opportunity for the students to practice the skills? _____
12. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: 10 HISTORY
Chapter – 3 THE MAKING OF A GLOBAL WORLD
Assessment-Worksheet-(Max.Marks:20)

I Multiple Choice Questions: **4x1=4 M**

1. What is/are a good example of vibrant pre modern trade and cultural links between distant parts of the world [ ]
   a) Trade & Transport b) Silk Routes c) European Sailors d) None of the above
2. Until 18th Century which Asian countries were among world's richest countries? [ ]
   a) Japan & Bangladesh
   b) India & China
   c) Iran & Iraq
   d) China & Indonesia
3. Between 1820 to 1914 world trade is estimated to have multiplied 25-40 times. Nearly what percent of this trade comprised primary products? [ ]
   a) 10 b)20 c) 40 d) 60
4. Which country passed the corn laws to restrict the import of corn? [ ]
   a) France b) Great Britain c) Spain d) USA

II Answer the following in short: **2x2=4M**

5. Give two examples from history to show the impact of technology on food availability.
6. Why did planters and mine owners and colonial governments monopolized cattle resources?

III Answer the following questions briefly. **1x3=3M**

7. Explain the causes of Great Depression.

IV Answer the following: **1x4=4M**

8. What role did silk-route play in linking distant parts of the world?

V Answer the following questions in details: **1x5=5M**

9. Explain what is referred to as G-77 countries. In what ways can G-77 be seen as a reaction to the activities of the Bretton Woods Twins?

CLASS: X SUBJECT: SOCIAL SCIENCES PART: HISTORY

NAME OF THE LESSON: 4. The Age of Industrialisation NO OF PERIODS:06

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.

b. **Health and wellbeing**

c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.

d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.

e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyses, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

Curricular Goals:

CG 2 C-2.1-Explains historical events and processes with different types of sources, with specific examples from world history.

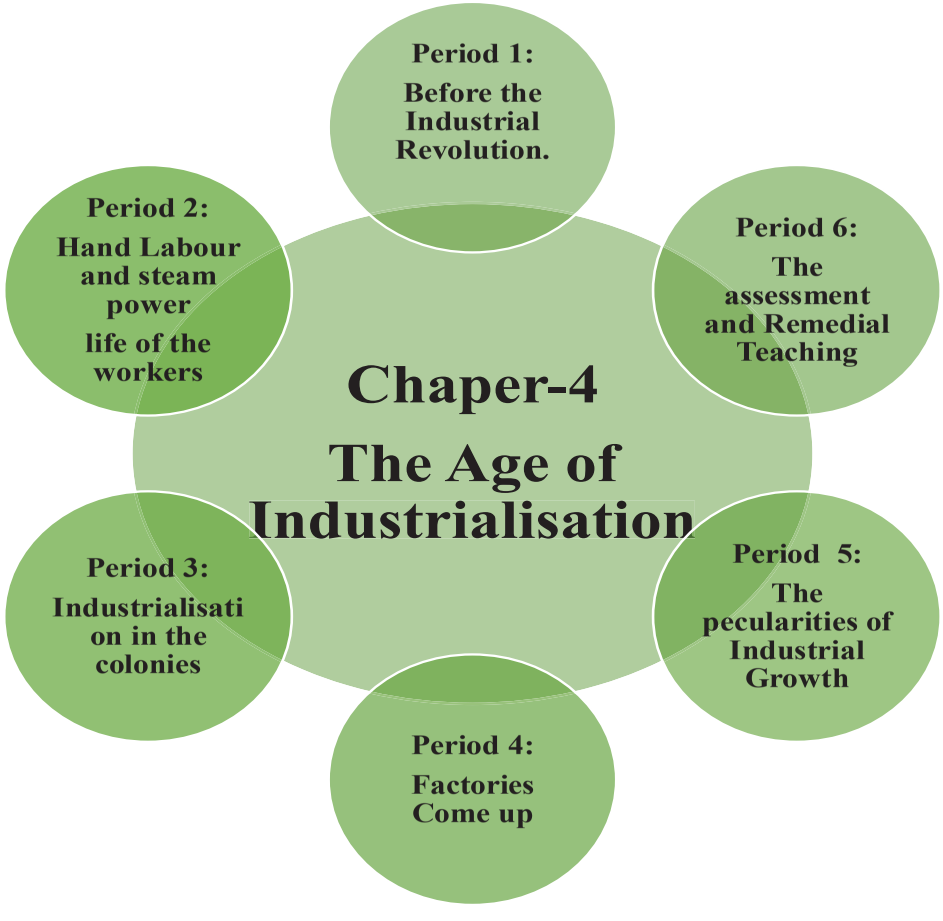
C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)

C-2.4-Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialization, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history.

CG 6 C-6.2 Understands that, forms of inequality, injustice and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonization), leading to political, social, and cultural efforts, struggles movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.

MIND MAPPING-06

Class 10 -History Chapter-4-The Age of Industrialisation



PERIOD NO TOPIC/ SUB TOPIC	CONTENT DOMAINS SPECIFIC LEARNING OUT COMES	MICRO COMPETENCY INDICATORS
Period 1: Before the Industrial Revolution. The coming up of the Factory The pace of Industrial change.	LO6: Draws inter-linkages within social science, in relation to colonization and Industrial revolution. LO1: Recognises and retrieves facts and figures about industrial development. LO4: Analyses different changes happening different phases of industrialization	C 6.1: Analyses the linkages between colonization, expansion of world trade and raise for demand in goods. C 1.1: Describes the changes happening in production and managing industries. C4.1: Examines the new inventions and technologies resulted in emerging and development of industries in Britain during 1840s.
Period 2: Hand Labour and steam power Life of the workers	LO3: Explains cause and effect relationship in relation to hand labour and steam power. LO6: Draws interlinkages within social science with reference to life of workers during industrialization.	C3.1: Analyses the reasons certain producer's preferred human labour over machines. C6.1: Analyses the connection between abundant availability of labourers and raise in levels of unemployment and poverty and its social consequences.
Period 3: Industrialisation in the colonies Age of Indian Textiles What happened to weavers? Manchester comes to India	LO2: Classifies and compares events about industrialization in colonies like India. LO9: Constructs views on lives of Indian weavers and artisans. LO4: Analyses and evaluates information with reference to domination of Indian markets by East India Company.	C2.1 Classifies and how the Indian textile industry and markets were operated. C9.1: Explains how the entry of British companies resulted in trade monopoly and the ways it affected the lives of Indian weavers. C4.1: Examines the factors that led India from major exporter to major importer of cotton piece goods.

Period 4: Factories Come up The Early Entrepreneurs Where did the workers come from?	LO1: Recognizes and retrieves facts in connection to the early entrepreneurs in India, LO4: Analyses and evaluates information on repressive trade practices of colonial powers. LO6: Draws inter-linkages between demography features and economies of working class.	C1.1: Describes how the entrepreneurs were emerged in a colonial ruled society like India and their trade practices. C 4.1: Assesses how European merchant industrialist have limited the opportunities for Indian traders and controlled the Indian markets. C6.1: Analyses the inter-relationship between unemployment in rural areas and migration to urban areas which further resulted in urbanization.
Period 5: The peculiarities of Industrial Growth Small scale industries Predominate Market for goods.	LO1: Recognises and retrieves facts with reference to the peculiar features of Indian industrial growth. C12: Show sensitivity in connection to small-scale industries in India in early 20th century. C1: Recognises and retrieves facts, events about market for goods during industrial age.	C1.1 Recognises and describes the way how Indian industries bloom of in unusual scenarios like nationalist movements and world wars. C12.1 Empathizes on the dependability of small-scale industries on factors like bad harvest and appreciates their adoption of new technology. C1.1 Recalls the events of the resistance shown by Indian weavers and craftsman when British manufacturers tried to take over the Indian market.
Period 6. Assessment & Remedial teaching.	To review what worked well in the ideas & thoughts into presentation-transition process and identify any areas for improvement and plan to revise the process for those children who needed. Summaries and re-teaches the lesson with simple tools for those who couldn't well in assessment.	

NOTE:

1.The teacher should not exclude-"New words, Activities ,Image based content and Box items" given in the text book pertaining to each chapter.

2. Teacher may take an assessment during the lesson

Class 10 - History Chapter 4 -The Age of Industrialization

Period No: 01

Key concepts: Before the Industrial Revolution, the coming up of the Factory and the pace of Industrial change.

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Before the Industrial Revolution. **[30 min]** **LO6: Draws inter-linkages within social science, in relation to colonization and Industrial revolution.** C 6.1: Analyses the linkages between colonization, expansion of world trade and raise for demand in goods. **The coming- up of the Factory** **[10 min]** **LO1: Recognises and retrieves facts and figures about industrial development.** C 1.1: Describes the changes	Probing questions to introduce the lesson: • By what means you came to school today? • How would you travel to longer distances? • Mention the means of transport that you prefer for travelling to Paris. • Discuss the conditions that shaped modern transport system and technology. • How do you think technology can impact industries? (Connect this to begin the lesson – Before the Industrial Revolution) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Activity 1: Picture reading**  **Source: NCERT TEXT BOOK page no.81**	• Mention why people of Europe had to find alternative sources of income in 18th century. • Give reasons why London was often called finishing center. • Define Proto-industrialisation.	**World political map.** **Source** https://worldmapswithcountries.com/wp-content/uploads/2020/05/World-Map-With-Countries-scaled.jpg • Video clip on working style of people and their works before industrial revolution. https://youtu.be/3Efq-aNBkvc?si=AEZrXv1T2Q5d

happening in production and managing industries.

The pace of Industrial change.
LO4: Analyses different changes happening different phases of industrialization

C4.1: Examines the new inventions and technologies resulted in emerging and development of industries in Britain during 1840s

Ask Students to-

- **Observe the picture carefully and mention your findings.**
- **Compare this picture with Gandhi charka.**
- **Compare this picture with modern textile factories.**

(Connect this to begin the topic – The Coming-up of factory)

Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)

Activity 2: Data analysis

Comparison of modern and older industries:		
Feature	**Olden day Industries**	**Modern Industries**
Technology	Labour-intensive and reliant on manual labour	Highly automated and reliant on technology
Production	Small-scale production	Mass production
Workforce	Less skilled and less educated	Highly skilled and educated
Safety	Less emphasis on safety	Emphasis on safety and ergonomics
Environment	Less focus on sustainability and environmental impact	Focus on sustainability and environmental impact

Source- made by the teacher.

Ask students-

- Interpret the above table and note the major changes between olden day industries and modern-day industries.

(Connect this to begin the topic – The pace of Industrial Change)

***Facilitate the teaching-learning process by providing**

- Identify the series of inventions that led to improvised production.

- Mention the reasons for increase of demand for Iron Industry.

- List the main features of Industrial changes that happened in different phases of industrialization.

Activity :

Give two examples where modern development that is associated with progress has led to problems. You may like to think of areas related to environmental issues, nuclear weapons or disease.

6eFT

A chart/ image /pdf showing the Comparison of modern and older industries:

	more inputs and information on the topic-(explanation)* **Summarize:** Comprehend that colonization led to expansion of trade which further led to demand for goods resulting in industrialization and industrial development with new inventions and technologies.		

TEACHERS REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

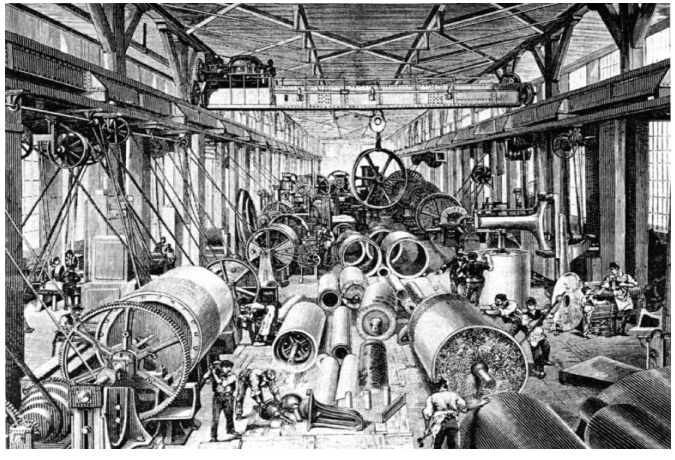
Class: X History Chapter-: 4-The Age of Industrialization

Period No: 02

Key concepts: Hand Labour and steam power life of the workers

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Hand Labour and steam power **[20 min]** **LO3: Explains cause and effect relationship in relation to hand labour and steam power.** C3.1: Analyses the reasons certain producer's preferred human labour over machines.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • List the infrastructural developments activities carried out in 1840s. • **'Typical worker in the mid-nineteenth century was not a machine operator but the traditional craftsperson and labourer'. Do you support this statement? Give reasons.** **Activity 3: Discussion** **Statement: 'Now-a- days we use machines and technology for everything we even find machines that cook. Given a chance, which type of food you prefer? Human made or machine made. Discuss on human and machine-made goods.'** **Group Discussion Tips:** • Encourage students to build on each other's ideas. • Help students to stay on topic and avoid tangents. • Summarize the key points of the discussion at the end. (Connect this to begin the topic – Hand Labour and steam power) ***Facilitate the teaching-learning process by providing**	Activity : Imagine that you are a merchant ,writing back to a salesman who has been trying to persuade you to buy a new machine .Explain in your letter what you have heard and why you do not wish to invest in the new technology ? • State why aristocrats and bourgeoisie preferred hand made things over machine made. • What were the some of the specific inventions that helped to make the transition from hand labour to steam power possible?	A video related invention of steam power. https://youtu.be/5jCpJnQykAo?si=jw5uiyGhdW2Gi-Aw

Life of the workers **[20 min]** **LO5: Draws interlinkages within social science with reference to life of workers during industrialization.** C5.1: Analyses the connection between abundant availability of labourers and raise in levels of unemployment and poverty and its social consequences.	**more inputs and information on the topic-(explanation)*** **Activity 4: Picture reading**  Source: https://images.app.goo.gl/xo6Vzk3seuBTukBR7 Ask students- • Mark your observations in relation to the type of machines used, safety-standards, and the quality of work place. • How do you think was the life of people working in olden day industries? (Connect this to begin the topic – Life of the workers) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Summarize:** Comprehend that certain producers and consumers in society were in favour of human-made goods,	• How did the transition from hand labour to steam power effect the lives of ordinary people? • **Enumerate reasons for increase in joblessness among factory workers.** .	**World political map.** **Source** **https://worldmapswithcountries.com/wp-content/uploads/2020/05/World-Map-With-Countries-scaled.jpg**

	yet, the living condition of laborers was skeptical with increased unemployment and poverty.		

TEACHERS REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: X History Chapter-4-The Age of Industrialisation

Period No: 03

Key concepts: Industrialisation in the colonies- Age of Indian Textiles-What happened to weavers? - Manchester comes to India

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Industrialisation in the colonies **Age of Indian Textiles** **[15 min]** **LO2: Classifies and compares events about industrialisation in colonies like India.** C2.1 Classifies and how the Indian textile industry and markets were operated.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • List the infrastructural developments activities carried out in 1840s. **Activity 5: Interpreting map**  Ask students to Locate and label the following: - India - Malaysia - Afghanistan - Thailand - Red sea - -Indonesia -Britain Probing questions: • Name the chief items of export from India to Europe. (Connect this to begin the topic –Industrialisation in the colonies and continue the topic- The age of Indian Textiles)	• **Give reasons why Surat and Hoogly decayed whereas Bombay and Calcutta emerged as thriving cities.** • Why do you think Indian goods have high demand in European market? Discuss.	**World Political outline map.** **Source: d-maps.com, Google.** **Video**

What happened to weavers?
LO9: Constructs views on lives of Indian weavers and artisans.
[25 min]

C9.1: Explains how the entry of British companies resulted in trade monopoly and the ways it affected the lives of Indian weavers.

Manchester comes to India
LO4: Analyses and evaluates information with reference to domination of Indian markets by East India Company.

C4.1: Examines the factors that led India from major exporter to major importer of cotton piece goods.

Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)

Probing questions:

- Name the neighbouring country with which we have many conflicts.
- List the reasons why India and Pakistan were separated.
- In what ways did we lose or gain by getting separated?
- Why do you think that rulers sometimes use the divide and control strategy?

(Connect this to begin the topic – What happened to weavers and continue the topic- Manchester comes to India.)

Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)

Activity: 6 Facts interpretation.

Source C

The Commissioner of Patna wrote:

'It appears that twenty yeas ago, a brisk trade was carried on in the manufacture of cloth at Jahanabad, and Behar, which has in the former place entirely ceased, while in the latter the amount of manufacture is very limited, in consequence of the cheap and durable goods from Manchester with which the Native manufactures are unable to compete.'

Quoted in J. Krishnamurty, 'Deindustrialisation in Gangetic Bihar during the nineteenth century', *The Indian Economic and Social History Review*, 1985.

Source D

Reporting on the Koshtis, a community of weavers, the *Census Report of Central Provinces* stated:

'The Koshtis, like the weavers of the finer kinds of cloth in other parts of India, have fallen upon evil times. They are unable to compete with the showy goods which Manchester sends in such profusion, and they have of late years emigrated in great numbers, chiefly to Berar, where as day labourers they are able to obtain wages ...'

Census Report of Central Provinces, 1872, quoted in Sumit Guha, 'The handloom industry in Central India, 1825-1950', *The Indian Economic and Social History Review*.

Source : NCERT HISTORY TEXT BOOK page no.92

Ask Students -

- Read the above two sources carefully and share your views in light of below mentioned context.

- In economics lesson-1 Development, we came across a statement 'What may be development for one may not be development for the other. It may even be destructive for the other.' How can you relate this statement to the above sources that you read?

- Describe how East India Company gradually weakened Indian textile industry.

- **Who are gomasthas?**
- **Give the reasons for clashes between gomasthas and Indian weavers.**

Source: Seshu Cheera, YouTube.com
https://www.youtube.com/watch?v=W7QkUFrjkow

	(Connect this tore-affirm the suffering of Indian weavers due to the British industrial and market policies.) **Summarize:** Comprehend that the earlier Indian goods use to be in high demand in Europe but later the colonial powers followed monopolistic policies which affected the Indian economy thereby Indian wavers.		

TEACHERS REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: X History Chapter-4-The Age of Industrialisation

Period No: 03

Key concepts: Factories Come up -The Early Entrepreneurs- Where did the workers come from?

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Factories Come up **The Early Entrepreneurs** **[20 min]** **LO1: Recognises and retrieves facts in connection to the early entrepreneurs in India,** C 1.1: Describes how the entrepreneurs were emerged in a colonial ruled society like India and their trade practices. **LO4: Analyses and evaluates information on repressive trade practices of colonial powers.** C 4.1: Assesses how European merchant industrialist have limited the opportunities for Indian traders and controlled the Indian markets.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Mention the problems faced by cotton weavers in India due to industrialisation. Probing questions: • Name some richest people you know in India. • Name some wealthiest persons across the world. • Guess, what could be their possible profession to become that rich. • If a person starts a new business/factory /enterprise, what do we call him/her. (Connect this to begin the topic – Factories Come up and continue the topic- Manchester comes to India.) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)***	• **Name the country did early entrepreneurs trade with** • **In which year was the cotton mill set up in Bombay?** **Describe the role of jobbers in industries.**	Video **Source : Edurace, YouTube.com** **World political map.** **Source** **https://worldmapswithcountries.com/wp-content/uploads/2020/05/World-Map-With-Countries-scaled.jpg**

Where did the workers come from? **[20 min]** **LO6: Draws inter-linkages between demography features and economies of working class.** C6.1: Analyses the inter-relationship between unemployment in rural areas and migration to urban areas which further resulted in urbanization.	Probing Questions: • Name any one industry near to your location. • How many workers are employed in that industry? • Where do you think these workers come from? Guess what could be the possible profession of those workers before they were employed in that industry. (Connect this to begin the topic – Where did the workers come from?) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Activity: 7 Group discussion.** **Discuss on the conditions of mill workers after reading the given sources.** ***Source E*** Vasant Parkar, who was once a millworker in Bombay, said: 'The workers would pay the jobbers money to get their sons work in the mill ... The mill worker was closely associated with his village, physically and emotionally. He would go home to cut the harvest and for sowing. The Konkani would go home to cut the paddy and the Ghati, the sugarcane. It was an accepted practice for which the mills granted leave.' Meena Menon and Neera Adarkar, *One Hundred Years: One Hundred Voices*, 2004. Source		

	Source F _____ Bhai Bhosle, a trade unionist of Bombay, recollected his childhood in the 1930s and 1940s: 'In those days, the shift was 10 hours – from 5 pm to 3 am – terrible working hours. My father worked for 35 years; he got the asthma like disease and could not work any more...Then my father went back to village.' Meena Menon and Neera Adarkar, *One Hundred Years: One Hundred Voices.* Source Source: NCERT HISTORY TEXT BOOK page no.96. (Connect this tore-affirm the working conditions and suffering of Indian factory workers.) **Summarize:** Comprehends that the early factories were setup by the native traders of India who successfully surpassed the repressive colonial trade practices and could provide employment to rural poor and play a role in urbanization.		

TEACHERS REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

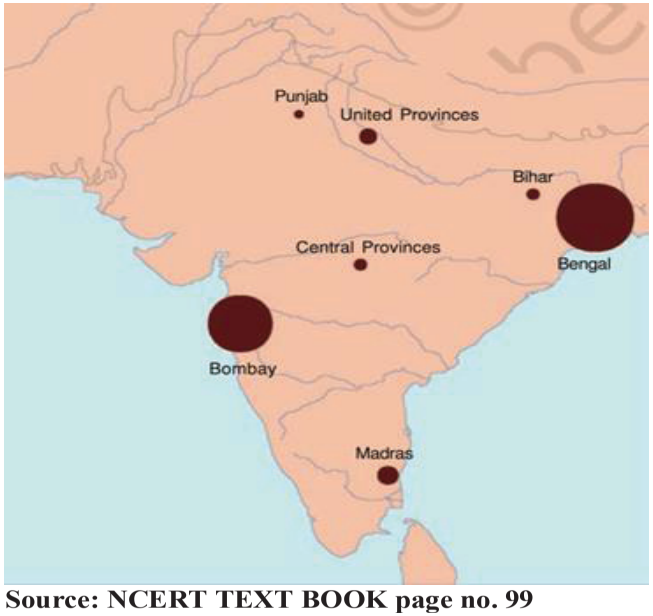
Class: X History Chapter-4-The Age of Industrialisation

Period No: 05

Key concepts: The peculiarities of Industrial Growth- Small scale industries Predominate- Market for goods.

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
The peculiarities of Industrial Growth **[15 min]** **LO1: Recognises and retrieves facts with reference to the peculiar features of Indian industrial growth.** C1.1 Recognises and describes the way how Indian industries bloom of in unusual scenarios like nationalist movements and world wars.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Explain how early entrepreneurs could establish industries in India. • Describe the condition of industrial workers during the industrial age in India. Probing questions: • Name the country that won the recent cricket world-cup. • What was its success rate in the initial stages? • Mention your findings on their journey to success • 'Initial failure cannot stop from achieving success.' Give your views on the above statement. (Connect this to the success of Indian entrepreneurs and industrial growth and start the new topic- The Peculiarities of Industrial Growth.) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Activity: 8 Discussion. Statement: Recall the divide and control strategy of	• **State the conditions that led to peculiar growth of Indian industries** • **Mention the steps taken by the Indian industrialists to protect their business interests.**	**India Map** **Source: upload.wikimedia.org, Google.com.**

Small scale industries Predominate **[10 min]** **C12: Show sensitivity in connection to small-scale industries in India in early 20th century.** C13.1 Empathizes on the dependability of small-scale industries on factors like bad harvest and appreciates their adoption of new technology.	British in the case of Indian weavers and how it is affected them. Relate the same situation to entrepreneurs and discuss the benefits of collective bargaining. (Connect this to the establishment of Chambers of commerce across India.) **Activity: 9 Interpreting the thematic map of location of large-scale industries.** **Ask students - Relate this map to recall how the industrial growth in limited locations resulted in regional imbalances.**  **Source: NCERT TEXT BOOK page no. 99** (Connect this to begin the topic –Small-scale industries pre-dominate) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Activity:10 Picture reading	• **Give your thoughts on the usage of fly shuttle in the second decade of 20th century.** • **Mention the places where small scale industries thrived in India during the industrial age.**	

Market for goods.
[15 min]

LO1: Recognises and retrieves facts, events about market for goods during industrial age.

C 1.1: Recalls the events of the resistance shown by Indian weavers and craftsman when British manufacturers tried to take over the Indian market.



Source: https://images.app.goo.gl/f8VZxFwrmofnPQHH6

Ask students-

- Observe the given picture and mention the inferences that you drew.
- State the reasons why companies focus so much on advertising.
- How do you think were the advertisement stratagies during the industrial age in India.

(Connect this to begin the topic –Market for Goods)

Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)

	Summarize: Comprehends that the age of industrialisation just doesn't mean setting up of factories, technological and innovative changes but it also *comprises* attempts of grabbing the market, resistance from weavers and craftsman, social changes and creating customers through various marketing techniques.		

TEACHERS REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: X History Chapter-4-The Age of Industrialization

Period No: 06

WORKSHEET FOR ASSESSMENT – (20 Marks)

Time: 40 min

Multiple Choice Questions **4 × 1 = 4 M**

1. **Which one of the following aspects was the base of the Bretton Woods System?**
   a. Military System c. Economic System
   b. Cultural System d. Historical System

2. **Consider the following statements and choose appropriate statement associated with emergence of mills.**
   a. The earliest factories in England came of the by the of 1830s.
   b. Iron industries was the main industry at that
   c. The dynamic industries in England were metals
   d. James Watt is credited to create the cotton

3. **The first symbol of the new era was _____. Its production boomed in the late nineteenth century.**

a) Cotton b) Wool c) Silver d) Aluminium

4. **Consider the following statements and choose the appropriate statement associated with emergence of mills.**

a. The earliest factories in England came up by the end of 1830s.
b. Iron industries was the main industry at that time.
c. The most dynamic industries in England were cotton and metals.
d. James Watt is credited to create to cotton mills.

Answer the following questions in detail. **1 x 5 = 5 M**

5. "Indian trade played a crucial role in the late nineteenth-century world economy." Analyze the statement.

Answer the following question briefly. **1 x 4 =4 M**

6. Describe the conditions of workers in Europe after the industrial revolution.
7. Why did the industrial production increase in India during the First World War?

Answer the following question briefly. **1 x 3 =3 M**

8. Describe the achievements of any three early industrialists in British India.

Answer the following questions in short. **2 x 2 =4 M**

9. Highlight any three benefits of industrialization on the society.
10. State any three functions of a Jobber

CLASS: X **SUBJECT: SOCIAL SCIENCES** **PART: HISTORY**

NAME OF THE LESSON: Print Culture and the Modern World **NO OF PERIODS: 10**

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.

b. **Health and wellbeing**

c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.

d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.

e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyze, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

Curricular Goals:

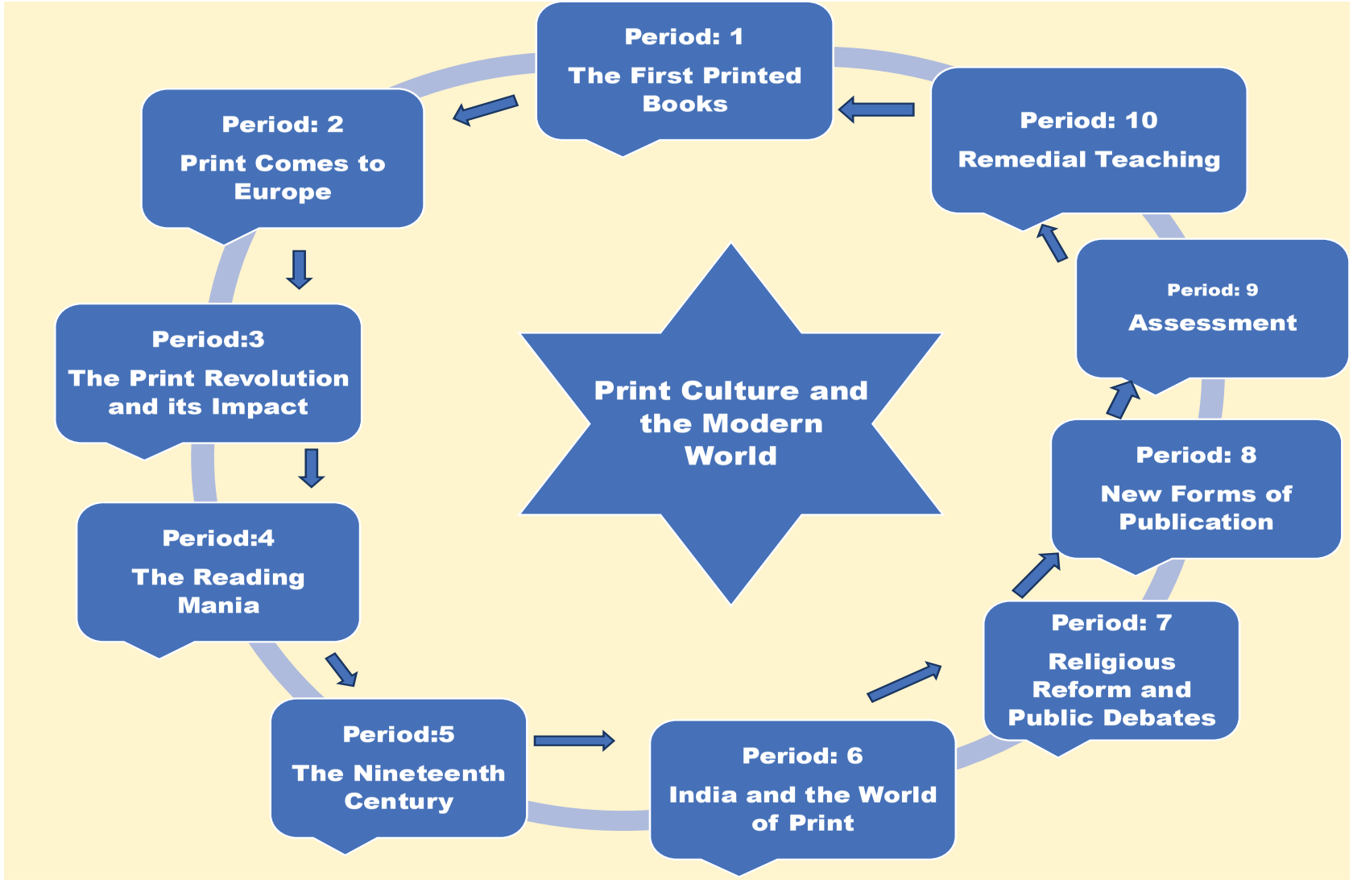
CG 2 C-2.1 Explain historical events and processes with different types of sources, with specific examples from world history.

C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformation.

C-2.4Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history

MIND MAPPING

Class 10 -History Chapter 5-Print Culture and the Modern World



PERIOD NO TOPIC/ SUB TOPIC	CONTENT DOMAINS SPECIFIC LEARNING OUT COMES	MICRO COMPETENCY INDICATORS
P1. The First Printed Books Print in Japan	LO1: Recognises the origin of print, old methods of printing and type of books printed. LO7: Identifies the relation between travel of print to Japan, and its impact on the type of books printed.	C1.1: Identifies that the earliest print technology was invented by China. C1.2: Develops an understanding how the social changes have influenced the type of books that are printed. C7.1: Analyses that the travel of print to Japan has added new practices to print which involved every day depictions.
P 2. Print Comes to Europe Gutenberg and the Printing Press	LO7: Identifies that the technological transfer has happened across the globe LO12: Appreciates the way how application skills of Gutenberg helped in invention of modern printing press.	C7.1: Understands the need of transfer of print technology across the world countries. C12.1: Realizes that new print technology was evolved as a consequence of Gutenberg's application skill.
P3. The Print Revolution and its Impact Religious Debates and Fear of Print Print and Dissent	LO1: Recognises how print technology has transformed the society and thereby lives of people LO6: Draws interlinkages between print technology and religious reforms in 16th century.	C1.1: Identifies that literacy rates were improved and new class of citizens have emerged because of print technology. C6.1: Interprets how rational thinking and inquisitiveness that arouse in people led to religious reforms.
P4. The Reading Mania Tremble, therefore, tyrants of the world? Print culture and the	LO1: Recognises and describes the impact of printing press on different sections of society.	C1.1: Analyses that the new varieties of books came into existence basing on the interest of the people. C1.2: Appreciate the growth of scientific temperament and attributes it to scientific publications. C1.3: Identifies that printing press played a crucial role in the spread of

French Revolution		ideas, questioning on social order and critical thinking which eventually led to French Revolution.
P5. The Nineteenth Century Children, Women and Workers Further Innovations	LO1: Recognises and describes the changes that took place in print culture during 19th century. LO7: Identifies the developments in Print Technology.	C1: Understands that changes took place in print culture as women and children emerged as new section of readers. C2: Understands that the appearance of new printed texts was improvised with the arrival of new developments in print technology.
P6. India and the World of Print Manuscript Before the Age of Print Print comes to India	LO1: Recognises the rich and old traditions of India. LO3: Explains the way how print entered and transformed India.	C1.1: Explains different kinds of manuscripts used in India. C2: Describes the kind of early publications done in India. C3: Explains the censorship on press during colonial period in India.
P7. Religious Reform and Public Debates	LO1: Recognises how the print technology transformed Indian society.	C1.1: Explains the way how the social reformers tried to use print to be change in religious aspects of India. C1.2: Describes how resentment started in society against religious reforms.
P8. New Forms of Publication Women and Print Print and Poor people Print and Censorship	L01Recognises the new forms of publications. LO12: Appreciate the role of print in transforming the life of women, depressed and poor in India.	C1.1: Interprets that evolution of new forms of publication including visual images, painting, caricatures, cartoons etc., and compares them with present day publications. C12.1: Understands that the aspirations of women were suppressed due to superstitions and print has played a key role in changing their lives. C12.2: Identifies that the print culture in India has spread awareness among socially suppressed classes and created a hope for prospective future. C12.3: Explains how courts tried to protect press freedom despite of repressive measures of colonial government in India.
P9. Assessment	To review what worked well in the ideas & thoughts into presentation process and identify any areas for improvement and plan to revise the process.	
P10: Remedial Teaching.	Summaries and re-teaches the lesson with simple tools for those who couldn't well in assessment.	

NOTE:

1.The teacher should not exclude-"New words, Activities ,Image based content and Box items" given in the text book pertaining to each chapter.

2. Teacher may take an assessment during the lesson

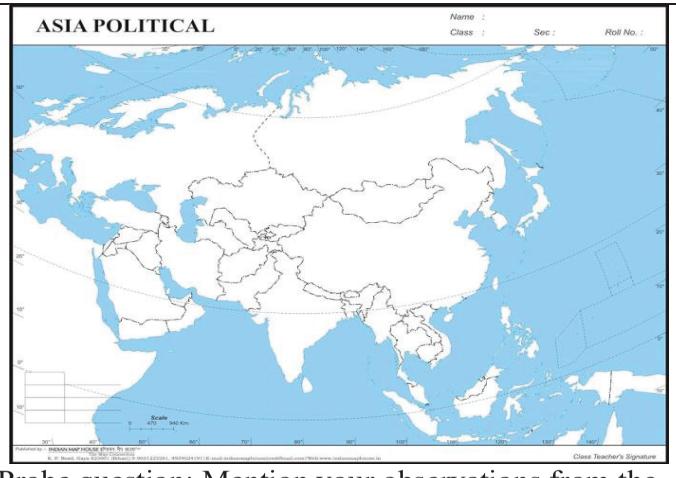
Class: X History Chapter-5: Print Culture and the Modern World

Period No: 01

Key concepts: The First Printed Books Print in Japan

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
The First Printed Books **(20 Min)** **LO1: Recognises how print technology has transformed the society and thereby lives of people** C1.1: Identifies that the earliest print technology was invented by China. C1.2: Develops an understanding how the social changes have influenced the type of books that are printed. **Print in Japan** **(20 Min)** C7.1: Analyses that the travel of print to Japan has added new practices to print which involved every day depictions. **LO7: Identifies the relation between travel of print to Japan, and its impact on the type of books printed.**	Probing questions to introduce the lesson: • If you want to buy dress for your birthday, how would you pay? • Who is authorized to issue currency for a nation? • How these currency notes are made? • How do you think your textbooks are made? • How would you study without having textbooks and express your views and opinions about the period before this print technology was in existence. (Connect this to begin the lesson topic- The First Printed Books) ***Facilitate the teaching-learning process by providing more inputs and information on the topic- (explanation)*** Activity 2: Interpretation of Map Use Asia political map and ask the students to Identify the countries 1. China 2. Japan 3. Korea	• Name the earliest print technology invented in China? • Distinguish between paper rubbing and woodblock printing?	**Byju's Video clip on Print Culture and the Modern world.** https://www.youtube.com/live/9vzN5ThKsrA?si=6bIq8yLecqvEbvIX **Video Clip on the first printed books** https://youtu.be/DnDAuhgNHp4?si=q_5Pwxxdas6yC8Hk

	 Probe question: Mention your observations from the location of China, Japan, and Korea. (Connect this to begin the topic- **Print in Japan)** ***Facilitate the teaching-learning process by providing more inputs and information on the topic- (explanation)*** **Summarize:** Comprehend how print technology was evolved and moved from China to Japan and how diverse themes of literature entered in printing.	• Where did early print travel to from China? • Express your views on addition of new practices and technologies into the society.	**Asia Political Map.**

TEACHER 'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: X History Chapter-5: Print Culture and the Modern World

Period No: 02

Key concepts: Print Comes to Europe - Gutenberg and the Printing Press

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Print Comes to Europe (20 Min) **LO7: Identifies that the technological transfer has happened across the globe** C7.1: Understands the need of transfer of print technology across the world countries.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Who introduced printing technology to Japan? • List out the type of books that were printed in Japan. Activity 3: Picture Reading  **Source:** https://cdn.thecollector.com/wp-content/uploads/2023/09/christopher-columbus-expedition.jpg?width=1080&quality=70 Ask students - • Identify what is happening in the above picture. • Analyze for what reasons sailors used to go for expeditions.	• Describe how the books were produced before wood block printing technology was introduced.	**World political map.** **Source** **https://worldmapswithcountries.com/wp-content/uploads/2020/05/World-Map-With-Countries-scaled.jpg**

Gutenberg and the Printing Press (20 Min) **LO12: Appreciates the way how application skills of Gutenberg helped in invention of modern printing press.** C12.1: Realizes that new print technology was evolved as a consequence of Gutenberg's application skill.	• What could be the possible outcomes of their expeditions? (Connect this to begin the le topic- Print Comes to Europe) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Probing Questions to introduce new topic: • Name some oil seeds. • How do they produce oil from oil seeds? • Explain the method that people in olden days used to extract oil. (Connect this to begin the topic- Gutenberg and the Printing Press) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Summarize:** Comprehend how Gutenberg's observation skills, his art of polishing stones, expertise as gold smith and knowledge in creation of lead moulds has resulted in invention of modern printing press.	• Evaluate how the observation skills and mastery over other fields helped Gutenberg to invent modern printing press.	 https://images.app.goo.gl/m94rQDAtfSNEbttn6

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: X History Chapter-5: Print Culture and the Modern World

Period No: 03

Key concepts: The Print Revolution and its Impact - Religious Debates and Fear of Print - Print and Dissent

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
The Print Revolution and its Impact (20 Min) **LO1: Recognises how print technology has transformed the society and thereby lives of people** C1.1: Identifies that literacy rates were improved and new class of citizens have emerged because of print technology. **Religious Debates and Fear of Print**	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Differentiate between woodblock printing and Gutenberg's printing press. Probing Questions to introduce a new topic: • Name a developed country you know. • List out the factors that turned the country into a developed nation. • Explain how education plays a key role in the development. (Connect this to begin the topic- The Print Revolution) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Activity 4:**	• Enumerate the consequences of increased book availability in Europe.	 https://images.app.goo.gl/kDUCU3S3ZWUDWuhF7  https://images.app.goo.gl/1CtEigQWRVAeQohp7

Print and Dissent (20 Min) **LO6: Draws interlinkages between print technology and religious reforms in 16th century.** C6.1: Interprets how rational thinking and inquisitiveness that arouse in people led to religious reforms.	 **Show these pictures and Ask students-** • Identify what the above pictures represent. • Do you think new technologies like artificial intelligence and robotics makes our life better? Support your answer with reasons. • Who do you think wouldn't welcome such new technologies? (Connect this to begin the topic- Religious Debates, Fear of Print, Print and Dissent) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Summarize:** Comprehend how print revolution influenced thought process and the more availability of religious scripts led to circulation of ideas, questioning on the religious practices, discussions, and debates happening on religious aspects and growing resentment.	• Describe how the print culture brought religious reforms.	**Pictures for activity**

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

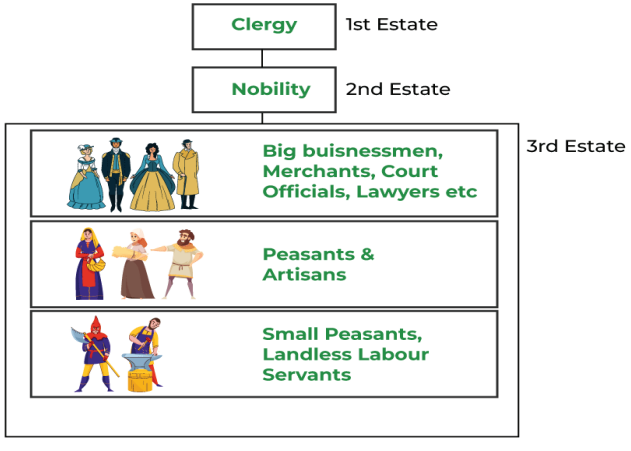
Class: X History Chapter-5: Print Culture and the Modern World

Period No: 04

Key concepts: The Reading Mania - Tremble, therefore, tyrants of the world - Print culture and the French Revolution

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
The Reading Mania **Tremble, therefore, tyrants of the world** (15 Min) C1.1: Analyses that the new varieties of books came into existence basing on the interest of the people. C1.2: Appreciate the growth of scientific temperament and attributes it to scientific publications. **Print culture and the French Revolution**	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • How different interpretations of Bible brought dissent among people to obey church? Activity 5: Picture Reading:  Ask students - • Imagine that you are running a cloth shop and your stock is full of old fashion clothes like this, how would your sales be? • Analyse the possible reasons for sluggish run of business. • Is it important for sellers to provide goods as	**Activity :** Imagine that you are a Marcopolo, write a letter from China to describe the world of print which you have seen there.	**Picture for activity**

(25 Min) C1.3: Identifies that printing press played a crucial role in the spread of ideas, questioning on social order and critical thinking which eventually led to French Revolution.	per the requirement and desires of the consumers? Explain. (Connect this to begin the topic- Print Culture and French Revolution) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Activity 6: Picture Reading.  Ask students to- • Recognise to which famous revolution this picture is related. • List the possible factors responsible for the success of French revolution. • Mention any inferences drawn between print culture and French Revolution. (Connect this to begin the topic- Print Culture and the French Revolution) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)***	• 'Tremble, therefore, tyrants of the world! Tremble before the virtual writer' Analyse the statement and express your views. • Describe how print culture influenced the French revolution.	

	Summarize: Comprehend that the printed books were improvised fulfilling the requirements of new readers and the crucial role of print in the spread of ideas, questioning on social order and critical thinking which eventually led to French Revolution.	**Activity :** Imagine that you are a cartoonist in France before the revolution. Design a cartoon as it would have appeared in a pamphlet[Fig II]	

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: X History Chapter-5: Print Culture and the Modern World

Period No: 05

Key concepts: The Nineteenth Century - Children, Women and Workers - Further Innovations

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
The Nineteenth Century Children, Women and Workers (20 Min) **LO1: Recognises and describes the changes that took place in print culture during 19th century.** C1: Understands that changes took place in print culture as women and children emerged as new section of readers.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • 'Print did not directly shape their minds, but it opened up the possibility of thinking differently.' Justify the statement. Probing Questions to introduce new topic: • What is your favourite subject? • Give the reasons why you like that subject. • Does everyone in class like the same subject? • 'Everyone will have their own tastes and preferences.' Do you agree? Give reasons. (Connect this to begin the topic- The Nineteenth Century, Children, Women and Workers.) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)***	• Name some best known women novelists of 19th century. • What was the impact of Great Depression of 1930s on print culture? • What impact do such advertisements have on the public mind?	**World political map.** **Source** https://worldmapswithcountries.com/wp-content/uploads/2020/05/World-Map-With-Countries-scaled.jpg

Further Innovations (20 Min) **LO7: Identifies the developments in Print Technology.** C2: Understands that the appearance of new printed texts was improvised with the arrival of new developments in print technology.	Activity : 7 Picture Reading  *Fig. 13 – Advertisements at a railway station in England, a lithograph by Alfred Concanen, 1874.* *Printed advertisements and notices were plastered on street walls, railway platforms and public buildings.* Source: Page no 118. (NCERT History text book grade 10) Ask students to- 1. Observe the above picture carefully and mention your findings. 2. List the changes that you notice from these advertisements to the present-day advertisements. 3. What do you think has brought changes that you mentioned? (Connect this to begin the topic- Further Innovations) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Summarize:** Comprehend that the growing demand for books and publications led to changes in both print culture and print technology.	List the developments that took place in print technology in late 18th century.	

TEACHER 'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

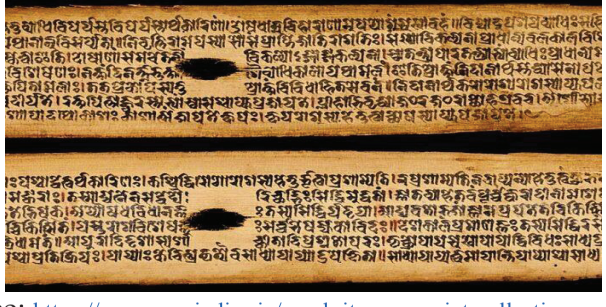
_____
_____
_____

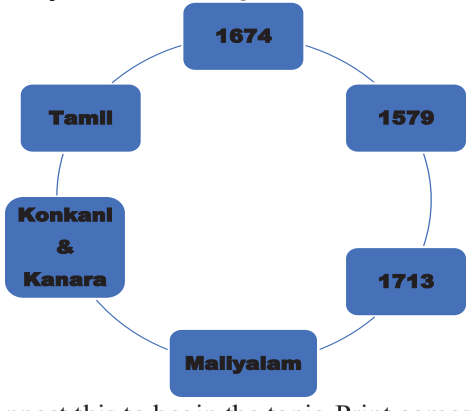
Class: X History Chapter-5: Print Culture and the Modern World

Period No: 06

Key concepts: India and the World of Print - Manuscript Before the Age of Print - Print comes to India

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Manuscript Before the Age of Print **India and the World of Print** (25 Min) **LO1: Recognises the rich and old traditions of India.** C1.1: Explains different kinds of manuscripts used in India.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • How did novels portray women in the 19th century? Activity 8: Picture Reading  Source: https://www.csp.indica.in/sanskrit-manuscript-collections-outside-india-with-special-reference-to-ayurveda/ Ask students - • Mention your observations on the above picture. • Which country do you think these manuscripts belong to? • Analyse the reasons why they used leaves for writing. (Connect this to begin the topic- Manuscripts before the age	• **List the problems of manuscripts that are used before printing press.**	**Picture for activity**

Print comes to India **LO3: Explains the way how print entered and transformed India.** (15 Min) C3: Explains the censorship on press during colonial period in India. .	of print and then take it to the topic- India and the world of print) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Activity 9: Grouping the data: Read the paragraph 1 in topic 6.2 print comes to India, carefully and match the years for related languages.  (Connect this to begin the topic-Print comes to India) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Summarize:** Comprehend that Christian missionaries have brought printing press to India in mid-16th century and there was censorship on press during colonial period in India.	• **Who introduced print technology in India and where?** • **Name the first weekly magazine in India.** • **Who started Bengal Gazette?** • **Explain the censorship on press during the colonial period**	**Chart on Timeline of Print comes to India**

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X History Chapter-5: Print Culture and the Modern World

Period No: 07

Key concepts: Religious Reform and Public Debates

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Religious Reform and Public Debates (40 Min) **LO1: Recognises how the print technology transformed Indian society.** C1.1: Explains the way how the social reformers tried to use print to be change in religious aspects of India.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Describe the measures taken by Governor-General Warren Hastings to censor press. Probing questions to introduce new topic. • Name the sacred book of Muslim. • Name the holy book of Christians. • Mention few sacred books of Hindus. • Why do you think print technology was not welcomed by orthodox religious people? (Connect this to begin the topic- Religious Reforms and Public Debates) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)***	• **Sambad Kaumudi was published by which social reformer?** • **Mention the main reason to publish newspaper Samachar Chandrika.**	**Video** **Source: best for NEET, YouTube.com**

	Summarize: Comprehend that print technology has spread ideas, introduced new interpretations, developed new debate and brought changes in religious aspects despite of heavy resentment.		

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____
_____
_____

Class: X History Chapter-5: Print Culture and the Modern World

Period No: 08

Key concepts: New Forms of Publication - Women and Print - Print and Poor people - Print and Censorship

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
New Forms of Publication **L01 Recognises the new forms of publications.** (15 Min) C1.1: Interprets that evolution of new forms of publication including visual images, painting, caricatures, cartoons etc., and compares them with present day publications.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Describe our print created togetherness and pan Indian identities. Activity10: Picture Reading  Source: https://www.bonhams.com/auctions/15335/lot/500/ Ask students- • Observe the above picture and mention your	• **Explain the role of women in print culture.**	**Picture for activity**

Women and Print **LO12: Appreciate the role of print in transforming the life of women, depressed and poor in India.** (25 Min) C12.1: Understands that the aspirations of women were suppressed due to superstitions and print has played a key role in changing their lives. **Print and Poor people** C12.2: Identifies that the print culture in India has spread awareness among socially suppressed classes and created a hope for prospective future. **Print and Censorship** C12.3: Explains how courts tried to protect press freedom despite of repressive measures of colonial government in India.	findings with regards to style of Art. • Distinguish between present day arts to this picture. • Which century do you think this picture belongs to? (Connect this to begin the topic- New Forms of Publications and continue the topic- Women and Print) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Probing questions to introduce new topic: • Name who drafted Indian constitution. • What do you know about his background? • Mention the reason, why we honour him? • Think the factors that brought him this honour. • Mention your thoughts on the role of print technology in spread of ideas and literacy. (Connect this to begin the topic- Print and Poor Peopole) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Activity10: Picture Reading (to introduce new topic)  Source: https://images.app.goo.gl/YVYivrUixmiSMZHFA • What is the cartoonist trying to express? • In what ways do you think press can influence	• Describe how print culture has given voice to fight against cast discrimination. • **Analyze the reasons why press was censored the British in India.**	

	the government? • Why do think democracies give importance to freedom of press? • How old do you think is the concept of censorship on press? (Connect this to begin the topic- Print and Censorship) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Summarize:** Comprehend the role of print in transforming the life of women, depressed and poor in India and appreciates the role of courts in protection of press freedom.	**What changes in society were taking place to provoke this reaction?**	

TEACHER 'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: X History Chapter-5: Print Culture and the Modern World

Period No: 09 WORKSHEET FOR ASSESSMENT – (20 Marks)

Date: **Time: 40 mins**

Multiple Choice Questions **4 × 1 = 4 M**

1. At which of the following places in India, first printing press was established.
   a) Bombay b) Madras c) Calcutta d) Goa
2. Match the following

Match the following	
List-1 (Year)	List-II (Events)
A. 1448	1. Gutenberg invented the printing press
B. 1517	2. Martin Luther wrote 'Ninety Five Theses'
c. 1812	3. Fairy Tales printed by the Grimm Brothers
d. 1878	4. Vernacular Press Act passed

Codes

	A	B	C	D		A	B	C	D
a.	4	3	2	1	c)	3	2	4	1
b.	1	4	3	2	d)	1	2	3	4

3. **Which of the following statement about Manuscripts is true?**
   a) It was easy to read from Manuscripts b) It was easy to carry around the Manuscripts.
   c) Manuscripts were not fragile. d) All of the above statements are false.
4. **_____ a term used to describe pocket-sized books that are sold by travelling peddlers called chapmen, which became popular from the time of the sixteenth-century print revolution.**
   a) Chapbook b) Almanac c) Denomination d) None of the above

Answer the following questions in detail. **1 x 5 = 5 M**

5. Evaluate the impact of print technology on the poor people in India.

Answer the following question briefly.

6. The shift from hand printing to mechanical printing led to the print revolution in Europe/ Explain the statement with examples **1 x 4 =4 M**

Answer the following question briefly. **1 x 3 =3 M**

7. **Write short notes to show that you know about:**
   (a) The Gutenberg Press.(b) The Erasmus's idea of the printed book.(c) The Vernacular Press Act.

Answer the following questions in short. **2 x 2 =4 M**

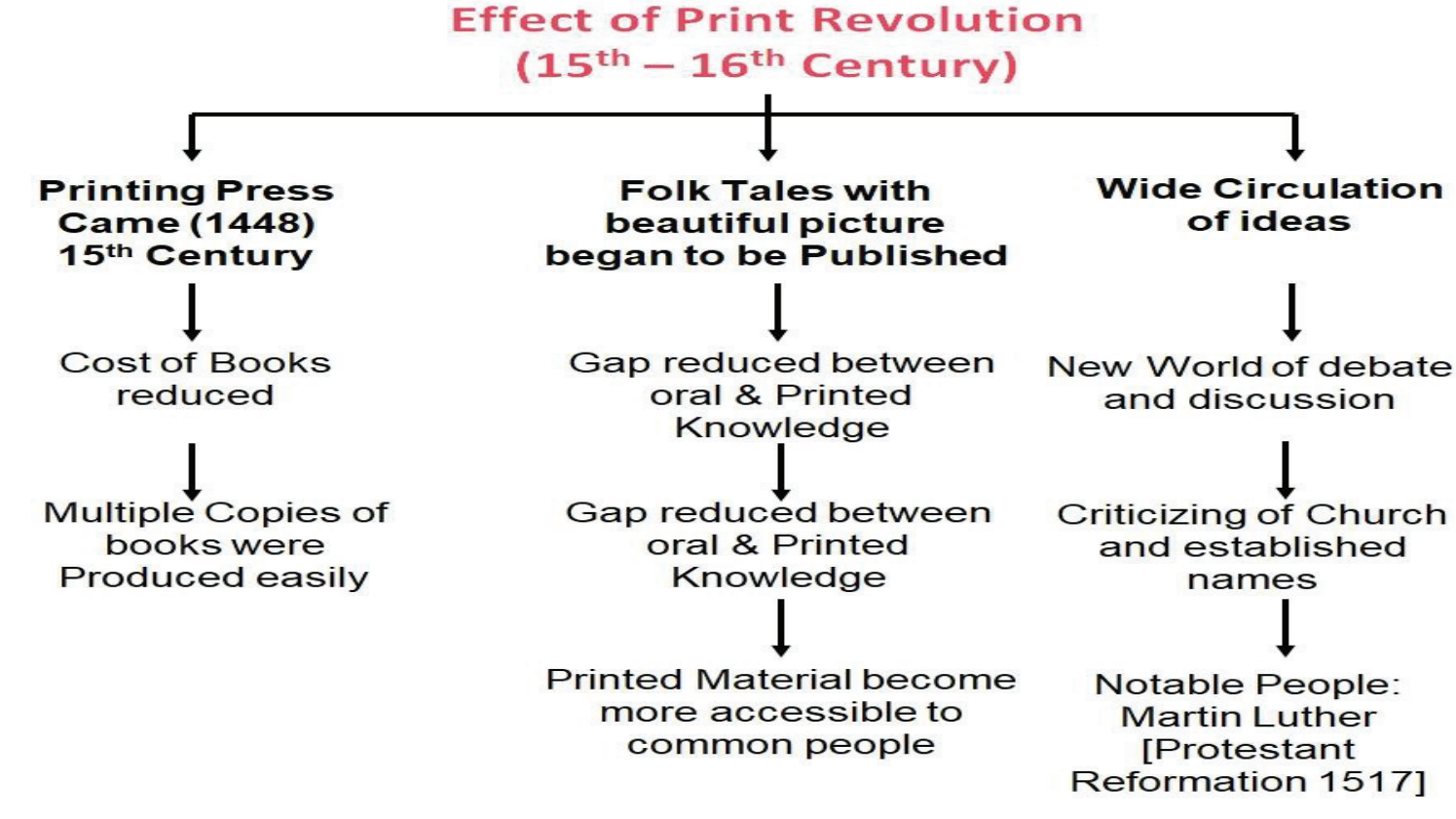
8. How has print culture helped in creating the modern world?
9. Describe the effects of reading mania.

Class: X History Chapter-5: Print Culture and the Modern World

Period No: 10

Remedial Teaching: Summarizes and Re-teach the lesson with simple tools for those who could not well in assessment

Date:



LESSON PLAN: ECONOMICS

CLASS-10 CHAPTER-1:DEVELOPMENT

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

Curricular Goals (Illustrative):

CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region

CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature

Competency:

Competencies are observable learning behaviours that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

Competencies (Illustrative):

C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them

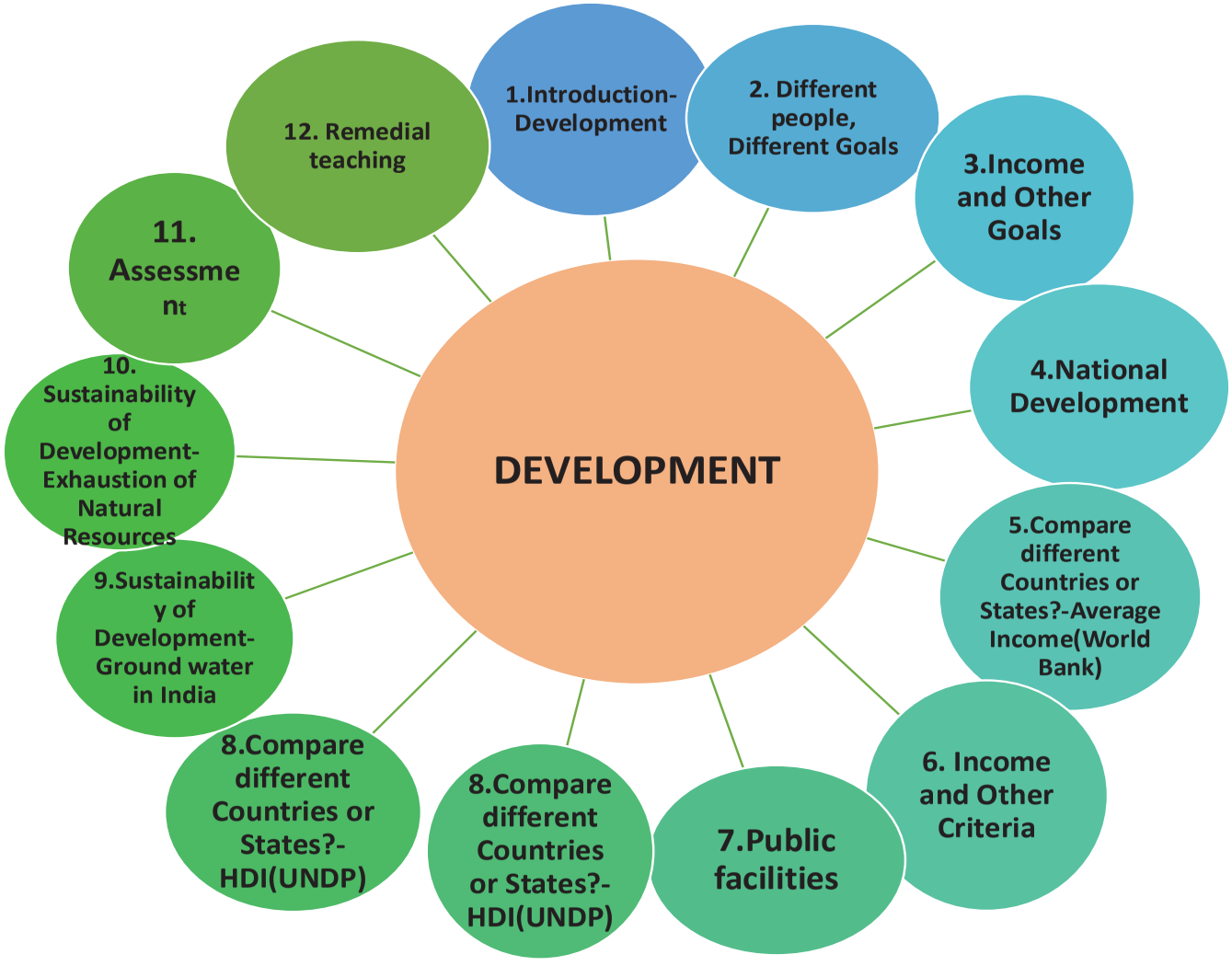
C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation

C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income

10th Class - Lesson Plan - Economics

Chapter: -1 DEVELOPMENT

Periods Allotted:12



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
1.Introduction of development	LO2: Differentiate the word growth and development.	C2: Differentiate the word-Growth and development with their own experiences and examples. Understand that everyone is not equally benefitting in the process of development.
2.What development promises-Different people, Different Goals	LO4: Analyses and evaluates the multiple perspectives on development	C4: Draws interlinkages between developmental goals / aspirations of different people with their socio economic background
3.Income and Other Goals.	LO2: Classifies and compares aspirations and developmental goals.	C2.1: Compares aspirations and developmental goals from the perspective of different class of the society. C2.2: Recognize the multifaceted meaning of development by gender, class, type of livelihood etc.
4.National Development	LO4: Analyze the factors for National Development	C4: Students can understand the factors contribute to the National Development
5.How to Compare different Countries or States?-Average Income(World Bank)	LO5: Interprets data and graphs related to human development index.	C5: Interprets data on-national income of different countries to (i) compares their average income and (ii) the existing disparities per capita income among the different states in India.
6.Income and other criteria	LO3: Explains the Income and other criteria of development	C3: Understand the Income and other criteria of development, such as- Health and literacy are in the development.
7.Public facilities-	LO12: Appreciates the Government in providing Public facilities and thus containing poverty.	C12: Appreciates the role of the Government in providing facilities-PDS, Hospital and schools and thus containing poverty.
8.How to Compare different Countries or States?- HDI(UNDP)	LO5: Interprets data and graphs related to human development index.	C5: Interprets data on: i. per capita income among the neighbor countries of India ii. Gross national income, life expectancy and literacy rate of different countries
9. Sustainability of Development-Ground water in India.	LO6: Draws interlinkages within Social Science.	C6: Draws interlinkages between use of resources and sustainable development.
10. Sustainability of Development-Exhaustion of Natural Resources.	LO8: Demonstrates sensitivity towards economic issues of inequality and unsustainable development.	C8: Expresses personal opinion on causes and consequences of uneven and unsustainable development, income and wealth inequality through case studies, real life issues, newspaper, documentaries, films etc.
11.Assessment	To assess the performance of the students	Analysis of the performance of the students in assessment.
12.Remedial teaching	This will be to revise the above concepts only for those who didn't understand it properly.	Revision and re-teaching the needy concepts.

NOTE: 1. The teacher should not exclude-"LET'S WORK THESE OUT" given in the text book pertaining to each chapter. 2. Teacher may take an assessment during the lesson

Class: 10 Geography
Chapter –1 DEVELOPMENT
Period No: 1
Key concepts: Introduction of development
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1. (Testing Prior skills/knowledge) -Growth -Development (10mins) **Differentiate the word-Growth, and development with their own experiences and examples**	Teacher asks the questions regarding prior knowledge to drag the topic. 1. When you say the word development what it mean for you or your locality? 2. Have you heard the term economic growth? 3. Do you think that economic growth and development are the same thing? How/ How not?	How do you differentiate the Growth and Development? Discuss: Do you think that government plays a role in translating growth into development? How?	 https://youtu.be/0AKAPfWTnRc?si=ffm-GR1sG77XTocP (source: yout ube-CBSE Class 10 Economics - 1 || Economics Development || Full Chapter || By Shiksha House)

2. Understand that everyone is not equally benefitting in the process of development. (30 mins)	Activity: Analyzing and discussing image.  (Source: Text book) 1. What do you see in the picture? 2. What is the message of the picture? 3. Do you think that development for some is development for all? How or how not? **Conclusion:** Students conclude that economic growth is the means while development is the ends. The growth can not be always translated into development. In the process of development some are more benefitted and some are less.	**Activity**: Draw a picture which shows the development of your locality. Discuss: Should the decreasing disparity be a goal of development? Why?	SCAN ME https://youtu.be/BJTqkemoIPI?si=RCNHgSLOOyaF1NSP Picture

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences

Class: 10 - Economics
Chapter –1 DEVELOPMENT
Period No: 2
Key concepts: What development promises-Different people, Different Goals
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Testing Prior concepts / knowledge (5mins) 2. Draws interlinkages between developmental goals / aspirations of different people with their socio-economic background **(35mins)**	Teacher asks some questions regarding the previous concepts, such as 1. What is growth and what is development? 2. Do you think that everyone will be benefited in the same manner in the process of development? Teacher conducts the discussion with probing questions: 1.After passing the degree, what do you want to become? 2. What is your goal? 3.What is development in your view?	Do all of the persons have the same notion of development or progress? Why do different people have different goals?	8MFCAR

Group Work: Break the classroom in the group and discuss how the goal of development may vary from person to person based on their socio-economic background. Use the table 1.1 from the chapter one (Developmental goals of different categories of persons)
(Chapter one from the textbook)
Teacher explains what may be development for one may not be development for the other with using the picture given in the text book



(Source: Text book)

1. What do you observe in the picture?
2. Which person is developed in the picture?

3. Which person is need to develop in the picture?

Activity on Table 1.1:

Teacher does make the students to fill the table regarding the Developmental goals of different categories of persons.

Give some examples of the goals of development may vary based on the socio-economic background of an individual and explain why?

SCAN ME

https://youtu.be/6fNtmvmQDAw?si=WMoaiXhz8cd7S40r
(Source-Youtube:vnperceptions)

	Conclusion: The goal and aspiration of people may vary based on their socio-economic background. Thus, different people will have different meaning of development. There are instances in which, their goals and aspirations may contradict each other.		

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 ECONOMICS-Chapter –1 DEVELOPMENT
Period No: 3
Key concepts: Income and Other Goals
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (5mins) **2.**Differentiates Income and Other Goals(35mins)	Teacher asks some questions regarding the previous concepts- 1. What are meant by the goals? 2. What is your goal to development? 3. Why the different people have ideas for their development? • Teacher explains that the people Besides seeking more income, one way or the other, people also seek things like equal treatment, freedom, security, resent discrimination and respect of others. (Watch a video)	Why the people need security, freedom and respect from others? What are the other goals other than Income?	https://youtu.be/6B_EdhIocBE?si=ImmLO0vxHUnCdCVn

Teacher showing the picture given in the text book of A demonstration meeting against raising the heigh of Sardar Sarovar Dam on Narmada River and asks the following questions.



1.Why the people gathered there?
2. Who are getting benefit by the dam?
3. Who are not benefited from the construction of the dam?
4.Why the people protest to raising the height of Sardar Sarovar Dam?

Teacher does discuss the merits and demerit of the construction of the Sardar Sarovar Dam?

1. Why the people seeks freedom, even they earn high incomes in their job?
2. Why the girl need equal treatment as boy getting in the society?

What are the Material and Non-material things that are needed in our life, apart from income?

Why Sardar Sarovar Dam is a good example of contradicting aspirations of development?

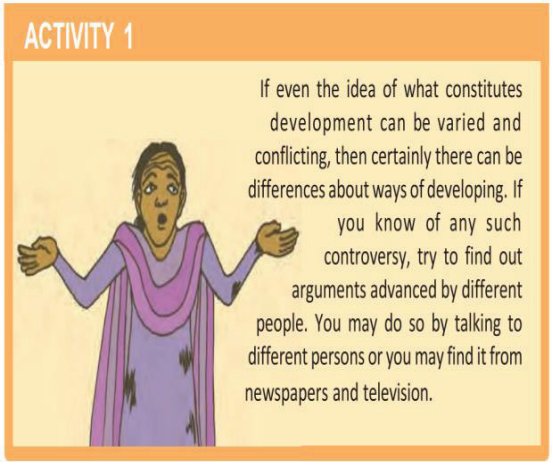
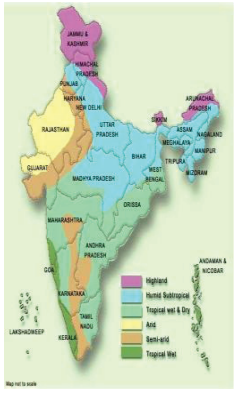
Activity: Teacher does make the students to answer the given questions.

	Group activity :Teacher conducts group activity on factors that affect in choosing a job in a far off places Teacher explains that people look at a mix of goals for development	**LET'S WORK THESE OUT** 1. Why do different persons have different notions of development? Which of the following explanations is more important and why? (a) Because people are different. (b) Because life situations of persons are different. 2. Do the following two statements mean the same? Justify your answer. (a) People have different developmental goals. (b) People have conflicting developmental goals. 3. Give some examples where factors other than income are important aspects of our lives. 4. Explain some of the important ideas of the above section in your own words. Which circumstances/conditions are essential to do work by a woman outside their home?	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 ECONOMICS
Chapter –1 DEVELOPMENT
Period No: 4
Key concepts: National Development
Date:

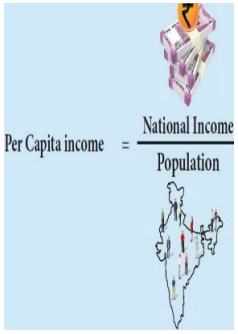
Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (10mins) **2.Understanding of** National Development (30mins)	• Teacher asks some questions regarding the previous concepts 1. What are the Non-material things that the people need? 2. what do you need for your development? •Activity: Conducts group work in the class room on the basis of following. 1. If a women want her nation to be developed what she is likely to propose (ask this question to the girls students first)? 2. If a poor want their nation to be developed what they are likely to propose? If a person living in a big city like Mumbai want their nation to be developed what he/she are likely to propose?	What can be some of the developmental goals for your village, town or locality?  (NCERT text book Pg.No.7)	 (source-google)

	Conclusion : Based on the discussion, teacher concludes that different persons could have different as well as conflicting notions of a country's development.	**Project work :** Try to find out arguments advanced by different people. You may do so by talking to different persons or you may find it from news papers and television.	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

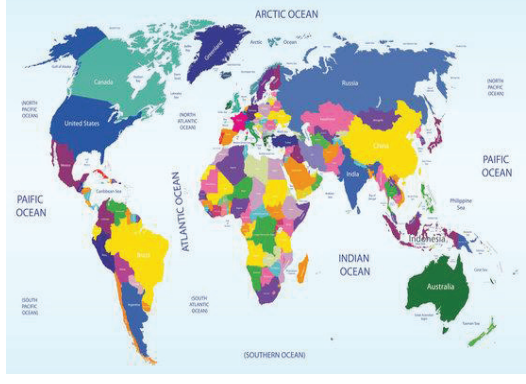
Class: 10 ECONOMICS
Chapter –1 DEVELOPMENT
Period No: 5
Key concepts: How to Compare different Countries or States? -Average Income(World Bank)
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (10mins) 2.Unerstanding of Compare different Countries or States?- Average Income suggested by (World Bank) (30mins)	• Teacher asks some questions regarding the previous concepts 1.How come some countries are generally called developed and others under - developed? 2.Which countries are called as developed countries? Explains: Teacher explains that income is considered to be one of the most important criteria.	How can you compare the development of the individuals? How do you understand the average income\ Per Capita income ?	 

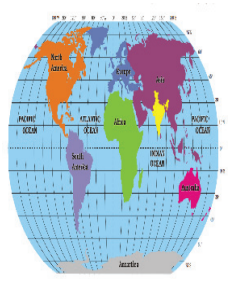
World Bank used the criteria-Per Capita income in classifying countries. Countries with per capita income of US$ 49,300 per annum and above in 2019, are called high income or rich countries and those with per capita income of US$ 2500 or less are called low-income countries.

Activity: On world map, locate 5 countries of high income, middle income and low income

(Source-adobe stock)



Activity (data Analysis and interpretation): teacher conducts an activity on the Table given in the text book regarding Average Income.



Teacher shows the picture and asks what do you observe?



TABLE 1.2 COMPARISON OF TWO COUNTRIES

Country	Monthly incomes of citizens (in Rupees)					
	I	II	III	IV	V	Average
Country A	9500	10500	9800	10000	10200	
Country B	500	500	500	500	48000	

Based on data given in Table, calculate the average income for both the countries.

Will you be equally happy to live in both these countries? Are both equally developed?

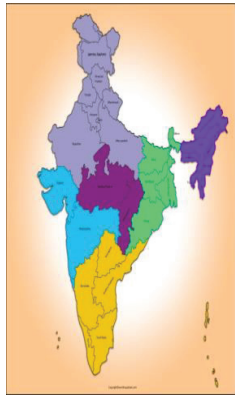
Assignment: Write a paragraph on your notion of what should India do, or achieve, to become a developed country based on the idea that you gathered through the discussion.

Text book

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences

Class: 10 ECONOMICS
Chapter –1 DEVELOPMENT
Period No: 6
Key concepts: Income and other criteria
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (5mins) 2.Differentiates the Income and other criteria (35mins)	• Teacher asks some questions regarding the previous concepts 1. What are averages? 2. If population is more, what will be the PCI? Teacher explains the Income and Other criteria through the Group activity with displaying the given table on IFP and ask them to give the answers to the following questions: **TABLE 1.3 PER CAPITA INCOME OF SELECT STATES** State: Haryana, Kerala, Bihar Per Capita Income for 2018–19 (in Rs): 2,36,147; 2,04,105; 40,982	What is meant by Per capita income? Is the Per capita income hide some disparities? How we can understand the social and economic disparities with the help of some other measures?	 (source-google)

4.Understands - Infant Mortality Rate (IMR)	1. Which state is good at Per capita Income? 2. Which state has lowest Per capita Income? 3. Which state do you think is Developed?why? Explain: Teacher explains the Per capita Income, health and education all are equally important to determine the level of development. Which indicator should be used and when depends on the purpose. Teacher showing the picture and ask what do you see in the picture?  (Source: Google pexel) Explain: Use the picture and explain the age-group of infant and mortality rate. Discuss: Why the mortality rate is high among infant.	What do you require in Income and other criteria for the development? Define Infant Mortality Rate ?What it shows? Define the term 'Literacy Rate'. What it shows us?	Text book Picture

4.Understands – Literacy Rate	Then, Teacher describes the Literacy Rate and explain this as a good measure to understand the development  (Source: google pexel) Activity: teacher making the students to read the given table and answer the following questions: (Source: NCERT Text book) 1.which state is better in Health and how? 2. which state has low level of literacy and how?	How does the literacy rate play key role in the development? **Ask:** What is an indicator? Why do we use indicators? What are the indicators in the table in the left side.	Picture

State	Infant Mortality Rate per 1,000 live births (2018)	Literacy Rate % 2017–18	Net Attendance Ratio (per 100 persons) secondary stage (age 14 and 15 years) 2017–18
Haryana	30	82	61
Kerala	7	94	83
Bihar	32	62	43

			Picture

Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____
2.Is the flow of the lesson plan clear, smooth, and logical? _____
3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4.Is there space for students to collaborate and cooperate with each other? _____
5.Does the lesson provide adequate opportunity for the students to practice the skills? _____
6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 ECONOMICS
Chapter –1 DEVELOPMENT
Period No: 7
Key concepts: Public facilities
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (5mins) 2. Understanding-Public facilities(35mins)	• Teacher asks some questions regarding the previous concepts such as- What are the indicators we use to understand health and education, name any one? Teacher asks the student –what type of facilities you get from the Government ? Teacher showing the picture and asks –What do you see in the picture ?	Can we need the public facilities? why? Teacher does make the students to answer the questions- **LET'S WORK THESE OUT** 1. Look at data in Tables 1.3 and 1.4. Is Haryana ahead of Kerala in literacy rate etc., as it is in terms of per capita income? 2. Think of other examples where collective provision of goods and services is cheaper than individual provision. 3. Does availability of good health and educational facilities depend only on amount of money spent by the government on these facilities? What other factors could be relevant? 4. In Tamil Nadu, 90 per cent of the people living in rural areas use a ration shop, whereas in West Bengal only 35 per cent of rural people do so. Where would people be better off and why? (NCERT text book Pg.No.7)	8MWHP8



Then, teacher explains about the educational facilities provided by the Government.

Teacher showing the picture and asks –What do you see in the picture ?



Then, teacher explains about the health facilities provided by the Government.

Activity: Teacher conducted the group activity given in the text book – make the students to complete the following task.

TABLE 1.5 EDUCATIONAL ACHIEVEMENT OF RURAL POPULATION OF UTTAR PRADESH

Category	Male	Female
Literacy rate for rural population	76%	54%
Literacy rate for rural children in age group 10-14 years	90%	87%
Percentage of rural children aged 10-14 attending school	85%	82%

1. What is the male literacy in Rural area?

2. What is the literacy rate in Rural area?

3. Which age group children are

Charts

	Teacher making the students to conduct the group activity on the Public facilities which benefitted by the people in their locality.	attending to the school? See the picture and write the name of the public facility you get at school level?  Expand PDS. **Activity (Field visit):** Make visit to the nearest health facility and observe what are available there to support the patient.	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 ECONOMICS
Chapter –1 DEVELOPMENT
Period No: 8
Key concepts:Human Development Report-HDR(UNDP)Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (5mins) 2.Define- Body Mass Index(BMI) (15 mins)	Teacher asks some questions regarding the previous concepts 1. Why do we need public facilities in our area? 2. What facilities you get from the Government ? Teacher conducts the Group activity to find out the weight and height of each student with using measuring scales in the class to calculate the Body Mass Index (BMI) 	Write the formula of BMI. Activity: The following table shows the proportion of adults (aged 15-49 years) whose BMI is below normal (BMI <18.5 kg/m^2) in India. It is based on a survey of various states for the year 2015-16. Look at the table and answer the following questions. **State** / **Male (%)** / **Female (%)** Kerala 8.5 10 Karnataka 17 21 Madhya Pradesh 28 28 **All States** **20** **23** *Source: National Family Health Survey-4, 2015-16, http://rchiips.org* (i) Compare the nutritional level of people in Kerala and Madhya Pradesh. (ii) Can you guess why around one-fifth of people in the country are undernourished even though it is argued that there is enough food in the country? Describe in your own words.	Pictures

3. Understanding-Human Development Report-HDR(UNDP) (20 mins)	Conclusion- Teacher describes the BMI through an activity – Asking the students to stand up who is very lean and fat in the class. Then, teacher does discuss the reasons for underweight and Overweight (obesity)and Discuss how the life situation, food and exercise habits of students are linked to being underweight and obese, in general. Don't emphasize on any particular child, they may feel embarrassed. **Conclusion:** Teacher explains the Human Development Report(HDI) which is suggested by UNDP to compares countries based on the educational levels of the people, their health status(Life Expectancy) and per capita income. **TABLE 1.6 SOME DATA REGARDING INDIA AND ITS NEIGHBOURS FOR 2019** Country / Gross National Income (GNI) per capita (2011 PPP $) / Life Expectancy at birth / Mean Years of Schooling of People aged 25 and above / HDI Rank in the world (2018) Sri Lanka 12,707 77 10.6 73 India 6,681 69.7 6.5 130 Myanmar 4,961 67.1 5.0 148 Pakistan 5,005 67.3 5.2 154 Nepal 3,457 70.8 5.0 143 Bangladesh 4,976 72.6 6.2 134 *Source : Human Development Report, 2020, United Nations Development Programme, New York.*	How the nutritional status of a person relate to their economic back ground? Who are considered as Obesity? Do you think that most of the poor children in your area are under weight or obese? Analyze the reasons of their condition? Ask: How does the HDR is useful to a country?	Live examples Charts

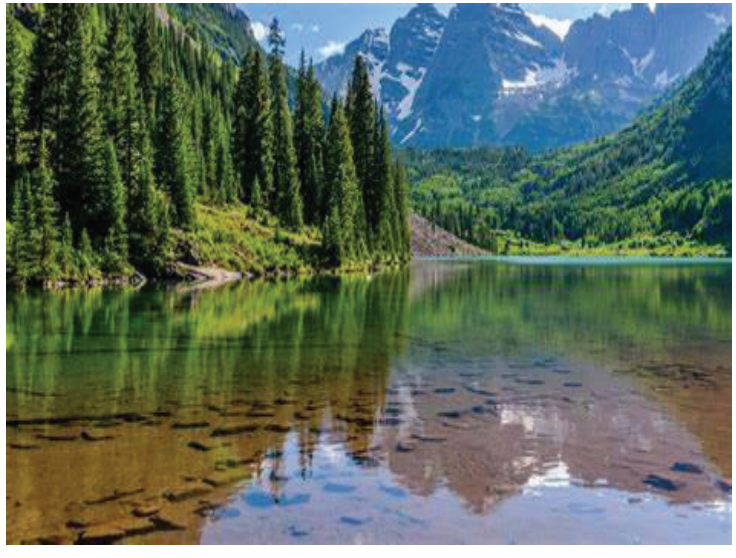
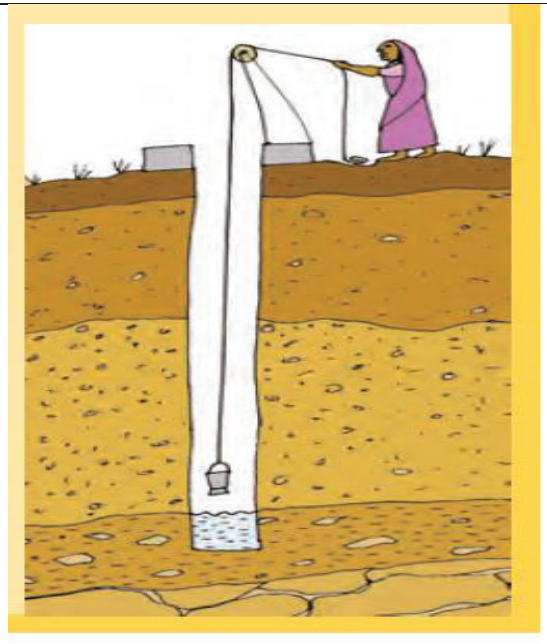
	Teacher makes the students to go through the above table and ask them to answer the following questions: 1. What is Life Expectancy ? 2. Which country is ahead of India in every respect ? 3. What are the reasons for having poor performance in terms of HDI? 4. Which of the following neighboring countries has better performance in terms of human development than India?	What are the indicators used in the HDR? Why the performance of India is not as good as Srilanka? Justify your answer through the data.	 Image

Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____
2.Is the flow of the lesson plan clear, smooth, and logical? _____
3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4.Is there space for students to collaborate and cooperate with each other? _____
5.Does the lesson provide adequate opportunity for the students to practice the skills? _____
6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 ECONOMICS
Chapter –1 DEVELOPMENT
Period No: 9
Key concepts: Sustainability of Development-Ground water in India**Date:**

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (5mins) 2. Draws interlinkages between Sustainability of Development-Ground water in India (35mins)	Teacher asks some questions regarding the previous concepts 1.How the HDI is better than PCI to measure the development? 2. Which countries have better HDI rank? Teacher explains the sustainability with probing some questions: 1.If you are thirsty, what will you do? 3.What do you get in rainy season? 2.Teacher shows the Paper and ask what is the raw material required for making the paper?	what are the different kind of resources we get from the nature? Give two example for **Renewable resources**	PPT

	Teacher shows the picture and asks what are the resources that you see in the picture ?  Then, teacher describes the types of resources - Renewable and Non-renewable resources, by explaining the mechanism of the nature. Conclusion: Teacher explains the Ground water as renewable resource with telling as it can be regenerated after using the source .	 Teacher makes the students to see the picture and answer the questions given below. (a) Why groundwater is overused? (b) Can there be development without overuse?	Pictures Pictures

		What is the meaning of the following quote? *"We have not inherited the world from our forefathers — we have borrowed it from our children."*	IFP

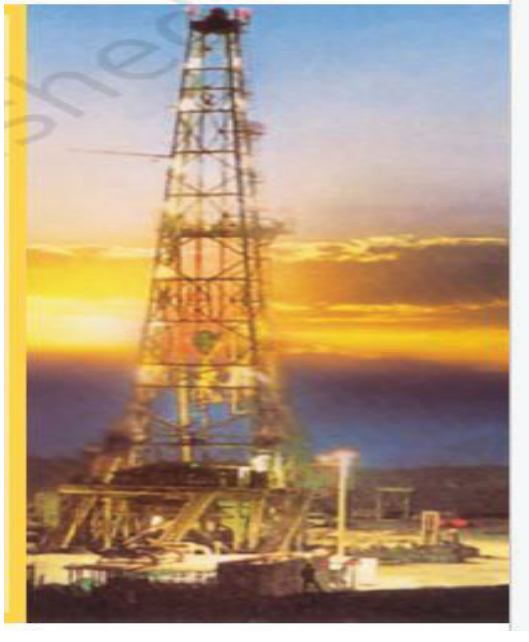
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 10 ECONOMICS
Chapter –1 DEVELOPMENT
Period No: 10
Key concepts: Sustainability of Development-Exhaustion of Natural Resources

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (5mins) 2.Express sensitivity towards Exhaustion of Natural Resources and Sustainability of Development-(35mins)	• Teacher asks some questions regarding the previous concepts- 1.what are the different kinds of resources we get from the nature? 2. what are Renewable sources? **TABLE 1.7 CRUDE OIL RESERVES** Region/Country | Reserves (2017) (Thousand Million Barrels) | Number of Years Reserves will last Middle East | 808 | 70 United States of America | 50 | 10.5 World | 1697 | 50.2	1.what are Non-renewable sources? Give some examples.	SCAN ME https://youtu.be/0AKAPfWTnRc?si=NdZ8JHkClOrxg8Px (source: yout ube-CBSE Class 10 Economics - 1 || Economics Development || Full Chapter || By Shiksha House) Text book

	Teacher explains the Exhaustion of Natural Resources- Example. Crude oil with making the students to read and answers the questions on their own . 1.Which region has more crude oil reserves ? 2. Is crude oil essential for the development process in a country? Discuss. 3. India has to import crude oil. What problems do you anticipate for India if the petroleum gets exhausted in the countries above?	 ***Activity :***Teacher conducts the debate on what extent we should use the present available resources and what extent the resources should be preserve for future.	Images IFP Text Book

Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____
2.Is the flow of the lesson plan clear, smooth, and logical? _____
3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4.Is there space for students to collaborate and cooperate with each other? _____
5.Does the lesson provide adequate opportunity for the students to practice the skills? _____
6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Period:11

WORK SHEET FOR ASSESSMENT (AT THE END OF EVERY LESSON) Max. Marks-20

1.We can compare the counties on the measures like …… 4×1M=4 Marks

A) National income B) Per capita income C) HDR D) All the above

2. HDR is published by?

A) World Bank B) IMF C)WTO D) UNDP

3. Development of a country can generally be determined by its per capita income, health status of people and.....?

A) Life expectancy B) Average income C) Literacy rate D) GDP

4. Out of 1000 live children born, the no. of children who die within one year is termed as ……..

A)Child Mortality B) Infant Mortality C) Fertility Rate D) Death Rate

5.What are the other goals that the people need ? 2×2M=4 Marks

6.What are the Non- renewable resource ?

7.Why is the issue of sustainability important for development? 1×3M=3 Marks

8.In what respects is the criterion used by the UNDP for measuring development different-
from the one used by the World Bank? 1×4M=4 Marks

9.Why the people need Income and other goals? write in your own words. 1×5M=5Marks

Class: 10 ECONOMICS
Chapter –1 DEVELOPMENT
Period No: 12 – Remedial Teaching
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
Remedial classes can help students feel more confident in their academic abilities, which can lead to improved overall performance.	Revision, recall and giving explanation on the needy concepts which are suggested by the students.		PPT

Teachers' reflections and experiences:

1.Is the lesson appropriately timed? _____
2.Is the flow of the lesson plan clear, smooth, and logical? _____
3.Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4.Is there space for students to collaborate and cooperate with each other? _____
5.Does the lesson provide adequate opportunity for the students to practice the skills? _____
6.Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Lesson Plan

Economics

Class 10_Chapter-2: Sectors of the Indian Economy (No. Periods-12)

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyze, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Class 10- Chapter -2: SECTORS OF THE INDIAN ECONOMY-(No.Periods:12)

CURRICULAR GOALS (CG) AND COMPETENCIES (C):

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

Competency:

Competencies are observable learning behaviors that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

Curricular goals (IIustrative):

CG-7: Develops an understanding of the economy of a nation with specific reference to India.

Competencies (Illustrative):

C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.

C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society.

C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another the key items of trade in the beginning, and the changes from time to time

OVERVIEW

Period-1 & 2
Sectors of
Economic Activities

Period - 3
Comparing the
three sectors

Period – 4 & 5
Primary, Sector,
Secondary Sector and
Tertiary Sector in
India

Period:12
Remedial Teaching







Period 6
How to create
employment?

Period:11
WORKSHEET
ASSESSMENT

2. SECTORS OF INDIAN ECONOMY

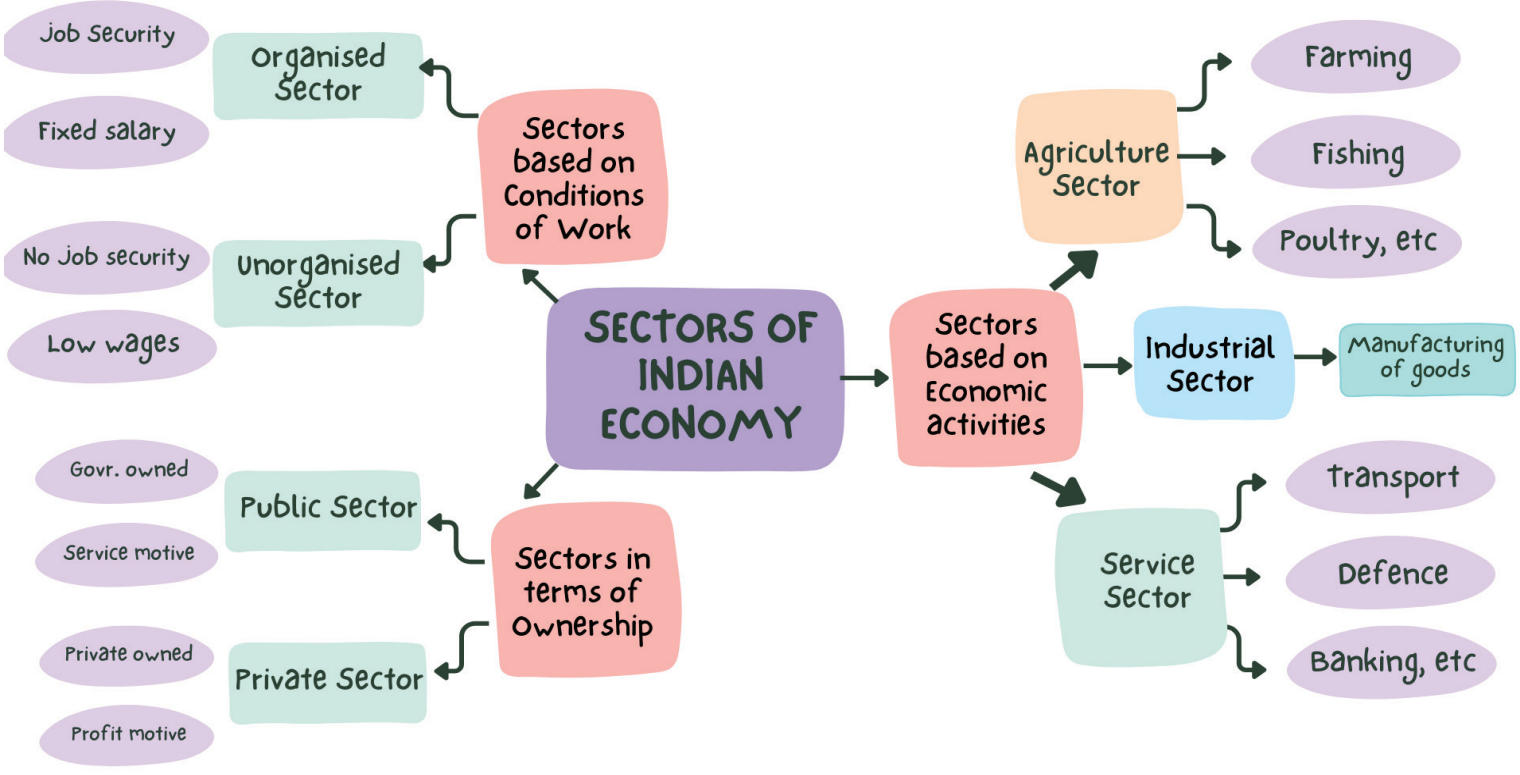
Period 7
WORKSHEET
ASSESSMENT

Period 10
Sectors in terms of
ownership: Public and
Private Sectors

Period 9
How to protect
workers in the
unorganized

Period 8: Division
of Sectors as
Organized and
Unorganized

MIND MAPPING



Period Number and Topic / Subtopic	Content domains specific Learning Outcomes	Micro Competency Indicators
Period-1 & 2 **Sectors of Economic Activities** **Introduction** **Primary** **Secondary** **Tertiary**	**LO1 Recognizes and retrieves the fact that many activities are happening around them every minute.** **LO5 Interprets the picture relating to different economic activities.** **LO2 Classifies the economic activities into primary sector, secondary sector and tertiary sector.** **LO6 Draws inter linkages among the three sectors.** **LO4 Analyze the inter dependence of the three sectors on one another.**	**C1.1 Identify the various economic activities.** **C1.2 Define Primary sector, Secondary sector and Tertiary sector.** **C5.1 Discuss the activities in the picture.** **C2.1 Compares the three different sectors.** **C2.2 Distinguishes Primary sector and Secondary sector from Tertiary sector.**
Period - 3 **Comparing the three sectors** **How do we count the various goods and services and know the**	**LO1 Recognizes that the three sectors produce a very large number of goods and services.** **LO4 Analyze the value of goods and services in the three sectors are calculated under value added method.**	**C1.1 Recalls the production activities under the three sectors of the economy.** **C4.1 Examines the GDP and the contribution of the three sectors to the GDP.**

total production in each sector? **Historical change in sectors**	**LO6 Draws inter linkages within Social Science-New methods of manufacturing were introduced more than 100 years ago.**	
Period – 4 & 5 **Primary, Sector, Secondary Sector and Tertiary Sector in India** **Rising importance of the tertiary sector in Production.** **Where are most of the people employed?**	**LO5 Interprets the bar graph 1: GDP by Primary Sector, Secondary Sector and Tertiary Sector.** **LO2 Compares GDP by production of goods and services for two years.** **LO3 Recognizes the demand for services would depend on the development of the primary and secondary sectors.** **LO5 Interprets the bar graph 2: Shares of sectors of GDP (%) and graph 3: Share of sectors of employment (%).** **LO4 Analyses the data and draw similar bar graphs.** **LO5 Analyses the reason for underemployment in agriculture sector.**	**C5.1 Analyse the GDP from the three sectors for both the years.** **C2.1 Distinguishes the share of the three sectors that contribute to GDP.** **C 3.1: Identify that the development of agriculture sector and industrial sector leads to the development of service sector** **C 5.1 Explain underemployment and disguised unemployment.**

Period 6 **How to create employment?**	**LO5: Interpret the picture of Lakshmi** **LO1: Recognises the role of the government in reducing unemployment and increasing production.** **LO3: Explains the relations between agriculture sector and service sector.** **LO12: Appreciate the role of the banks in providing cheap credit.** **LO1: Recognises the need to establish the industries in semi urban areas to provide employment to local people.** **LO3: Explain MGNREGA**	**C 5.1: Analyse the case study of Laxmi.** **C 2.1: Identify some of the subsidies and credit provided by the government to the farmers.** **C 3.1 Identify the importance of MGNREGA in providing employment to the rural people.**
Period 7	**WORKSHEET ASSESSMENT**	
Period 8 **Division of Sectors as Organised and Unorganised**	**LO2: Compares the working conditions of Kanta & Kamal.** **LO5: Analyse the working conditions of the people in unorganized sector.** **LO12: Feels sensitive to the people working in the unorganized sector.**	**C 1.1: Distinguishes the working conditions of Kanta & Kamal.** **C 1.2: Classify organized and unorganized sector.** **C 12.1:Empathises the working conditions of the people in the organized sector**
Period 9 **How to protect workers in the unorganized sector?**	**LO2: Compares the rural people and urban people who needs protection.**	**C 2.1:Identify the labourers,small farmers,share croppersin rural areas and**

	LO3: Feels sensitive for the vulnerable groups. **LO4: Recognizes that protection and support to the workers in unorganized sector is necessary for both economic and social development.**	**workers in small scale industry ,casual workers in construction needs protection.** **C3.1 Empathizes with certain people who face social discrimination.**
Period 10 **Sectors in terms of ownership: Public and Private Sectors** **Public Sector** **Private Sector**	**LO2 Classify the economic activities into sectors based on ownership.** **LO1 Recognizes that heavy spending on construction works like roads, railways, bridges, dams, etc. by the Government.** **LO3 Appreciates the role of the Government in supporting the farmers.**	**C 2.1:Distinguish between Public sector and Private sector.** **C 3.1: Recognizes the significance of ration shops.**
Period-11(Worksheet)	**Summative Assessment Plan**	
Period:12 **Remedial Teaching, if required/Activity/Project**	**Remedial teaching will be done with appropriate pedagogical processes based on the assessment. If the performance of the students is good in the assessment, this period will be utilized for doing some activities like poster making, group discussions etc., related to the chapter.**	

NOTE: 1.The teacher should not exclude-"LET'S WORK THESE OUT" given in the text book pertaining to each chapter.
2. Teacher may take an assessment during the lesson.

Class: 10_ Economics
Chapter - 2 : Sectors of The Indian Economy
Period No: 1 & 2
Key concept: Sectors of Economic Activities

Date:

Topic/Sub Topic Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
Sectors of Economic Activities **Introduction** **LO1 Recognizes and retrieves the fact that many activities are happening around them every minute.** **C1.1 Identify the various economic activities.** **C1.2 Define Primary sector, Secondary sector and Tertiary sector.**	To test the prior knowledge, a box with rice will be shown and following questions will be asked: • From where do you get sweet corn/rice? • Where is the container made? • What is the mode of transport you used to come to school? • Discuss the economic activities through pictures	Define Agriculture sector. Which sector depends on agriculture to produce goods? What are the activities that come under tertiary sector? Find out the economic activities of your neighbour and classify them into the categories.	A container and rice

LO5Interprets the picture relating to different economic activities **C5.1 Discuss the activities in the picture** .		 (A)  (B)  (C)	**Project:** Collect pictures related to the three sectors from newspapers and magazines and prepare a chart.	Pictures from NCERT textbook (Showing activities under the three sectors.)

Primary & Secondary Sectors:

LO2Classifies the economic activities into primary sector, secondary sector and tertiary sector.

C2.1 Compares the three different sectors.

C2.2 Distinguishes Primary sector and Secondary sector from Tertiary sector.



(D)



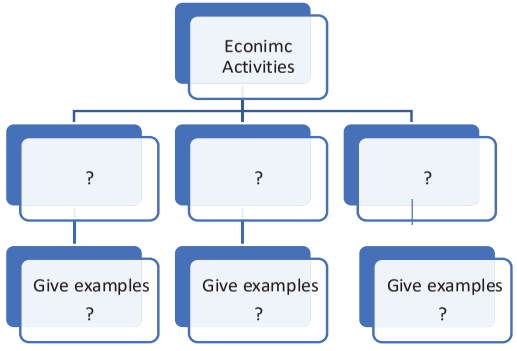
(E)

- What are various activities in which people are engaged?
- Do these activities happen around you or in your area?
- Can you group these activities in pictures (A), (B), (C), (D) and (E) basing on important criterion?

Explanation:
The activities are classified or grouped using important criterion. These groups are called sectors.

Discuss and explain primary sector with the help of the picture and chart as shown here under:

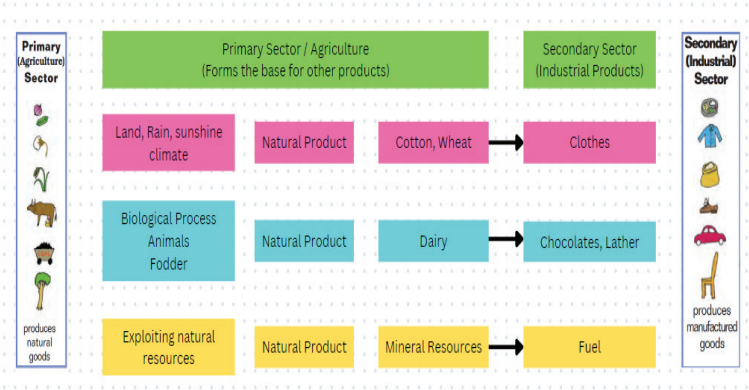
Activity: Complete the flow chart related to economic activities.



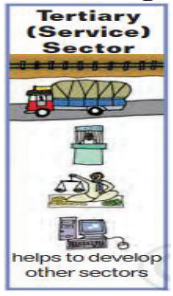
Tertiary Sector:

LO6 Draws inter linkages among the three sectors.

LO4 Analyze the inter dependence of the three sectors on one another.



Primary Sector: Most of the products we gat from nature
It includes farming, fishing, dairy, poultry, forestry, etc.
Secondary Sector: Most of the products we get from the Industry.
The product is not produced by nature but has been made through the process of manufacturing.



Tertiary sector:
It helps in the development of the primary sector and secondary sector.
Example: Banking, Transport, Communication, Storage, Trade, etc.

ACTIVITY:

Classify the following list of occupations under primary, secondary and tertiary sectors:
- Tailor
- Basket weaver
- Flower cultivator
- Milk vendor
- Fishermen
- Priest
- Courier
- Workers in match factory
- Moneylender
- Gardener
- Potter
- Bee-keeper
- Astronaut
- Call centre employee

Agriculture	Industry	Service

Pictures from NCERT textbook

Chart (Showing interdependence of the three sectors)

Discuss the inter dependence of the three sectors.

Activity:
Economic activities, though, are grouped into three different categories, are highly interdependent. Let us look at some examples.

Examples	What does it show
Imagine what would happen if farmers refuse to sell sugarcane to a particular sugar mill. The mill will have to shut down	This is an example of the secondary or industrial sector being dependent on the primary
Imagine what would happen to cotton cultivation if companies decide not to buy from the Indian market and import all cotton they need from other countries. Indian cotton cultivation will become less profitable and the farmers may even go bankrupt, if they cannot quickly switch to other crops. Cotton prices will fall.	
Farmers buy many goods such as tractors, pump sets, electricity, pesticides and fertilizers. Imagine what would happen if the price of fertilizers or pump sets go up. Cost of cultivation of the farmers will rise and their profits will be reduced.	

How does transport system and banks help the development of other sectors?

How the agriculture sector is important in Economy?

How does it form the base for industrial sector?

Is there inter relation between Industrial and Agriculture sector?

	People working in industrial and service sectors need food. Imagine what would happen if there is a strike by transporters and lorries refuse to take vegetables, milk, etc. from rural areas. Food will become scarce in urban areas whereas farmers will be unable to sell their products.		Activity: **LET'S WORK THESE OUT** 1. Complete the above table to show how sectors are dependent on each other. 2. Explain the difference between primary, secondary and tertiary sectors using examples other than those mentioned in the text. 3. Classify the following list of occupations under primary, secondary and tertiary sectors: • Tailor • Basket weaver • Flower cultivator • Milk vendor • Fishermen • Priest • Courier • Workers in match factory • Moneylender • Gardener • Potter • Bee-keeper • Astronaut • Call centre employee 4. Students in a school are often classified into primary and secondary or junior and senior. What is the criterion that is used? Do you think this is a useful classification? Discuss.	

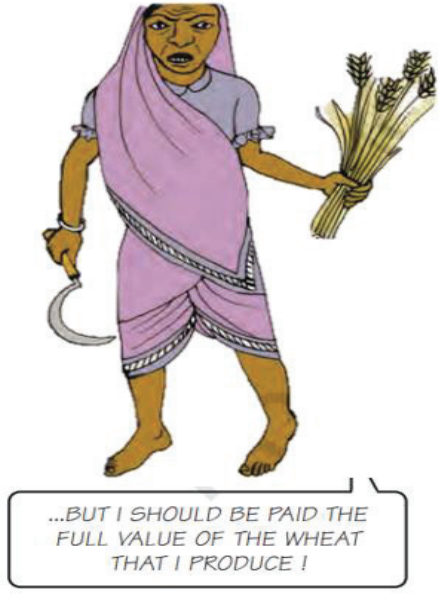
Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- **Did I clearly communicate the lesson objectives to the students?**
- **Did I use effective instructional strategies to engage students in the lesson?**
- **How well did I manage the classroom during the lesson?**
- **Were there any disruptions or behavioral issues that I need to address?**
- **What strategies can I implement to improve classroom management?**
- **Did the students actively participate and show interest in the lesson?**
- **How can I better manage the time allocated for each activity?**

Class: 10_ Economics Chapter - 2 Sectors of The Indian Economy Period No: 3 Key concept: **Comparing the three sectors**			Date:
Topic/Sub Topic Learning Outcomes & Micro competency Indicators	**Pedagogical Processes/Teaching-Learning Process**	**Assessment strategies**	**Materials required**
Comparing the three sectors How do we count the various goods and services and know the total production in each sector? **LO1 Recognizes that the three sectors produce a very large**	To test the prior knowledge of the prior knowledge some questions will be posed: • Define primary sector. • Which sector was not developed during the British rule? • What are the activities under service sector?	How can we tell that India is a agrarian country ?	Pictures from NCERT Textbook **Video:** **https://youtu.be/Wy4TGV-tPd8?feature=shared** **(Source-You Tube)**

number of goods and services. **C1.1 Recalls the production activities under the three sectors of the economy.** **LO4 Analyze the value of goods and services in the three sectors are calculated under value added method.** **C4.1 Examines the GDP and the contribution of the three sectors to the GDP.** Historical change in sectors	**Video :https://youtu.be/Wy4TGV-tPd8?feature=shared** **(Source-You Tube)** **Discuss and Explain by posing some questions:** What do you observe in the video? What is meant by GDP? Does intermediary goods and services are taken in the calculation of GPD? Give some examples of the semi finished goods? Which goods and servies are taken when calculating GDP? **Discuss:** • What is the main occupation of the people in rural areas?	What is meant by GDP? and why it is important for the Economy? Answer the following related to the below picture:  	

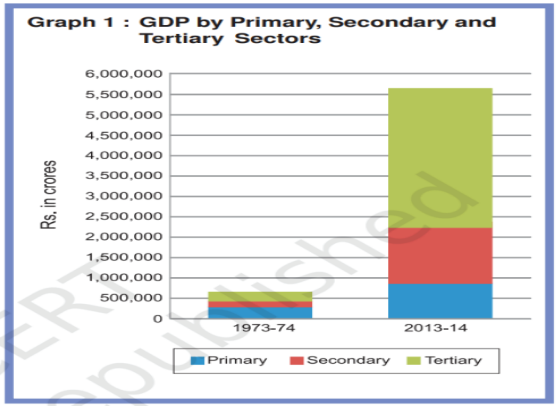
LO6 Draws inter linkages within Social Science- New methods of manufacturing were introduced more than 100 years ago.	• From where do the farmers get loans? • "Now a days most of the people possess mobile phones and computers. "Do you think India is moving towards technological development? How?	To which sector does she belong? What does the caption speak about? Activity: **LET'S WORK THESE OUT** 1. What does the history of developed countries indicate about the shifts that have taken place between sectors? 2. Correct and arrange the important aspects for calculating GDP from this Jumble. *To count goods and services we add the numbers that are produced. We count all those that were produced in the last five years. Since we shouldn't leave out anything we add up all these goods and services.* 3. Discuss with your teacher how you could calculate the total value of a good or service by using the method of value added at each stage. **Correct and rearrange** the important aspects for calculating GDP from this jumble. To count goods and services we add the numbers that are produced. We count all those that are produced in the last five years. Since we should not leave out any thing we add up all these goods and services.	

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.
Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- **Did I clearly communicate the lesson objectives to the students?**
- **Did I use effective instructional strategies to engage students in the lesson?**
- **How well did I manage the classroom during the lesson?**
- **Were there any disruptions or behavioral issues that I need to address?**
- **What strategies can I implement to improve classroom management?**
- **Did the students actively participate and show interest in the lesson?**
- **How can I better manage the time allocated for each activity**

Class: 10_ Economics Chapter - 2. Sectors of The Indian Economy Period No: 4 & 5 Key concept: Primary, Secondary and Tertiary Sectors in India			Date:
Topic/Sub Topic Learning Outcomes & Micro competency Indicators	**Pedagogical Processes/Teaching-Learning Process**	**Assessment strategies**	**Materials required**
Primary, Sector, Secondary Sector and Tertiary Sector **Rising importance of the tertiary sector in Production** **LO5 Interprets the bar graph 1: GDP by Primary Sector, Secondary Sector and Tertiary Sector.** **C5.1 Analyse the GDP from the three sectors for both the years.**	To test of the prior knowledge some questions will be posed: • Define primary sector. • Which sector was not developed during the British rule? • What are the activities under service sector? Teacher does make the students to read the graph-1 given in text book.	What are the reasons for the fast pace of development of the tertiary sector?	Pictures

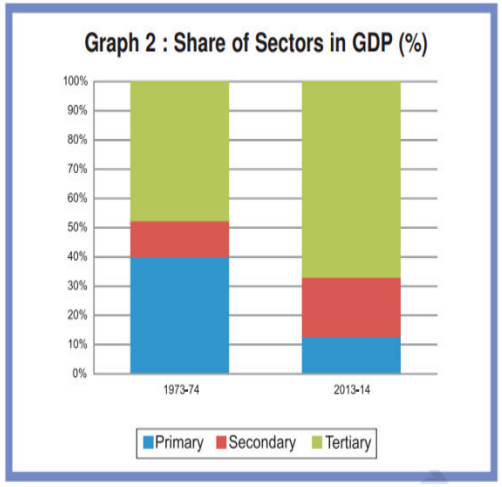
LO2 Compares GDP by production of goods and services for two years. **C2.1 Distinguishes the share of the three sectors that contribute to GDP.** **LO3 Recognizes the demand for services would depend on the development of the**	 **Answer the following questions by looking at the graph:** **LET'S WORK THESE OUT** Answer the following questions by looking at the graph: 1. Which was the largest producing sector in 1973-74? 2. Which is the largest producing sector in 2013-14? 3. Can you say which sector has grown the most over forty years? 4. What was the GDP of India in 2013-14?	What does the comparison between 1973-74 and 2013-14 show? What conclusions can you draw from the comparison? "As income levels rise certain sections of people start demanding more services. "Do you agree the statement .Give reasons.	Charts

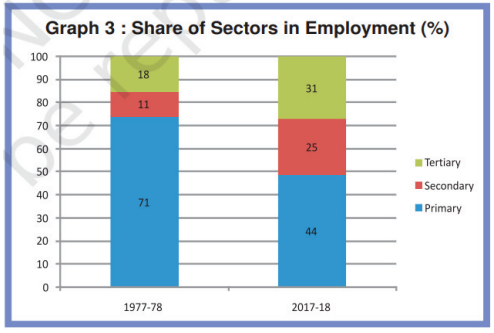
© NCERT not to be republished

primary and secondary sectors. **C 3.1: Identify that the development of agriculture sector and industrial sector leads to the development of service sector**	**Discuss** the rising importance of the tertiary sectors in production List out some important services. In a developing country like India who has taken the responsibility for the provision of these services? **Summary:** ➢ Demand for basic services like hospitals, banks ,police stations, insurance etc.. has increased. ➢ Greater development in Primary and Secondary sector has induced demand for services like transport, trade etc.. ➢ With the rise in the income certain services like shopping, tourism are demanded. ➢ Due to globalization ,certain new services have entered Indian market like Information and technology and communication technology.		

LO5 Interprets the bar graph 2: Shares of sectors of GDP (%) and graph 3: Share of sectors of employment (%). **LO4 Analyses the data and draw similar bar graphs.**	**Discuss and Explain** What is the main occupation of the people in rural areas? From where do the farmers get loans? "Now a days most of the people possess mobile phones and computers. "Do you think India is moving towards technological development? How? Explain **Under-employment** and related things. Teacher does make the students to read the graph-2 given in text book.	Activity: 1. Complete the table using the data given in Graphs 2 and 3 and answer the question that follows. Ignore if data are not available for some years. **TABLE 2.2 SHARE OF PRIMARY SECTOR IN GDP AND EMPLOYMENT** What are the changes that you observe in the primary sector over a span of forty years?	

	1973-74	1977-78	2013-14	2017-18
Share in GDP				
Share in employment				

Where are most of the people employed? **LO5 Analyses the reason for underemployment in agriculture sector.** **C 5.1 Explain underemployment and disguised unemployment.**	 During which year the share of agriculture sector is more? In 2013-14, which sector contributed more to the GDP? Can you give some reasons for the fast growing of the industrial sector and its immense contribution in GDP? Teacher explains through the probing question- **Where are most of the people employed?**	Draw a bar graph for the given data: What is meant by under employment?	

	 **Discussion:** • Why didn't a similar shift out of primary sector happen in case of employment? **Discuss** about under employment in Rural and semi urban areas. • Why is the contribution of agriculture less in GDP while more number of people are employed? **Summary:** ➢ More than half of the working population are engaged in primary activities, mainly agriculture. This is because not enough jobs are created in secondary and tertiary sectors.	In which sector do you find disguised employment? What groups of people do you think are unemployed or underemployed in your area ? think some measures that could be taken up for them.	

	➢ More people work than actually needed and work less than their capacity and earns less. This is called underemployment or disguised unemployment. ➢ Underemployment happens in urban areas when educated people work in low paid jobs.		

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.
Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- **Did I clearly communicate the lesson objectives to the students?**
- **Did I use effective instructional strategies to engage students in the lesson?**
- **How well did I manage the classroom during the lesson?**
- **Were there any disruptions or behavioral issues that I need to address?**
- **What strategies can I implement to improve classroom management?**
- **Did the students actively participate and show interest in the lesson?**
- **How can I better manage the time allocated for each activity**

Class: 10_ Economics Chapter - 2 .Sectors of The Indian Economy Period No: 6 Key concept: How to create more employment? Date:			
Topic/Sub Topic Learning Outcomes & Micro competency Indicators	**Pedagogical Processes/Teaching-Learning Process**	**Assessment strategies**	**Materials required**
How to create employment? **LO5: Interpret the picture of Laxmi.** **C 5.1: Analyse the case study of Laxmi.**	To test the prior knowledge some questions will be posed: In which sector do you find more employment? In what ways the employment of the people cab be increased? Explain the story of Laxmi **Activity:**  **Group Discussion:** Case study of Laxmi	What groups of people do you think are unemployed or underemployed in your area? Can you think of some measures that could be taken up for them? Expand NITI Aayog	

LO1: Recognizes the role of the government in reducing unemployment and increasing production. **C 2.1: Identify some of the subsidies and credit provided by the government to the farmers.** **LO3: Explains the relations between agriculture sector and service sector.** **C 3.1 Identify the importance of MGNREGA in providing employment to the rural people.**	Key points to be discussed: • Child labour • Small and marginal farmers • Assistance from banks and government • Role of local Industries • Government support to increase employment • Right to Work • MGNREGA  	Expand MGNREGA What is the purpose of MGNREGA 2005? Activity: **LET'S WORK THESE OUT** 1. Why do you think MGNREGA 2005 is referred to as ' Right to work' ? 2. Imagine that you are the village head. In that capacity suggest some activities that you think should be taken up under this Act that would also increase the income of people? Discuss. 3. How would income and employment increase if farmers were provided with irrigation and marketing facilities? 4. In what ways can employment be increased in urban areas?	Pictures from NCERT Textbook

LO12: Appreciate the role of the banks in providing cheap credit. **LO1: Recognises the need to establish the industries in semi urban areas to provide employment to local people.** **LO3: Explain MGNREGA**	**Summary:** It is important to generate more employment opportunities and reduce unemployment in agriculture sector by means of the following: Focus on banks-loans Generating employment – Construction of dams and canals etc. Focus on small scale industries in semirural areas. Improvement in Education, Health and tourism.	**PROJECT:** Make a list of the Employment programmer introduced by the Central Government to reduce unemployment in both rural and urban areas?	

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- **Did I clearly communicate the lesson objectives to the students?**
- **Did I use effective instructional strategies to engage students in the lesson?**
- **How well did I manage the classroom during the lesson?**
- **Were there any disruptions or behavioral issues that I need to address?**
- **What strategies can I implement to improve classroom management?**
- **Did the students actively participate and show interest in the lesson?**
- **How can I better manage the time allocated for each activity**

Class: 10_ Economics

Chapter – 2. Sectors of The Indian Economy

Period No: 07_ WORK SHEET (20 Marks) **Assessment Plan (Model Questions)**

Date:

I. Multiple choice questions:4x1=4m

1. Into how many sectors the economic activities are divided into based on their contribution to GDP?
   a. 3
   b. 4
   c. 2
   d. 5

2. The sum total production of all final goods and services in the three sectors are combinedly called as
   a. NDP
   b. GNI
   c. GDP
   d. NNP

3. Arrange the following correct sequence
   i. Making of Khoya
   ii. Buying of sweets during Diwali
   iii. Extraction of milk
   iv. Displaying sweets in showcase

Codes:

a. iii, i, iv, ii
b. i, iv, ii, iii
c. iv, ii, i, iii
d. ii, iii, i, iv

4. Assertion(A) Repair persons and daily wage earners are not very productive in tertiary sector

   Reason (R) Repair persons and daily wage earners are unskilled, therefore, they are mostly unemployed on a short-term basis

   Codes

1. Both A and R are true but R is the correct explanation of A
2. Both A and R are true, but R is not the correct explanation of A
3. A is true but R is false
4. A is false but R is true

s

II. Answer the following :2x2=4m

1. Why is the value of only final goods and services taken into account in the calculation of GDP?
2. What does the history of developed countries indicate about the shifts that have taken place between sectors?

III. Answer the following question in short: 1x3=3m

1. In what ways can employment be increased in the urban areas?

IV. Answer any <u>one</u> the following questions briefly: 1x4=4m

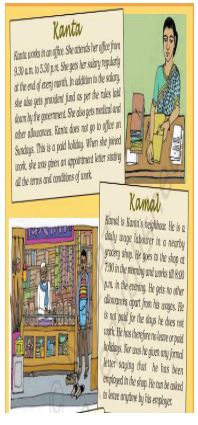
1. Do you think the classification of Economic Activities into Primary, Secondary and Tertiary sectors is useful? Explain How?
2. Classify the following occupations into different sectors based on the nature of activity and the working conditions.

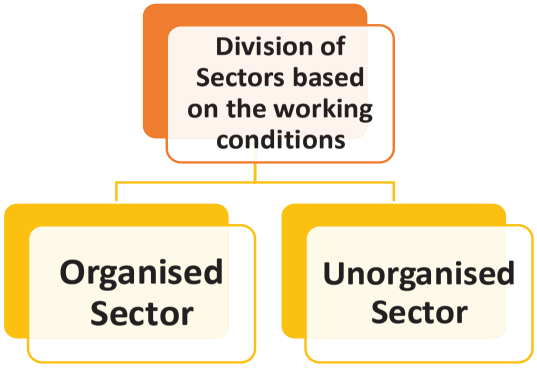
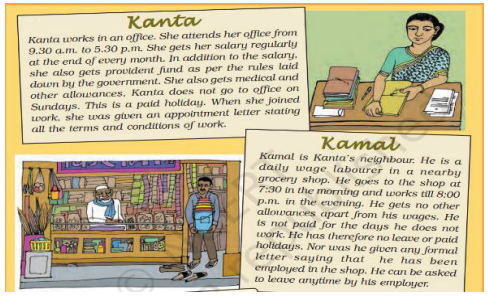
Sl. No	Nature of Work	Nature of Activity	Working Conditions
1.	Teacher		
2.	Farmer		
3.	Doctor		
4.	Construction worker		
5.	Public Sector factory supervisor		
6.	RTC Bus Driver		
7.	Guest house watchman		
8.	Software Engineer		

V. Answer any <u>one</u> the following questions in detail: 1x5=5

1. How is tertiary sector different from other sectors? Illustrate with a few examples
2. Distinguish between open unemployment and disguised unemployment

---

Class: 10_ Economics Chapter - 2 .Sectors of The Indian Economy Period No: 8 Key concept: Division of Sectors as organized and Unorganized Date:			
Topic/Sub Topic Learning Outcomes & Micro competency Indicators	**Pedagogical Processes/Teaching-Learning Process**	**Assessment strategies**	**Materials required**
Division of Sectors as Organized and Unorganized **LO2: Compares the working conditions of Kanta & Kamal.**	To test the prior knowledge some questions will be posed: Who is the head of our School? Who teaches all your academic subjects? Who trains you to be physically fit? What is the work of the scavenger? Does an agricultural laborer or an industrial worker has good working conditions in your area?	Define organised sector? What is unorganised sector?	

C1.1:Distinguishes the working conditions of Kanta & Kamal. **C 1.2: Classify organized and unorganized sector.**	 **Group Discussion:** Divide the class into two groups and ask them to discuss about the picture of Kanta and Kamal and prepare a table.  **Activity:** Prepare a table listing out the working conditions of Kanta and Kamal.	**Activity:** 1. Look at the following examples. Which of these are unorganized sector activities? (i) A teacher taking classes in a school (ii) A headload worker carrying a bag of cement on his back in a market (iii) A farmer irrigating her field (iv) A doctor in a hospital treating a patient (v) A daily wage labourer working under a contractor (vi) A factory worker going to work in a big factory (vii) A handloom weaver working in her house Answer:(_____)	Flow chart

LO5: Analyze the working conditions of the people in unorganized sector.

LO12: Feels sensitive to the people working in the unorganized sector.

Names	Occupation	Work Timings	Benefits	Paid holidays	Rules and regulations	Conditions of work

Summary:

Organised Sector: It covers those enterprise or places of work where the workers are given regular employment, job security, fixed salary etc.

Unorganised Sector: This sector includes small and scattered units not following any rules and regulations, low wages, no fixed working hours, no benefits etc.

PROJECT:

Collect pictures from newspapers, magazines and any other sources related to organized sector and unorganised sector and prepare a chart.

Complete the following activity:

LET'S WORK THESE OUT

4. The table below shows the estimated number of workers in India in the organised and unorganised sectors. Read the table carefully. Fill in the missing data and answer the questions that follow.

TABLE 2.3 WORKERS IN DIFFERENT SECTORS (IN MILLIONS)

Sector	Organised	Unorganised	Total
Primary	1		232
Secondary	41	74	115
Tertiary	40	88	128
Total	**82**		
Total in Percentage			**100%**

- What is the percentage of people in the unorganised sector in agriculture?
- Do you agree that agriculture is an unorganised sector activity? Why?
- If we look at the country as a whole, we find that ——% of the workers in India are in the unorganised sector. Organised sector employment is available to only about ——% of the workers in India.

Pictures

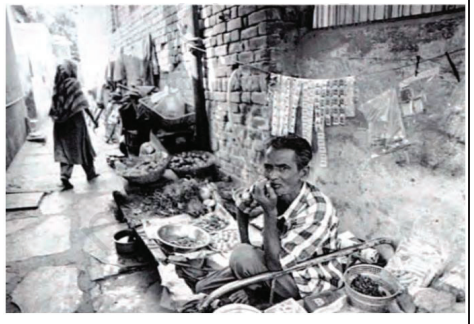
Teachers' Reflections and Experiences:

(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- **Did I clearly communicate the lesson objectives to the students?**
- **Did I use effective instructional strategies to engage students in the lesson?**
- **How well did I manage the classroom during the lesson?**
- **Were there any disruptions or behavioral issues that I need to address?**
- **What strategies can I implement to improve classroom management?**
- **Did the students actively participate and show interest in the lesson?**
- **How can I better manage the time allocated for each activity**

Class: 10_ Economics Chapter - 2 . Sectors of The Indian Economy Period No: 9 Key concept: How to protect workers in the Unorganized Sector? Date :			
Topic/Sub Topic Learning Outcomes & Micro competency Indicators	**Pedagogical Processes/Teaching-Learning Process**	**Assessment strategies**	**Materials required**
LO2: Compares the rural people and urban people who needs protection. **C 2.1:Identify the laborers, small farmers, share croppers in rural areas and workers in small scale industry ,casual workers in construction needs protection.**	Recapitulation: Ask the following questions: • How many sectors are there based on the working conditions? What are they? • Which sector do you prefer to work when you grow up?	Are the conditions of working favourable for the people working in unorganised sector? Justify your opinion.	Pictures from NCERT Textbook

LO3: Feels sensitive for the vulnerable groups. **C3.1 Empathizes with certain people who face social discrimination.** **LO4: Recognizes that protection and support to the workers in unorganized sector is necessary for both economic and social development .** **LO2 Classify the economic activities into sectors based on ownership.**	• Why did you choose to work in organized sector ?  VIDEO https://youtu.be/1uUUMaKb-l8?feature=shared (Source: You Tube)	**Project:** Collect pictures related to organized sector and unorganized sector from Newspapers and magazines and prepare a chart.	VIDEO https://youtu.be/1uUUMaKb-l8?feature=shared (Source: You Tube)

C 2.1:Distinguish between Public sector and Private sector.

LO1 Recognises that heavy spending on construction works like roads, railways, bridges, dams, etc by the Government.

LO3 Appreciates the role of the Government in supporting the farmers.

C 3.1:Recognises the significance of ration shops

Discuss:
What do you observe in the video?

What is the difference between organised sector and unorganised sector?

Did the Government frame any laws to protect the workers in the unorganised sector?

What was the most important conclusion that was derived from the classification exercises?

What were the problems and solutions that were indicated?

Can you summarize the information in the following table?

TABLE 2.4 CLASSIFYING ECONOMIC ACTIVITIES

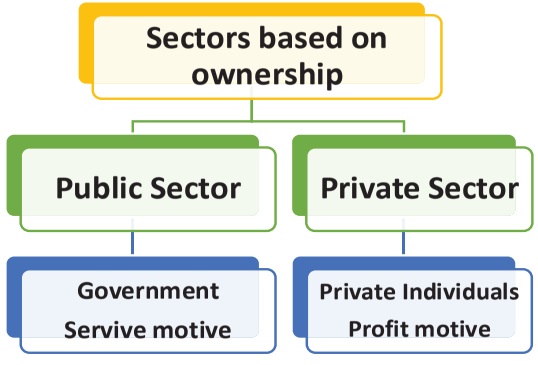
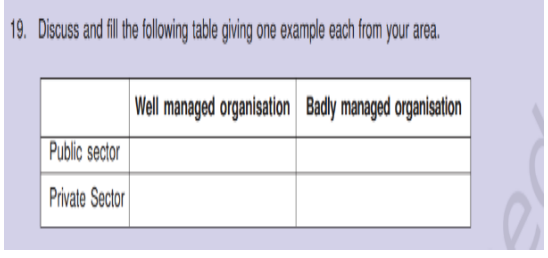
Sector	Criteria used	Most important conclusion	Problems indicated and how they can be tackled
Primary, Secondary, Tertiary	Nature of activity		
Organised, Unorganised			

Teachers' Reflections and Experiences:

(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.
Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- **Did I clearly communicate the lesson objectives to the students?**
- **Did I use effective instructional strategies to engage students in the lesson?**
- **How well did I manage the classroom during the lesson?**
- **Were there any disruptions or behavioral issues that I need to address?**
- **What strategies can I implement to improve classroom management?**
- **Did the students actively participate and show interest in the lesson?**
- **How can I better manage the time allocated for each activity**

Class: 10_ Economics Chapter - 2 .Sectors of The Indian Economy Period No: 10 Key concept: Sectors in terms of ownership: Public and Private Sectors			Date :
Topic/Sub Topic Learning Outcomes & Micro competency Indicators	**Pedagogical Processes/Teaching-Learning Process**	**Assessment strategies**	**Materials required**
Sectors in terms of ownership: Public and Private Sectors **Public Sector** **Private Sector** **LO2 Classify the economic activities into sectors based on ownership.** **C 2.1:Distinguish between Public sector and Private sector.**	To test the prior knowledge some questions will be posed: • Is our Institution run by Private individuals or Government? • Name some hospitals and shopping malls that are run by private individuals. • Name the two sectors in terms of ownership. • Which sector works under service motive?	Which sector is governed and owned by the Government? Which Sector works with profit motive?	VIDEO https://youtu.be/NJY6P7t-yD0?feature=shared (Source: YouTube)

LO1 Recognises that heavy spending on construction works like roads, railways, bridges, dams, etc by the Government.	• Does the Private sector provide goods and services at reasonable prices? VIDEO https://youtu.be/NJY6P7t-yD0?feature=shared (Source: YouTube)  **Summary:** Role of the public sector for the welfare of the people: • Develop infrastructure like communication, building bridges, roads, etc. • Encouraging private sector to open industries and generate employment	Fill the table:  19. Discuss and fill the following table giving one example each from your area. Well managed organisation | Badly managed organisation Public sector Private Sector **Debate:** "Space Exploration should be privatized" Comparing Governmental Vs Individual control is a place to start. • Using examples from your area compare and contrast that activities and functions of private and public sectors.	QR CODE

LO3 Appreciates the role of the Government in supporting the farmers. **C 3.1:Recognises the significance of ration shops.**	• Support farmers by buying food grains at a fair price and support poor people- Ration shops • Provides health care facilities and education in backward and rural areas • Dealing with problems of mal-nutrition, lack of housing, etc. **Summarization of the Chapter**: Video https://www.youtube.com/live/7qGZHo2tZjI?feature=shared (Source : BYJU,S)	• Give a few examples of public sector activities and explain why the government has taken them up. • Explain how public sector contributes to the economic development of a nation.	**VIDEO LINK:** https://www.youtube.com/live/7qGZHo2tZjI?feature=shared (Source : BYJU,S) QR CODE

Teachers' reflections and experiences:

(These are meant to assess the teacher's teaching by himself/herself after teaching of the key concept. Some sample questions are given here under.

Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- **Did I clearly communicate the lesson objectives to the students?**
- **Did I use effective instructional strategies to engage students in the lesson?**
- **How well did I manage the classroom during the lesson?**
- **Were there any disruptions or behavioral issues that I need to address?**
- **What strategies can I implement to improve classroom management?**
- **Did the students actively participate and show interest in the lesson?**

How can I better manage the time allocated for each activity

Class: 10_ Economics

Chapter – 2. Sectors of The Indian Economy

Period No: 11_WORK SHEET (20 Marks) **Assessment Plan (Model Questions)** **Date:**

Multiple choice questions:4x1=4m

1. Choose the correct answer

Underemployment occurs when people

a. Do not want to work
b. Are working in a lazy manner
c. Are working less than their potential
d. Are not paid for their work

2. Consider the following statements about GDP of our country

a. Purchase of sugarcane in the making of sugar
b. Value of silk fabrics for sale in the market
c. Final value of bakery items

Which of the following statements should be added to find out GDP

a. Only a and b
b. Only a and c
c. Only b and c
d. None as all are intermediary goods

3. Name the sector which continues to be the largest employer even in the year 2013-14.

(a) Secondary

(b) Primary

(c) Tertiary

(d) Banking section

4. Central government in India made a law, implementing the Right to Work in how many districts of India?

(a) 765 districts
(b) 675 districts
(c) 625 districts
(d) 725 districts

II. Answer the following :2x2=4m

1. Why should we be worried about underemployment?
2. Service sector in India employs two different kinds of people. Who are these? Give some examples.

III. Answer the following question in short: 1x3=3m

a. Why do you think MGNREGA 2005 is referred to as 'Right to Work'?

IV. Answer any one the following questions briefly: 1x4=4m

a. Workers are exploited in the unorganized sector. Do you agree with this view? Give reasons in support of your answer.
b. How is tertiary sector different from other sectors? Illustrate with a few examples

V. Answer any one the following questions in detail: 1x5=5

a. How would income and employment increase if farmers were provided with irrigation and marketing facilities?
b. Give few examples of Public Sector activities and explain why the government has taken them up

Class: 10_ Economics Chapter - 2 .Sectors of The Indian Economy Period No: 12 Remedial Teaching		Date:	
Topic/Sub Topic Learning Outcomes & Micro competency Indicators	**Pedagogical Processes/Teaching-Learning Process**	**Assessment strategies**	**Materials required**
Remedial Teaching	Remedial teaching will be done with appropriate pedagogical processes based on the assessment. If the performance of the students is good in the assessment, this period will be utilized for doing some activities like poster making, group discussions etc., related to the chapter.		

Class 10_Lesson Plan: Economics

Chapter: 3 - Money and Credit

Periods: 11

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyze, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Curricular goals and competencies

CG 7: Develops and understanding of the economy of a nation, with specific reference to India.

- C 7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology).
- C 7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.
- C 7.3 Distinguishes between 'unorganized' and 'organized' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centers (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society.
- C 7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of trade in the beginning, and the changes from time to time.

CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.

- C 8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level.
- C 8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets.
- C 8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period.
- C 8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.
- C 8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.

Class-X . Chapter:- 3. Money & Credit Periods Allotted: 11



Period No and Topics / Sub topic	Content domains specific Learning Outcomes	Micro-Competencies and Indicators
1. Money as a Medium of Exchange	**LO 3:** Understand the significance of money as a medium of exchange. **LO5:** Interpret the picture in pg.no.39. **LO 4:** Analyze the defects in barter system.	**C.3.1:** Explain the role of money in conducting economic activities in day to day life. **C.5.1:** Describe the defects in barter system like lack of coincidence of wants, lack of store of value etc. **C.4.1:** Assess the defects in barter system.
2. Modern Forms of Money	LO1: Recognizes different types of coins made from different metals. LO 5: Interprets the picture in pg no.40. LO2: Classify the coins that were used earlier and in present times. LO1: Recognize the modern forms of money.	C.1.1: Recalls Akbar's reign where Gold Mohar was used. C.5.1 Describe the importance of these coins C.2.1: Identify the role played by gold, silver and other metals in exchange of goods and services in olden days. C.1.1: Compares the earlier coins like gold, silver and copper with present day coins made of copper, nickel and zinc.
3. Loan Activities of Bank	LO 2: Classifies the major functions of banking i.e. accepting deposits and lending of money. LO6: Draw interrelationship between accepting deposits and lending of money by banks.	C.**2.**1: Explain the services of banks. C.6.1 Analyses the impact of banking activities
4. Two Different Credit Situations	LO3: Understands the significance of credit. LO4: Analyze the different reasons for credit.	C.3.1: Define credit C.4.1: Describe the purpose of credit (Ex: Festival season and Swapna's problem)

5. Terms of Credit	LO 4: Analyze the terms collateral and terms of credit. LO5: Interpret the pictures and table in pg.no.45 related to house loan	C.4.1: Explains the term collateral C.5.1: Explains the importance of assets which are required for collateral.
6. Variety of Credit Arrangements	LO 3: Explains different credit arrangements like banks, money lenders, land owners, employers and co-operatives. LO2: Compares the Case study of Shyamal, Arun and Rama	C.3.1: Examine the different sources of credit like banks, money lenders, land owners, employers and co-operatives. C.2.1: Differentiate the different types of credit arrangements.
7. Formal Sector Credit in India	LO 2: Classify the formal sector loans and informal sector loans. LO5: Interprets the pie diagram in pg.no.48 related to the credit of rural households.	C.2.1: Compares the formal and informal sectors of credit C.5.1: Explains the information given in pie diagram.
8. Formal & Informal Credit	LO 9: Construct views on Formal and Informal financial organizations and their activities.	C.9.1: Expresses ideas on formal and informal financial organizations and their activities
9. Self Help Groups for the Poor	LO4: Analyze any one self-help group in their locality. LO12: Appreciate the role of Grameen Bank of Bangladesh in providing loans to the poor.	C.4.1: Analyses on the concept that the banks are boon to the self - help groups. C.12.1:Express their views on working of SHG in their area.
10. Work sheet for Assessment **11.Remedial Teaching** (This will be to revise the above concepts only for those who didn't understand it properly.) **NOTE:** 1.The teacher should not exclude-"LET'S WORK THESE OUT" given in the text book pertaining to each chapter. 2. Teacher may take an assessment during the lesson.		

Class: X

Chapter - 3: Money and Credit

Period No: 01

Key concepts: Overview – Money as a medium of Exchange

Date:

Topic / Sub topic	Pedagogical Processes / Teaching-Learning Process	Assessment strategies	Material required
Introduction: Overview of concepts related to Money and Credit → Goods / Commodities → Services → Barter system **Double coincidence of wants:** LO 3: Understand the significance of money as a medium of exchange and the defects in barter system. C.3.1: Explain the role of money in conducting economic activities in day to day life.	**Introduction: Questions to test the prior knowledge** What do you need to satisfy your wants / desires / needs? Name some goods that you daily use? How do you obtain these goods? **Role Play:** Seller and buyers: Make a student to sell some items (Pen, pencil, books, water bottle etc.) and make some students to buy. **Discussion:** How does exchange takes place? What is the medium of exchange? What do you mean by economic activities? Is exchange an economic activity? **Activity 1: Explains** about the defects that existed in barter system and the significance of money through the following pictures.	**Activity:** Share their real life experiences of purchasing commodities at vegetable market / fruits market.  **Observe the picture and comment on it.** Define Barter System. **Ask:** Imagine the present world if the money doesn't exist in the contest of exchange?	

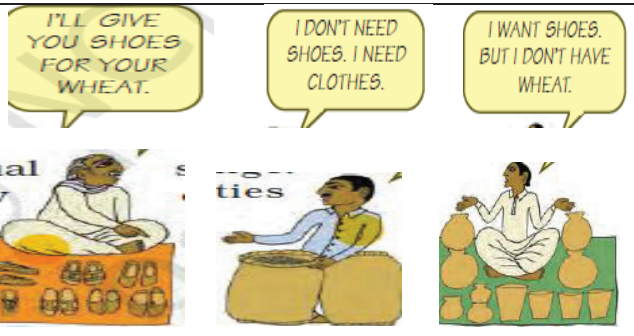
LO5: Interpret the picture in pg.no.39

C.5.1: Describe the defects in barter system like lack of coincidence of wants, lack of store of value etc.

LO4: Analyze the defects in barter system.

C.4.1: Assess the defects in barter system.

Money as a medium of Exchange



Meaning of money: Money acts as an intermediary in the exchange process, hence it is called a medium of exchange.

Activity 2: Conducting **classroom discussion** on how modern currency solved the problem of double coincidence of wants.

- Do you support barter system as a medium of exchange ? Give reasons.
- Do you agree money as the most acceptable medium of exchange? Why?

Conclusion: It is not always easy to find the double co-incidence of wants. This is the reason money as a medium exchange is introduced.

Ask: What is the main function of money?

Discuss:

Is barter system still relevant in our day to day life? Argue with suitable example.

LET'S WORK THESE OUT

1. How does the use of money make it easier to exchange things?
2. Can you think of some examples of goods / services being exchanged or wages being paid through barter?

Showing pictures and charts, related to buying and selling activities in a market.

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences

Class: X

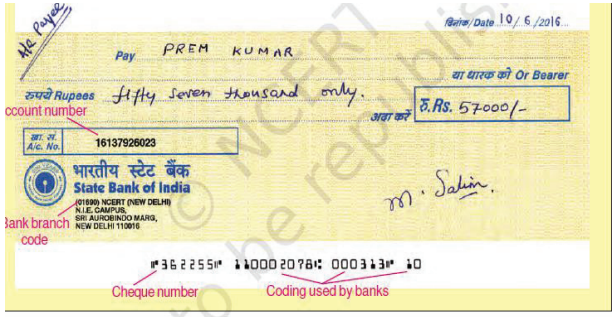
Chapter - 3: Money and Credit

Period No: 02

Key concepts: Modern forms of Money

Date:

Topic / Sub topic	Pedagogical Processes / Teaching-Learning Process	Assessment strategies	Material required
Modern Forms Of Money LO1: Recognizes different types of coins made from different metals. C.1.1: Recalls Akbar's reign where Gold Mohar was used. LO 5: Interprets the picture C.5.1 Describe the importance of these coins LO2: Classify the coins that were used earlier and in present times. C.2.1: Identify the role played by gold, silver and other metals in exchange of goods and services in olden days.	To test prior knowledge the following questions will be asked : Define barter system. What is the main function of money? **Explain and Discuss by showing pictures:** Showing different types of old coins and currency notes to the students.  	**Ask:** What were the metals that used as medium of exchange before the introduction of coins? In which period, money came into existence in India and in which form? What are the modern forms of money? Why money is accepted as medium of exchange? Who issues currency notes in India?	Pictures of medium of exchange before the introduction coins Picture of different types of old coins Old coin collections

LO1: Recognize the modern forms of money. C.1.1: Compares the earlier coins like gold, silver and copper with present day coins made of copper, nickel and zinc. **Deposits with banks**	 Can you name the denominations of coins and currency notes that are circulating in India at present? Money is accepted as medium of exchange because the currency is authorized by the government of the country. **Activity 2:(Discussion)** Discussion on the activities the take place in a bank. Name the bank that is nearest to your area. Do you have a bank account? In which bank do you have an account? **Explanation** on how to fill a cheque: 	**Project:** Collect old coins and currency notes, photographs and collage them. **Ask:** What is a procedure that you followed to open an account in the bank? Do you get interest on your deposited money in the bank? Have you ever withdrawn the money from your bank and how? **LET'S WORK THESE OUT** 1. M. Salim wants to withdraw Rs 20,000 in cash for making payments. How would he write a cheque to withdraw money? 2. Tick the correct answer. After the transaction between Salim and Prem, (i) Salim's balance in his bank account increases, and Prem's balance increases. (ii) Salim's balance in his bank account decreases and Prem's balance increases. (iii) Salim's balance in his bank account increases and Prem's balance decreases. 3. Why are demand deposits considered as money?	Indian currency notes, coins Dummy Cheque Showing related videos

Teachers' reflections and experiences: Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences

Class: X

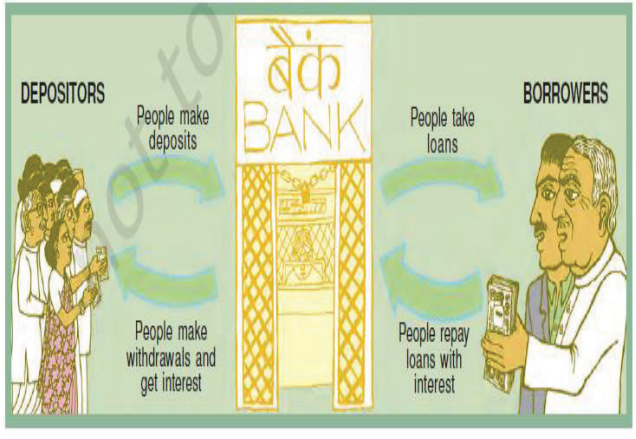
Chapter - 3: Money and Credit

Period No: 03

Key concepts: Loan activities of Banks

Date:

Topic / Sub topic	Pedagogical Processes / Teaching-Learning Process	Assessment strategies	Material required
Loan activities of banks LO 2: Classifies the major functions of banking i.e. accepting deposits and lending of money. C.2.1: Explain the services of banks. **Advancing Loans**	Posing questions on previous topic: What are the modern forms of money? Which is the apex bank in India? Who issues currency notes in India? VIDEO LINK(955) Banking Explained – Money and Credit - YouTube **Discussion:** What are the activities that you observe in this video? From where do the banks get money to give loans to the public? **Summary:** There is an interest mechanism in a banking system. Banks keep only a small portion of a deposits as cash with themselves. For Ex: Banks in India these days hold about 15% of their deposits as cash. **Explains** about the functions of a bank.	**Ask:** What do the banks do with the deposits which they accept from the public? How do the banks get profits?	Text book

LO6: Draw interrelationship between accepting deposits and lending of money by banks. C.6.1 Analyses the impact of banking activities. **Lending of money**	 Why do the people deposit money in a bank? **Role play:** Conducting banking activities as a model in the class room by dividing the students into two groups as bank personnel and customers.	What do you think would happen if all depositors go to bank to withdraw their deposits at the same time?	Inviting a bank personnel to the school.

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences

Class: X

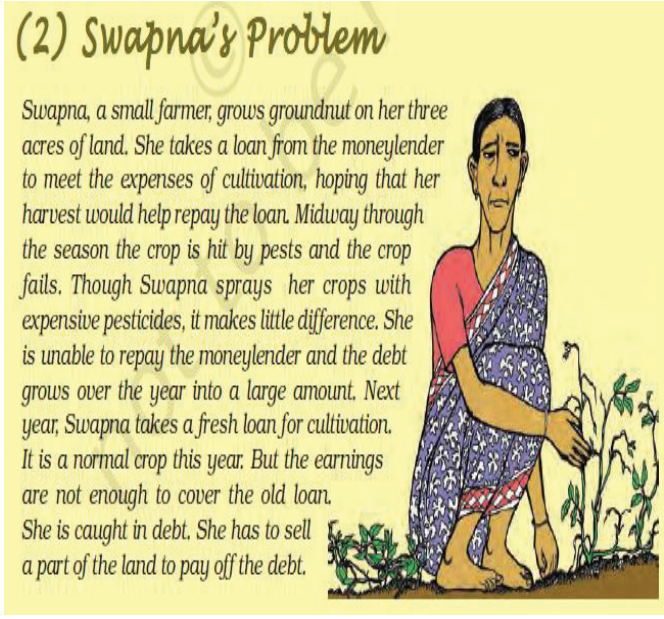
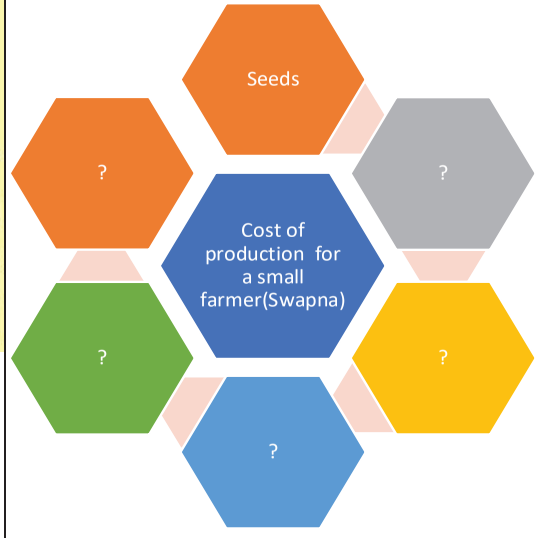
Chapter - 3: Money and Credit

Period No: 04.

Key concepts: Two different credit situations

Date:

Topic / Sub topic	Pedagogical Processes / Teaching-Learning Process	Assessment strategies	Material required
Two different credit situations: **LO 3: Understand the significance of credit.** C.3.1: Define credit **LO4: Analyze the different reasons for credit.** C.4.1: Describe the purpose of credit (Ex: Festival season and Swapna's problem) (a) Festival season	**Testing previous skills or knowledge:** What is the purpose of depositing money in the banks? Do you think that banks get profits? How? **Summary:** Credit loan refers to an agreement in which the lender supplies the borrower with money, goods or services in return for the promise of future payment. **Activity:** Discussion on the credit or loan requirements of Salim.  How did Salim meet his credit needs?	**Ask:** Define credit. Why did Salim require credit? **LET'S WORK THESE OUT** 1. Fill the following table. Salim / Swapna Why did they need credit? What was the risk? What was the outcome? 2. Supposing Salim continues to get orders from traders. What would be his position after 6 years? 3. What are the reasons that make Swapna's situation so risky? Discuss factors – pesticides; role of moneylenders; climate.	Showing related Pictures & videos

(b) Swapna's problem	**Activity :**Discussion on Swapna's problem  What are the inputs that a farmer uses in crop production?	**Activity:** Fill the blank spaces with appropriate answers related to the costs incurred on various inputs in the cultivation of groundnuts by Swapna. Compare the credit needs of Salim and Swapna from where did Swapna meet the credit needs?  	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences

Class: X

Chapter - 3: Money and Credit

Period No: 05.

Key concepts: Terms of credit.

Date:

Topic / Sub topic	Pedagogical Processes / Teaching-Learning Process	Assessment strategies	Material required
Terms of credit **LO 4: Analyze the terms collateral and terms of credit.** C.4.1: Explains the term collateral	**Testing previous skills or knowledge** Posing questions on previous topic what are the different farm inputs used in cultivation process? **Activity** 1: (Debate) Teacher explains the meaning of collateral and conducts the debate on it. **Meaning of Collateral:** Collateral is an asset that the borrower owns (such as land ,building ,vehicle, livestock ,deposits with banks) and uses this as a guarantee to a lender until the loan is repaid.	**Ask:** Why do people take loans? **Activity:** Observe the picture in the text book pg.no. 44 and comment on it. What does this picture depict?  What does this picture depict?	Showing related Pictures & videos

<table>
<tr>
<td>A House loan

LO5: Interpret the pictures and table related to house loan.

C.5.1: Explains the importance of assets which are required for collateral.</td>
<td><u>Activity 2</u>: Discussion on the topic of terms of credit.

Interest rate, collateral and documentation requirement and the mode of repayment together comprise what is called the terms of credit

<u>Activity</u> 3 (Discussion): A House loan : Megha has taken a loan of Rs 5 lakhs from the bank to purchase a house. The annual interest rate on the loan is 12percent and the loan is repaid in 10 years in monthly instalment. Megha had to submit to the bank, documents showing her employment records and salary details before the bank agreed to give her the loan.

Students fill the following details of Megha’s housing loan.

Fill the following details of Megha’s housing loan.
<table><tr><td>Loan amount (in Rupees)</td><td></td></tr><tr><td>Duration of loan</td><td></td></tr><tr><td>Documents required</td><td></td></tr><tr><td>Interest rate</td><td></td></tr><tr><td>Mode of repayment</td><td></td></tr><tr><td>Collateral</td><td></td></tr></table></td>
<td>What do you mean by collateral?

What happens if the borrower fails to repay the loan?

Why do lenders ask for collateral while lending?

Define the concept terms of credit?

<u>Activity:</u>

Fill in the blanks choosing the correct option from the brackets.

While taking a loan, borrowers look for easy terms credit. This means ----------(low / high) interest rate, ----------(easy /tough) conditions for repayment, ---------- (less/ more) collateral and documentation requirement.</td>
<td>Showing related Pictures & videos

Text book</td>
</tr>
</table>

Teachers’ reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher’s personal observations and experiences

Class: X

Chapter - 3: Money and Credit

Period No: 06

Key concepts: Variety of Credit Arrangements

Date:

Topic / Sub topic	Pedagogical Processes / Teaching-Learning Process	Assessment strategies	Material required
Variety of Credit Arrangements. LO 3: Explains different credit arrangements like banks, money lenders, land owners, employers and co-operatives. C.3.1: Examine the different sources of credit like banks, money lenders, land owners, employers and co-operatives. LO2: Compares the Case study of **Shyamal, Arun and Rama** **Case Study : Shyamal** C.2.1: Differentiate the different types of credit arrangements.	Testing prior skills by posing some questions: Posing questions on previous topic. Why do people take loans? Why do lenders ask for collateral while lending? **Activity -1:** Case Study Explanation: Rohit and Ranjan directly visit the fields and make an enquiry about the credit needs and sources. **Activity -2: (Discussion about Case Study)** : Shyamal ❖ How much of land that Shyamal posses? ❖ What is the source of credit for Shyamal?	Why did Rohit and Ranjan visit fields directly? How did trader get benefited by lending money to Shyamal? **LET'S WORK THESE OUT** 1. List the various sources of credit in Sonpur. 2. Underline the various uses of credit in Sonpur in the above passages. 3. Compare the terms of credit for the small farmer, the medium farmer and the landless agricultural worker in Sonpur. 4. Why will Arun have a higher income from cultivation compared to Shyamal? 5. Can everyone in Sonpur get credit at a cheap rate? Who are the people who can? 6. Tick the correct answer. (i) Over the years, Rama's debt • will rise. • will remain constant. • will decline. (ii) Arun is one of the few people in Sonpur to take a bank loan because • other people in the village prefer to borrow from the moneylenders. • banks demand collateral which everyone cannot provide. • interest rate on bank loans is same as the interest rate charged by the traders. 7. Talk to some people to find out the credit arrangements that exist in your area. Record your conversation. Note the differences in the terms of credit across people.	Recent News Papers Clippings regarding loan activities. Text Book

Case study : **Arun** Case Study : - **Rama**	**Activity -3:** Discuss and explain the case study 2 and asks some questions. ❖ What is the source of credit for Arun? ❖ How did Arun plan to repay the loan? **Activity -4: Discuss** and Analyze the present conditions of Agricultural labour in India.  ❖ Why did Rama need loan in this case? ❖ What is the source of credit for the landless people in Sonpur? **Summary :**Loans from co-operatives ➢ Major source of cheap credit in rural areas are the co-operative societies. ➢ Types of Co-operatives are farmers co-operatives, weavers co-operatives, industrial co-operatives etc.	Why will **Arun** have higher income from cultivation compared to **Shyamal**? Compare the sources of credit of Shyamal, Arun and Rama? **Project:** List out various sources of credit in your area.	Related Pictures

Loans from Co-operatives	**<u>Activity :</u> Conducting debate on co-operatives as a source of credit.** 	Can you give some examples for Co-operatives located in your area?	

Teachers' reflections and experiences:

- Is the lesson appropriately timed? _____
- Is the flow of the lesson plan clear, smooth, and logical? _____
- Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
- Is there space for students to collaborate and cooperate with each other? _____
- Does the lesson provide adequate opportunity for the students to practice the skills? _____
- Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences

Class: X

Chapter - 3: Money and Credit

Period No: 07

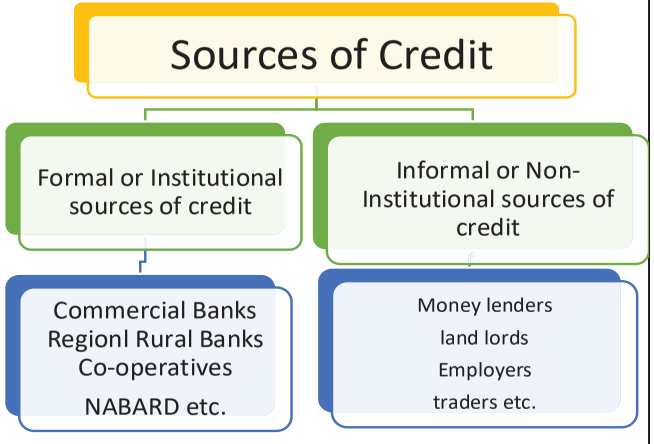
Key concepts: Formal Sector Credit in India

Date:

<table>
<tr><th>Topic / Sub topic</th><th>Pedagogical Processes / Teaching-Learning Process</th><th>Assessment strategies</th><th>Material required</th></tr>
<tr>
<td>Formal Sector Credit in India

LO 2: Classify the formal sector loans and informal sector loans.

C.2.1: Compares the formal and informal sectors of credit.</td>
<td>Posing Questions on Previous topic.
❖ What are the various sources of credit in Sonpur?
❖ Give some examples for co-operatives?

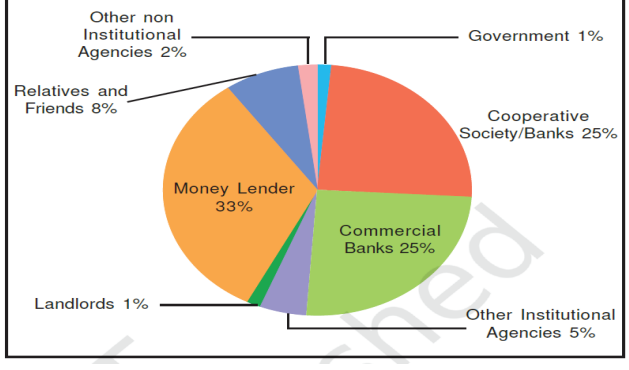
Explains the meaning of formal sector loans and informal sector loans by a flow chart
 

<u>Activity -1</u> :
Use Graph 1 and analyse the sources of credit in India in 2012.</td>
<td>Ask:
Can you distinguish between formal sector loans and informal sector loans.

What are the benefits that you get if the loans are taken from formal credit sources?

Activity: Visit some of the families in your area ,collect information how they meet their credit requirements through different sources of credit and complete the following table

<table>
<tr><th>Name of the Household</th><th>Source of credit</th><th>Formal/ Informal</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
</td>
<td>Text Book</td>
</tr>
</table>

LO5: Interprets the pie diagram related to the credit of rural households. C.5.1: Explains the information given in pie diagram. Role of RBI	**Graph 1 : Sources of Credit per Rs 1000 of Rural Households in India in 2012**  1. Is more credit coming from formal sector or informal sector? 2. What is the percentage of commercial banks in lending rural credit? 3. Which type of source is providing highest percentage of credit? 4. What does this graph represent? Explains the role played by RBI in rural credit. **<u>Activity-2:</u> Discussion on " Cheap and affordable credit is crucial for the countries development "**	➢ Do you know which bank monitors the activities of commercial banks in India? **Activity:** Collect information regarding formal and informal sources of credit through News paper and other sources.	Showing related videos.

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences

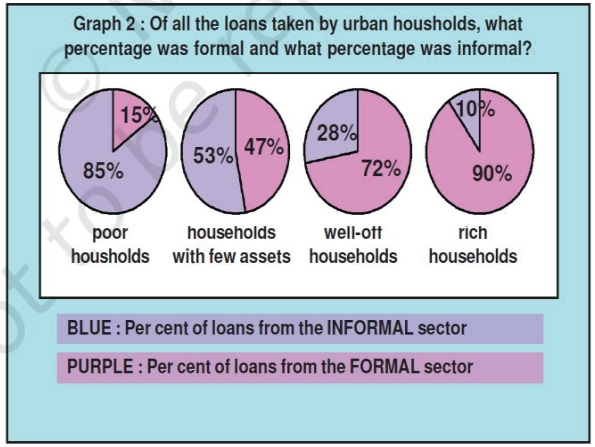
Class: X

Chapter - 3: Money and Credit

Period No: 08

Key concepts: Formal and Informal Credit: Who gets what?

Date:

Topic / Sub topic	Pedagogical Processes / Teaching-Learning Process	Assessment strategies	Material required
Formal Sector Credit in India **LO 9: Construct views on Formal and Informal financial organizations and their activities.** C.9.1: Expresses ideas on formal and informal financial organizations and their activities	**Posing Questions on Previous topic.** What do you mean by Formal sector credit? What are the various sources of informal sector loans? **Activity: 1:** Use **Graph 2** and analyse all loans taken by urban Households from formal and informal sources of credit.  	**Ask:** What is the need for expanding credit facilities through formal sector? **Ask:** Do you recognize any demerits prevailed in informal credit system **Comment** on the reasons for taking loans from Informal Credit sources by Urban poor households.	Text Book News paper clippings related to formal and informal sources of credit.

	1. How many categories of people are shown in the Graph? 2. How much percentage of loans taken by Urban poor from Informal sector? 3. How much percentage of loans taken by rich Households from Formal sector? 4. What does this Graph depict?	**LET'S WORK THESE OUT** 1. What are the differences between formal and informal sources of credit? 2. Why should credit at reasonable rates be available for all? 3. Should there be a supervisor, such as the Reserve Bank of India, that looks into the loan activities of informal lenders? Why would its task be quite difficult? 4. Why do you think that the share of formal sector credit is higher for the richer households compared to the poorer households?	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences

Class: X

Chapter - 3: Money and Credit

Period No: 09

Key concepts: Self Help Groups for the Poor

Date:

Topic / Sub topic	Pedagogical Processes / Teaching-Learning Process	Assessment strategies	Material required
Self Help Groups for the Poor **LO 4: Analyze any one self help group in their locality.** C.4.1: Analyses on the concept that the banks are boon to the self - help groups. **LO 12: Appreciate the role of Grameena Bank of Bangladesh in providing loans to the poor.**	Posing Questions on Previous topic ❖ What is the need for expanding credit facilities through Formal sector? Video link : **Discussion on the role of self –help groups and asking questions on it.**  A women's self-help group meeting in Gujarat Comment on the picture, why the people have gathered? Generally How many members are there in a SHG? Can the group members take the small loans from the	**Ask:** Generally for what purposes SHG member take loans as a group from banks? Who takes the decision regarding the savings and loan activities of SHG? **Activity:** Collect information about the self-help groups in your local area. Is there any requirement to give collateral to the bank when SHG take the Loan?	Text Book – Showing Pictures and Related Videos Showing Pictures and Related Videos

C.12.1: Express their views on working of SHG in their area. Grameen Bank of Bangladesh	Group? Is there any difference between interest charged by group and money lenders? When does a SHG eligible to get loan from a bank? What is the main aim of giving loan to SHG by a bank? **Discuss: Explains** the role played by Grameen Bank of Bangladesh in giving credit, providing self-employment and eradication of poverty. "If credit can be made available to the poor people on terms and conditions that are appropriate and reasonable these millions of small people with their millions of small pursuits can add up to create the biggest development wonder." *Professor Muhammad Yunus, the founder of Grameen Bank, and rectpient of 2006 Nobel Prtze for Peace* **Conclusion:** It is very difficult to get loan by the poor as a single person from a Bank. But it becomes very easy as a member of self-help group. The Grameen Bank of Bangladesh as a model paved a path for the upliftment of the poor in developing countries.	Who are the main borrowers from Grameen Bank in Bangladesh?	Map of Asia

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences

WORK SHEET

SUMMATIVE ASSEEEMENT PLAN (Model Questions)

Class: X. Economics Chapter - 3: Money and Credit. Period No: 10.

Multiple choice Questions:

1. Modern forms of money include which of the following?
   (a) Currency notes and coins
   (b) Cowrie shells and stones
   (c) Gold and silver coins
   (d) Grains and cattle
2. A person can withdraw money by issuing a cheque. What is a cheque?
   (a) Loan taken by the bank
   (b) Loan taken by the depositor from the bank.
   (c) Paper instructing the bank to pay a specific amount.
   (d) Paper especially valid to withdraw money only from account holder's account.
3. What is the most important function of the bank?
   (a) Accept deposits and extend loans.
   (b) Give loans to government.
   (c) Open as many bank accounts as possible
   (d) Give loans to businesses.
4. Which among the following is not a feature of informal source of credit?
   (a) It is supervised by the Reserve Bank of India.
   (b) Rate of interest is not fixed.
   (c) Terms of credit are very flexible.
   (d) Traders, employer's friends, relatives, etc. provide.

Answer the following questions in short:

5. What are the modern forms of money?
6. Why payments made in rupees can't be refused in India?

Answer the following questions Briefly:

7. Why are demand deposits considered as money?
8. What is the basic idea behind the SHGs for the poor? Explain in your own words.

Answer the following question in detail:

9.Describe the functioning of self-help group? Access the importance of these groups in meeting credit requirements of the poor people.

LESSON PLAN: ECONOMICS

CLASS-10 CHAPTER- 4 : GLOBALISATION AND THE INDIAN ECONOMY

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

Curricular Goals (Illustrative):

CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region

CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature

Competency:

Competencies are observable learning behaviours that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

Competencies (Illustrative):

C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them

C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation

C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income

10th Class - Lesson Plan - Economics

Chapter: -4 GLOBALISATION AND THE INDIAN ECONOMY Periods Allotted:08



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
1.Introduction of globalization	LO1: Recognizes and retrieves facts and figures related to Globalization	C 1.1 Defines-Trade ,call centers, MNC and globalization.
2. Interlinking production across countries.	LO1: Recognizes and retrieves facts and figures related to Globalization. LO3: Explains the interlinkage of production and market across countries.	C 1.1 Defines-Investment and Foreign investment. C 3.1 Explains the role of MNCs in the interlinkage of production and market across countries
3. Foreign trade and integration of markets	LO6: Draws interlinkages between Foreign trade and integration of markets LO1: Recognizes and retrieves facts and figures related to Globalization	C 6.1 Makes connections with Foreign trade and integration of markets in the world C 1.1 Defines- globalization.
4. Factors that have enabled globalization	LO4: Analyses and evaluates information that the Factors that have enabled globalization	C 4.1 . Analyses the factors that enables globalization-IT,E-banking,E-mail, Telecommunication facilities (telegraph, telephone including mobile phones, fax)
5.World trade organization	LO1: Recognizes the role of WTO in Globalization.	1.1 Recognizes the role of World Trade Organisation (WTO) in liberalise international trade.
6. Impact of globalization in India	LO4: Analyses and evaluates the impact of globalisation and expressing it through different mediums.	C 4.1 Evaluates the impact of globalisation on India.
7. The struggle for a fair globalization	LO12: Appreciates the struggle for a fair globalization	C12 Appreciates massive campaigns and representation by people's organisations for a fair globalization
08.Assessment & remedial teaching	To assess the performance of the students	Analysis of the performance of the students in assessment.

NOTE: 1.The teacher should not exclude-"LET'S WORK THESE OUT" given in the text book pertaining to each chapter.
2. Teacher may take an assessment during the lesson.

Class: 10 ECONOMICS
Chapter – 4 Globalization and the Indian Economy
Period No: 1
Key concepts: Introduction of Globalization
Date:

learning outcomes & indicators/micro-competencies	teaching-learning process this should include activities to facilitate learning along with broad time duration	pointers for assessment- this should include strategies that will be used to check for understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	Material required
1. Testing prior skills/knowledge -Globe -World (5mins) LO1: Recognizes and retrieves facts and figures related to Globalization	Teacher asks the questions regarding prior knowledge to drag the topic. 1. Name some countries on the globe? 2. What are the Production activities taken place in our country? 3. Think about the clothes you're wearing, the food you eat, or the gadgets you use. Where do you think they come from? 4. Do you think anything came from your own town or country? Teacher shows the picture and ask questions-	Do you think everyone in the world lives the same way we do?	 (source-youtube:Digital teacher)

C.1 Defines-Trade ,call centers, MNC and globalization
(15 Mins)



(Source-Text book)

1. What do you see in the picture ?
2.What did the girl purchase from the shop?

Conclusion: Teacher explains that the girl is buying the goods from the shop where the goods are selling is known as **trade**.

Group Activity:1 Teacher conducts the group activity-by dividing the students into groups and given the country names and make them selling and purchasing different goods from each other.

1.What do we call the trade between countries?
2. Why do we need the trade?

Then, Teacher explains -
Globalization is this process of rapid integration or interconnection between countries.

where do the buying and selling takes place?

why do you go to the market?

How trade helps to connect the countries in the world?

1070CH01

3.Understand Production across countries- Multinational corporations (MNC)

(20 Mins)

Activity: Teacher conducts an activity- by dividing the students into groups and given them company name & country and make them to have their office in two or more countries.

Then, teacher explains about the multinational corporations (MNCs). MNC is a company that owns or controls production in more than one nation with using the world map and the picture of call centre.



(Source-Text book)

LET'S WORK THIS OUT

Complete the following statement to show how the production process in the garment industry is spread across countries.

The brand tag says 'Made in Thailand' but they are not Thai products. We dissect the manufacturing process and look for the best solution at each step. We are doing it globally. In making garments, the company may, for example, get cotton fibre from Korea, ...

How does the MNCs work in different countries?

what are the activities taken up in the call centers?

8T6SCZ

Teachers' reflections and experiences:

1.Is the lesson appropriately timed?
2.Is the flow of lesion plan clear, smooth & logical?
3.Is each stage of the lesson aligned to the learning objectives & outcomes of the lesson?
4.Is there space for students to collaborate & cooperate with each other?
5.Does the lesion provide adequate opportunity for the students to practice the skills?

Class: 10 ECONOMICS
Chapter –4 Globalization and the Indian Economy
Period No: 2
Key concepts: Interlinking Production Across Countries

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	Material required
1.Prior concepts\knowledge (5mins) Understanding the concept of Foreign Investment (15mins) LO1: Recognizes and retrieves facts and figures related to Globalization.	• Teach asks some questions regarding the previous concepts-Production, goods etc. Teacher shows the book- and probing some questions-  (Source-Google) 1. What do you need for preparation of the Exams? 2. What we need to make this book? 3. What do we require to establish industries and buying machines?	What is an MNC? How does the foreign investment come through it?	https://www.youtube.com/watch?v=dhPJVg_atVA

C 1.1 Defines-Investment and Foreign investment.

2.Analyze the factors that need to attract the MNCs (20 mins)

LO3: Explains the interlinkage of production and market across countries.

Conclusion: The money that is spent to buy assets such as land, building, machines and other equipment is called investment. Investment made by MNCs is called foreign investment.

Teacher shows the picture given in the text book and ask some questions;



1. What do you observe from the picture?
2. Why the person is not interested to do the production in that region?
3. Where should MNC want to establish company?

what is the difference between investment and foreign investment?

What is the criteria followed by the MNCs in their establishment?

Activity: Teacher does making the Students to Read the passage given in the text book and answer the questions.



(Source-google)

C 3.1 Explains the role of MNCs in the interlinkage of production and market across countries

Conclusion: teacher explains MNCs set up production where it is close to the markets; where there is skilled and unskilled labour available at low costs.

Teacher does ask questions with making the children through observing the picture.

Women at home in Ludhiana making footballs for large MNCs



1. What do you see in the picture ?
2. What are they doing ?
3. What the title of the picture tells us ?
4. Can you tell MNCs.

Conclusion :

Then, Teacher describe that MNC investments is to buy up local companies and then to expand production Large MNCs in developed countries place orders for production with small producers. Garments, footwear, sports items are examples.

Ford Motors, an American company, is one of the world's largest automobile manufacturers with production spread over 26 countries of the world. Ford Motors came to India in 1995 and spent Rs. 1700 crore to set up a large plant near Chennai. This was done in collaboration with Mahindra and Mahindra, a major Indian manufacturer of jeeps and trucks. By the year 2017, Ford Motors was selling 88,000 cars in the Indian markets, while another 1,81,000 cars were exported from India to South Africa, Mexico, Brazil and United States of America. The company wants to develop Ford India as a component supplying base for its other plants across the globe.

1. Would you say ford motors is a MNC why?
2. What is foreign investment how much did ford motor invest in India?
3. In what ways a MNC different from other companies?
4. By setting up their production plants in India, MNCs such as Ford Motors tap the advantage not only of the large markets that countries such as India provide, but also the lower costs of production. Explain the statement.

Teachers' reflections and experiences:

1.Is the lesson appropriately timed?
2.Is the flow of lesion plan clear, smooth & logical?
3.Is each stage of the lesson aligned to the learning objectives & outcomes of the lesson?
4.Is there space for students to collaborate & cooperate with each other?
5.Does the lesion provide adequate opportunity for the students to practice the skills?

Class: 10 ECONOMICS
Chapter – 4 Globalization and the Indian Economy
Period No: 3
Key concepts: Foreign trade and integration of markets

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (5mins) **2.**Foreign trade and integration of markets (20 mins) (LO6: Draws interlinkages between Foreign trade and integration of markets)	• Teacher asks some questions regarding the previous concepts • Where did you buy goods, dresses and vehicles? • Where does the buying and selling transactions takes place? Teacher concludes that, trade with in the country is called internal trade and trade between the countries is called international or foreign trade. Ask: 	What is foreign trade? What is foreign investment?	 (Source-google)

- What do you see in the picture?
- Why Chinese toys have more demand in Indian markets?
- Why Indian toys not have more demand in the market?
- Teacher concludes that, foreign trade results choice of goods, quality of goods available at low prices.
- Distinguish between foreign trade and foreign investment.

Activity:

Teacher conduct an activity on Small traders of readymade garments facing stiff competition from both the MNC brands and imports



LET'S WORK THESE OUT

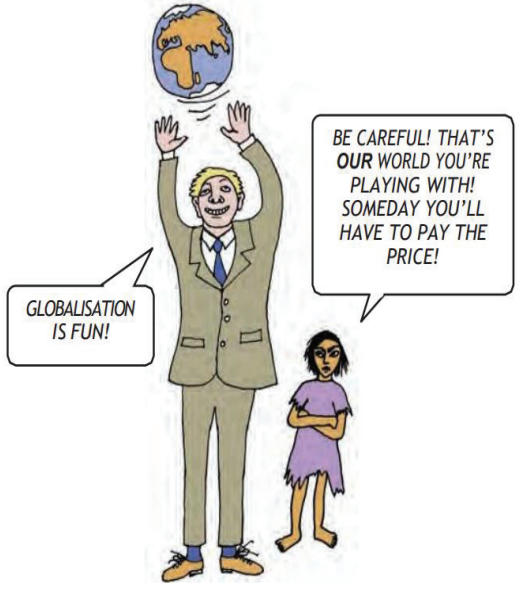
1. What was the main channel connecting countries in the past? How is it different now?
2. Distinguish between foreign trade and foreign investment.
3. In recent years China has been importing steel from India. Explain how the import of steel by China will affect.
   (a) steel companies in China.
   (b) steel companies in India.
   (c) industries buying steel for production of other industrial goods in China.
4. How will the import of steel from India into the Chinese markets lead to integration of markets for steel in the two countries? Explain.

Why small traders facing stiff competition from the MNC?

What are the problems faced by small traders with MNC brands?

Pictures

https://youtu.be/eYJyYKOPJOw?si=Qakg9wkEusE2NnF0

3. What is Globalization? (15 mins) C 1.1 Defines- globalization.	Ask: • Why MNC products have more demand? • What are the various ways in which countries can be linked? Then teacher concludes that- Globalization is a process of rapid integration or interconnection of countries and Globalization is not only More and more goods and services, investments and technology are moving between countries. But also, movement of people between countries for better income, better jobs or better education.	What is the role of MNC in globalization process? Activity: Teacher does make the students to read the image and list out the findings through your understanding.  	SCAN ME Pictures

Teachers' reflections and experiences:

1.Is the lesson appropriately timed?
2.Is the flow of lesion plan clear, smooth & logical?
3.Is each stage of the lesson aligned to the learning objectives & outcomes of the lesson?
4.Is there space for students to collaborate & cooperate with each other?
5.Does the lesion provide adequate opportunity for the students to practice the skills?

Class: 10 ECONOMICS
Chapter – 4 Globalization and the Indian Economy
Period No: 4
Key concepts: Factors that have enabled Globalization

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1. Prior concepts (5mins) 2. The Factors that have enabled globalization. (10 mins) LO4: Analyses and evaluates information that the Factors that have enabled globalization	• Teacher asks some questions regarding the previous concepts- What is foreign trade? What is foreign investment? What is Globalization? Teacher asks- • Imagine the world 80 years ago. How do you think communication, transportation, and trade were different then? • What factors do you think contributed to these changes? • What methods used in the production in ancient times?  	What is meant by National Development ? Activity: Try to find out arguments advanced by different people. You may do so by talking to different persons or you may find it from newspapers and television with relate to the factors enabled the globalization.	Text book https://www.youtube.com/watch?v=kVwkJF6jl0k 8TE2PT

Different types of communication technology.
(10 mins)

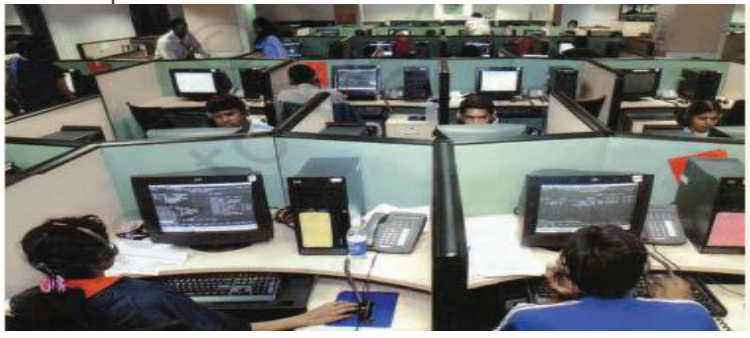
C 4.1 . Analyses the factors that enables globalization-IT, E-banking, E-mail, Telecommunication facilities (telegraph, telephone including mobile phones, fax)

Conclusion:



For instance, the past fifty years have seen several improvements in transportation technology. This has made much faster delivery of goods across long distances possible at lower costs.

Show a picture-

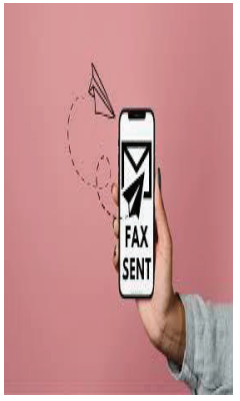


Teacher asks-

- What do you see in above picture?
- For what purpose we used computers?
- Have you ever used video chat or social media to connect with someone far away?

Which is the essential to produce more goods in a short period of time in present days?

Activity: Teacher does make the students to list out the changes happen in production process, transportation, technology in banking and communication facilities



(Source-google)

- How do you think these technologies have changed how we interact with people in different places?

Then teacher concludes that, Telecommunication facilities (telegraph, telephone including mobile phones, fax) are used to contact one another around the world, , computers have now entered almost every field of activity. All these are called technology.

Teacher explains how e-banking is useful to send money.



3. Liberalization of foreign trade and foreign investment policy
(15 mins)

Teacher asks-

- Do you have freedom in your School?
- Is the Private School student have the freedom like you?
- Do you know meaning of the Liberty?
- Many people from different countries travel for work or study. Have you met someone who moved to your community from another place?
- What were their reasons for coming?

Using IT in Globalisation

A news magazine published for London readers is to be designed and printed in Delhi. The text of the magazine is sent through Internet to the Delhi office. The designers in the Delhi office get orders on how to design the magazine from the office in London using telecommunication facilities. The designing is done on a computer. After printing, the magazines are sent by air to London. Even the payment of money for designing and printing from a bank in London to a bank in Delhi is done instantly through the Internet (e-banking)!

LET'S WORK THESE OUT

1. In the above example, underline the words describing the use of technology in production.
2. How is information technology connected with globalisation? Would globalisation have been possible without expansion of IT?

	Then teacher concludes that, removing trade barriers or restrictions set by the government is known as liberalization. Teacher does conduct an activity of group discussion on protection. Can we have protection to our country from foreign invasions? Conclusion: • Teacher explains- all developed countries, during the early stages of development, have given protection to domestic producers through a variety of means. Example: Impose tax on Exports and Imports.	**LET'S WORK THESE OUT** 1. What do you understand by liberalisation of foreign trade? 2. Tax on imports is one type of trade barrier. The government could also place a limit on the number of goods that can be imported. This is known as quotas. Can you explain, using the example of Chinese toys, how quotas can be used as trade barriers? Do you think this should be used? Discuss. How the liberalization promotes trade between countries in the world?	

Teachers' reflections and experiences:

1.Is the lesson appropriately timed?
2.Is the flow of lesion plan clear, smooth & logical?
3.Is each stage of the lesson aligned to the learning objectives & outcomes of the lesson?
4.Is there space for students to collaborate & cooperate with each other?
5.Does the lesion provide adequate opportunity for the students to practice the skills?

Class: 10 ECONOMICS
Chapter – 4 Globalization and the Indian Economy
Period No: 5
Key concepts: World trade organization Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (5mins) 2.World Trade Organization (WTO) (35mins) LO1: Recognizes the role of WTO in Globalization.	• Teacher asks some questions regarding the previous concepts- 1.Is technology useful to globalization? 2.How do you understand by Foreign Investment? 3.What do you know about the role of technology in the globalization?  (Source-google) 1. What do you see in the above map? 2. How do we call the trade between countries? 3. Would it be easier or harder to buy things from other countries? 4. Do you think trade rules played a role in what you saw?	1.What is the main aim of WTO? 2.What do you think If trade can be done fairly between countries?	Pictures from text book 8TFNEM World map

C1.1 Recognizes the role of World Trade Organisation (WTO) in liberalise international trade.

5. What is liberalization?
6. Do you know the world organization which look after the trade among countries in the world?

Conclusion: Then teacher explain that World Trade Organization (WTO) is one such organization whose aim is to liberalize international trade.



Debate:

Teacher conducts the debate on trade practices-

1. What did you observe in the picture?
2. What is the main occupation of our Indians?
3. What does our country export?
4. On which sector, developed country people largely depends for their livelihood?
5. What could be exported by developed countries?
6. What is liberalization?

Teacher concludes that WTO aim is to liberalized the trade but US farmers can sell the farm products at abnormally low prices. The surplus farm products are sold in other country markets at low prices,

Activity: Teacher does make the students to answer the questions.

LET'S WORK THESE OUT

1. Fill in the blanks.

   WTO was started at the initiative of_____countries. The aim of the WTO is to _____. WTO establishes rules regarding_____for all countries, and sees that_____In practice, trade between countries is not_____. Developing countries like India have _____, whereas developed countries, in many cases, have continued to provide protection to their producers.

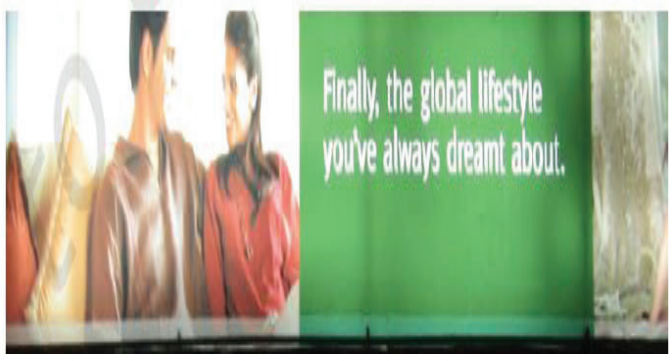
2. What do you think can be done so that trade between countries is more fair?
3. In the above example, we saw that the US government gives massive sums of money to farmers for production. At times, governments also give support to promote production of certain types of goods, such as those which are environmentally friendly. Discuss whether these are fair or not.

	adversely affecting farmers in these countries. Developing countries are, therefore, asking the developed country governments, "We have reduced trade barriers as per WTO rules. But you have ignored the rules of WTO and have continued to pay your farmers vast sums of money.	Can you tell the role of the WTO? Suggest some measures for fair trade among countries.	

Teachers' reflections and experiences:

1.Is the lesson appropriately timed?
2.Is the flow of lesion plan clear, smooth & logical?
3.Is each stage of the lesson aligned to the learning objectives & outcomes of the lesson?
4.Is there space for students to collaborate & cooperate with each other?
5.Does the lesion provide adequate opportunity for the students to practice the skills?

Class: 10 ECONOMICS
Chapter – 4 Globalization and the Indian Economy
Period No: 6
Key concepts: Impact of globalization in India
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (5mins)	• Teacher asks some questions regarding the previous concepts What is an MNC? What is foreign trade? What is globalization?		IFP
2.Impact of globalization in India (10mins) LO4: Analyses and evaluates the impact of globalisation and expressing it through different mediums.	 1. What do you observe in the picture? 2. How far the competition in trade benefited the people in India?	What do you think might be the impact of globalization on people around the world?	PPT https://www.youtube.com/watch?v=L0kk9PEVwQg

C 4.1 Evaluates the impact of globalisation on India. 3.Evaluate the impact of globalization -The steps to attract FDI and SEZs (10 mins)	3. Who could be benefited from Globalization? Conclusion: Teacher concludes that - These products have a large number of well-off buyers. In these industries and services, new jobs have been created. Also, local companies supplying raw materials, etc. to these industries have prospered. Teacher does make the students to discuss the given image-  • What do you observe in the picture? • Can you name the regions where the industries largely established • What do we need to establish an industry? • Why do governments try to attract more foreign investment?	Do you think everyone benefits equally from globalization? Why or why not? Can you think of examples of both positive and negative impacts?	8THXRG

	Conclusion: Teacher concludes that Industrial zones, called Special Economic Zones (SEZs), are being set up. SEZs are to have world class facilities: electricity, water, roads, transport, storage, recreational and educational facilities. Companies who setup production units in the SEZs do not have to pay taxes for an initial period of five years.	What are the various ways in which MNCs set up, or control production in other countries? . How does SEZ help in the Globalization?	
3.The impact of globalization – Large companies emerge as MNCs and Small producers: Compete or perish. (10 mins)	Teacher conduct **group activity** on top Indian companies - 1. Name some Indian manufacturing companies? 2. Did you paint your house? 3. Which company paint is being suggested to your house? 4. Do you know the automobile companies in our country? 5. What is the best mobile brand in the world? Conclusion- Teacher concludes that Tata Motors (automobiles),Infosys (IT), Ranbaxy(medicines), Asian Paints (paints), Sundaram Fasteners (nuts and bolts) are some Indian companies which are spreading their operations worldwide.	Read the news paper and list out the some of MNCs working in our India.	

Activity :-

Conducts on Small producers: Compete or perish

Teacher makes the students into two groups, named as MNC & local company (Capacitor company) and asks-

1. Who can win in the competition?
2. What are the reasons for failure in the competition?

Then teacher concludes- that Ravi took a loan from the bank to start his own company producing capacitors in1992 in Hosur, an industrial town in Tamil Nādu. competition from the MNC brands forced the Indian television companies to move into assembling activities for MNCs. Even when some of them bought capacitors, they would prefer to import as the price of the imported item was half the price charged by people like Ravi. Based on above matter

1. What are the ways in which Ravi's small production unit was affected by rising competition?
2. Should producers such as Ravi stop production because their cost of production is higher compared to producers in other countries? What do you think?

LET'S WORK THESE OUT

1. How has competition benefited people in India?
2. Should more Indian companies emerge as MNCs? How would it benefit the people in the country?
3. Why do governments try to attract more foreign investment?
4. In Chapter 1, we saw what may be development for one may be destructive for others. The setting of SEZs has been opposed by some people in India. Find out who are these people and why are they opposing it.

LET'S WORK THESE OUT

1. What are the ways in which Ravi's small production unit was affected by rising competition?
2. Should producers such as Ravi stop production because their cost of production is higher compared to producers in other countries? What do you think?
3. Recent studies point out that small producers in India need three things to compete better in the market (a) better roads, power, water, raw materials, marketing and information network (b) improvements and modernisation of technology (c) timely availability of credit at reasonable interest rates.
   - Can you explain how these three things would help Indian producers?
   - Do you think MNCs will be interested in investing in these? Why?
   - Do you think the government has a role in making these facilities available? Why?
   - Can you think of any other step that the government could take? Discuss.

8TPJGA

4.The impact of globalization - **Competition and Uncertain Employment** (5mins)	Activity: Teacher conduct an activity on Competition and Uncertain Employment  1. What do you observe in the picture? 2. Are the garment workers have job security? 3. In which sector people have job security? why? 4. What are the merits of organized sector? 5. In what ways competition has affected workers, Indian exporters and foreign MNCs in the garment industry? Teachers concludes that competition among the garment exporters has allowed the MNCs to make large profits, workers are denied their fair share of benefits brought about by globalization.	In what ways has competition affected workers, Indian exporters and foreign MNCs in the garment industry? **LET'S WORK THESE OUT** 1. In what ways has competition affected workers, Indian exporters and foreign MNCs in the garment industry? 2. What can be done by each of the following so that the workers can get a fair share of benefits brought by globalisation? (a) government (b) employers at the exporting factories (c) MNCs (d) workers. 3. One of the present debates in India is whether companies should have flexible policies for employment. Based on what you have read in the chapter, summarise the point of view of the employers and workers. Supposing you find two people arguing: One is saying globalisation has hurt our country's development. The other is telling, globalisation is helping India develop. How would you respond to these arguments?	

Teachers' reflections and experiences:

1.Is the lesson appropriately timed?
2.Is the flow of lesion plan clear, smooth & logical?
3.Is each stage of the lesson aligned to the learning objectives & outcomes of the lesson?
4.Is there space for students to collaborate & cooperate with each other?
5.Does the lesion provide adequate opportunity for the students to practice the skills?

Class: 10 ECONOMICS
Chapter – 4 Globalization and the Indian Economy
Period No: 7
Key concepts: The struggle for fair globalization

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1.Prior concepts (5mins) **The struggle for fair globalization** (20 mins) LO12: Appreciates the struggle for a fair globalization	• Teacher asks some questions regarding the previous concepts 1. Can you tell the impact of globalization? 2. Name some Indian companies emerged as MNCs. Teacher does show the picture and ask-  	What can be done by the government so that the workers can get a fair share of benefits brought by globalisation? What do you understand by Neo-liberalism?	IFP PPT https://www.youtube.com/watch?v=ogDXNayUQ6w Images

C12: Appreciates massive campaigns and representation by people's organisations for a fair globalization (15mins)	1. Why did the people gather there? 2. For what purpose they started agitation? 3. Did you fight with your sibling for any purpose to get equal rights? 4. Can you get equal opportunities at your home along with your sibling? 5. Did all the people equally benefited by globalization? 6. Why are some people more benefited and some are not? Conclusion: Then teacher concludes that not everyone has benefited from globalization. People with education, skill and wealth have made the best use of the new opportunities. On the other hand, there are many people who have not shared the benefits teacher also explains labour laws are properly implemented and the workers get their rights. If necessary, the government can use trade and investment barriers for fair globalization.	How do you suggest to make globalization more 'fair'? What should be done by government for fair globalization?	 Text Book

Teachers' reflections and experiences:

1.Is the lesson appropriately timed?
2.Is the flow of lesion plan clear, smooth & logical?
3.Is each stage of the lesson aligned to the learning objectives & outcomes of the lesson?
4.Is there space for students to collaborate & cooperate with each other?
5.Does the lesion provide adequate opportunity for the students to practice the skills?

Class: 10 ECONOMICS
Chapter – 4 Globalization and the Indian Economy
Period:7

WORK SHEET FOR ASSESSMENT (AT THE END OF EVERY LESSON) Max. Marks-20

1.The most common route for investments by MNCs in countries around the world is to - 4×1M=4 Marks
(a) Set up new factories (b) Form partnerships with local companies
(c) Buy existing local companies (d) None [ ]
2. Globalization has led to higher standards of living of? [ ]
(a) Poor consumers (b) Big producers (c) Well-off consumers (d) Small producers
3. One of the ill effects of Globalization in India is? [ ]
(a) Closure of small units (b) Greater choice for urban people
(c) Goods of improved quality (d) Emergency of India MNCs
4. If tax is imposed on Chinese toys, this will make [ ]
(a) Toy makers benefited (b) Indian toy makers will prosper
(c) Chinese toys will remain cheap (d) Indian consumer will buy more Chinese toys

5.What is the difference between foreign trade and foreign investment? 2×2M=4 Marks

6. What are differences between local company and MNC?
7.what is the difference between local company & MNC?
8.What do you understand by globalization? Explain in your own words. 1×3M=3 Marks
9.What were the reasons for putting barriers to foreign trade and foreign investment by the Indian government? Why did it wish to remove these barriers? 1×4M=4 Marks 1×5M=5 Marks

Class: 10 ECONOMICS
Chapter – 4 Globalization and the Indian economy
Period No: 8
Key concepts: Assessment and remedial teaching
Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
1. Assessment students' progress To assess the performance of the students Analysis of the performance of the students in assessment.	Summarizes the lesson with simple tools for those who could not performed well in Assessment.		PPT

Teachers' reflections and experiences:

1.Is the lesson appropriately timed?
2.Is the flow of lesion plan clear, smooth & logical?
3.Is each stage of the lesson aligned to the learning objectives & outcomes of the lesson?
4.Is there space for students to collaborate & cooperate with each other?
5.Does the lesion provide adequate opportunity for the students to practice the skills?

LESSON PLAN: ECONOMICS

CLASS-10 CHAPTER- 5. CONSUMER RIGHTS

Aims of Education:

a. Rational Thought and Autonomy: An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. Health and wellbeing
c. Democratic participation: This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. Economic participation: Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. Cultural and social participation: Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.
b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:
i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,
ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,
iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,
iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them

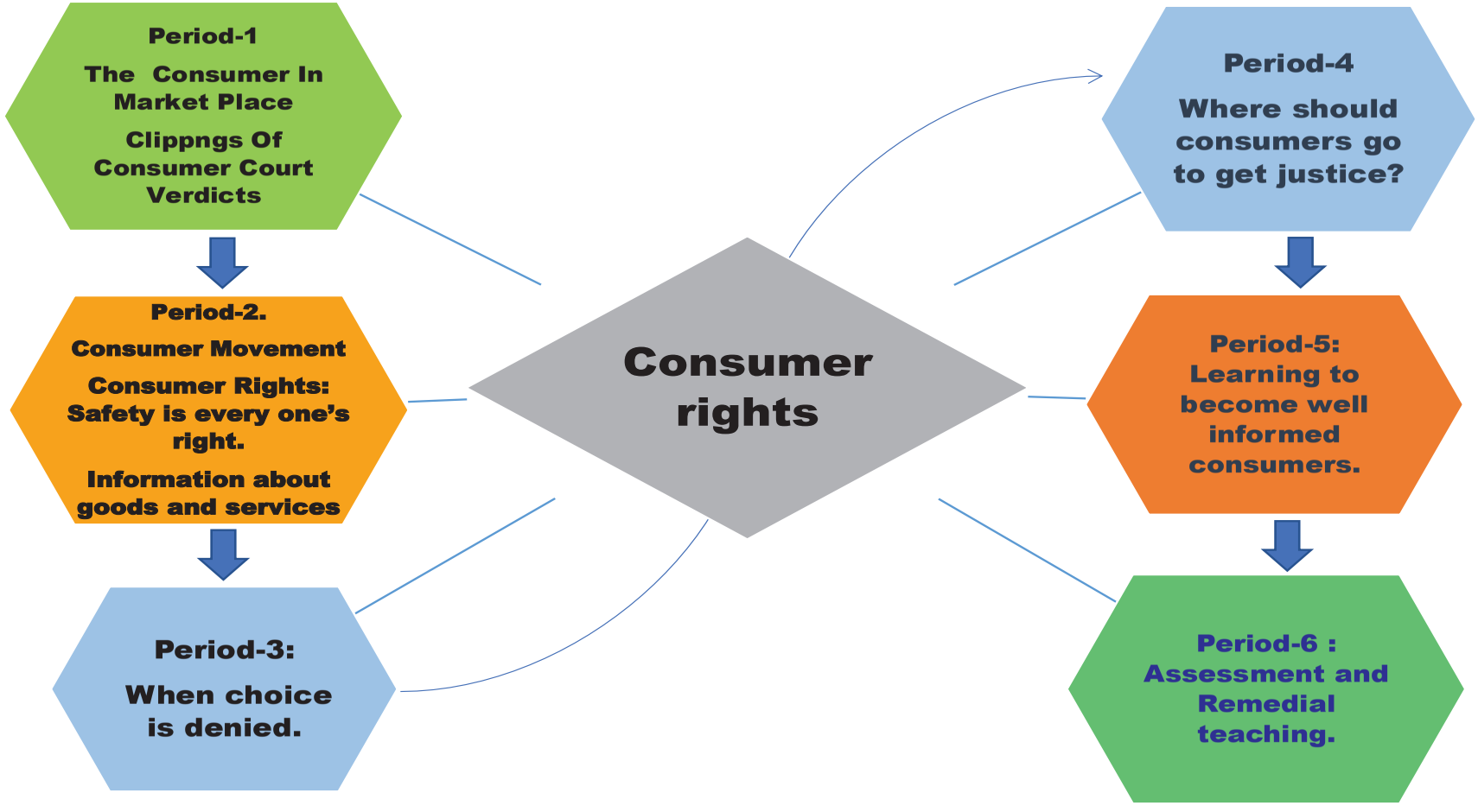
Competency:

Competencies are observable learning behaviors that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

C-6.2-Understands that, despite forms of inequality, injustice and discrimination have occurred in different sections of society at different times (due to technical as well as outside forces such as colonization). Leading to political, social, and cultural efforts, struggles, movements, and mechanism at various levels towards equity, inclusion, justice, and harmony with varying outcomes and degree of success.
CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature
C-8.2 Understand and analyses the concepts and practice of the range controlled markets.

Lesson Plan

Class 10 -Economics Chapter 5 -Consumer Rights Periods:06



PERIOD NO TOPIC/ SUB TOPIC	CONTENT DOMAINS SPECIFIC LEARNING OUT COMES	MICRO COMPETENCY INDICATORS
P1. The consumer in the market place. **Clippings of consumer court verdicts**	LO1: Recognizes and retrieves facts in connection to consumers. LO1: Recognizes and retrieves facts regarding exploitation of consumers in market place.	C1.1 : Describes consumption as economic activity and recognize who is consumer and how they function and states the importance of rules and regulations in the market place. C1.1: Develops an understanding that consumers need to function collectively to become powerful. C1.2: Identify the varied forms of exploitation with the help of data collected through the newspaper
P2 . Consumer Movement **Consumer Rights: Safety is every one's right.** **Information about goods and services**	LO3: Explains cause and effect relationship between consumer dissatisfaction and consumer movement. LO2: Classifies and compares the type of consumer rights	C3.1: Analyses the unaddressed suffering of consumers before there was no legal system available. C2.1: Draw interlinkages between consumer movement and the adoption of consumer protection act such as COPRA (Consumer Protection Act-1986) C2.2: Appreciates the Right to consumer safety and right to information about goods and services as they provide protection to consumer.
P3. When choice is denied.	LO3: Analyses and evaluates How consumers are being looted in real life scenarios.	C3.1: Analyse the market strategies of exploitative sellers through discussing real life experiences and case studies.
P4. Where should consumers go to get justice?	LO3: Explains the legal protection system provided to the consumers.	C3.1: Explains how people might be exploited in various ways in the market and steps taken by consumer courts to provide justice with the case studies of legal system and court verdicts.
P5: Learning to become well informed consumers.	LO2: Classifies and compares facts data and figures in relation to quality standards established by government.	C2.1: Classifies and compares facts data and figures in relation to quality standards established by government. C2.2: Interprets various quality certification logos like ISI, Hallmark, Agmark etc., Basing on the acquired knowledge and behaves as well informed consumer for making better choices.
P6. Project Work	Develops individual traits that include life experiences, preferences, decision-making and a diversity of various other social and cultural determinants.	

NOTE: 1.The teacher should not exclude "LET'S WORK THESE OUT" given in the text book pertaining to each chapter.
2.Teacher may take an assessment during the lesson.

Class: X Economics Chapter-5: Consumer Rights
Period No: 01
Key concepts: 1.The consumer in the market place.
2.Clippngs of consumer court verdicts
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
The consumer in the market place. (20 Mins) LO1: Recognizes and retrieves facts in connection to consumers. C1.1: Describes consumption as economic activity and recognize who is consumer and how they function and state the importance of rules and regulations in the market place. **Clippings of consumer court verdicts** (20 Mins)	Discussion to check prior knowledge. • After you bought certain goods in the market and came home you found that few of the goods are in bad quality how would you feel about the purchase? Discuss. (Connect this to begin the topic- consumer in market-place) ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** <u>ACTIVITY -1 : PICTURE READING</u> Ask the children to read the collage carefully from their text-books and mention their findings.	• Why do markets need people to buy things? • What type activities take place in the market? • Who is a consumer? • Why do you think rules and regulations are needed in market places? • Who was cheated in the above cases? • Who cheated them? • In what ways are they cheated? • Mention the ways how sellers are deceiving consumers in the market place from your personal observations.	• Paper clippings and videos clips related to consumer courts verdicts. • Text Book • Video clips on adulteration of Food https://youtu.be/pa32TWO5ucY?si=E3w4gN4LWu8nygwm Video clips on wrong weighing practices


some people persisted and struggled to get justice. In what ways were they denied justice? More importantly,

Consumer panel cracks own on cell spammers

DU teacher gets Rs 45,000 for flawed phone bill

TAKING A CALL

Rohini society to compensate harried owner

Insurance firm to pay 7,000 for theft

Gupta's complaints of poor construction were ignored by the society. A consumer court has upheld his complaint of deficiency in service and directed the society to pay Rs 20,000 compensation.

Bank fined Rs 15K for sloppy service

Insurance firm made for denying medical

Business institute fined

Source- Page no-75 of text book
(Connect this to the topic- consumer in marketplace and affirm that consumers are being looted in market)

ACTIVITY-2 : Picture Reading
Make students analyse the clipping questioning the righteous practices in market place



- Do you think the companies that manufacture harmful products like cigarettes should be banned by the government? Explain with valid reasons.

LET'S WORK THESE OUT

1. What are the various ways by which people may be exploited in the market?
2. Think of one example from your experience where you thought that there was some 'cheating' in the market. Discuss in the classroom.
3. What do you think should be the role of government to protect consumers?

https://youtu.be/6XxNrssKhMs?si=UmEmd-nhMXQC9J6z

- Video clips on advertisements with misleading and false information.

https://youtube.com/shorts/iyycxwkJuc0?si=YerjuVy8QvZKQROF

	Source- from Page no-77 of NCERT economics text book (Connect this to proclaim that sellers don't care for consumer safety and markets are not consumer centric) **Summarize:** Comprehend that consumers though present in large numbers are being exploited by sellers who are less in number.		

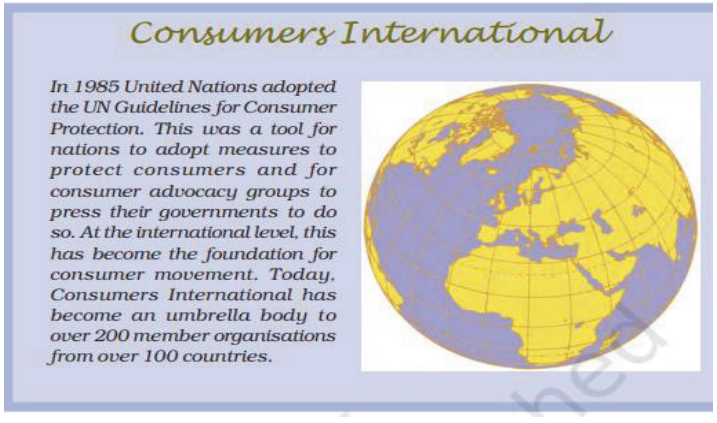
TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X Economics Chapter-5: Consumer Rights
Period No: 02
Key concepts: 2.Consumer Movement
Consumer Rights: Safety is every one's right.
Information about goods and services
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
2.Consumer Movement (15 min) LO3: Explains cause and effect relationship between consumer dissatisfaction and consumer movement. C3.1: Analyses the unaddressed suffering of consumers before there was no legal system available.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. 1. What are the various methods of exploitation in market place? 2. Why do you think that producers though present in small number are powerful? Activity-3: Group Discussion (to introduce the topic consumer movement) Divide the class into two groups, ask them to read the information given, and discuss on the pressing need for measure to protect consumers through an umbrella body like Consumer International.	**1.** What do you know about the UNO? **2.** Who frames the laws for the country? **3.** How many member organisations are existing in consumers international? **4.** What is COPRA act?	**Video clipping on Consumer movement.** https://youtu.be/81vOCqGMPdo?si=4qbxBgKrFtwkq-aF

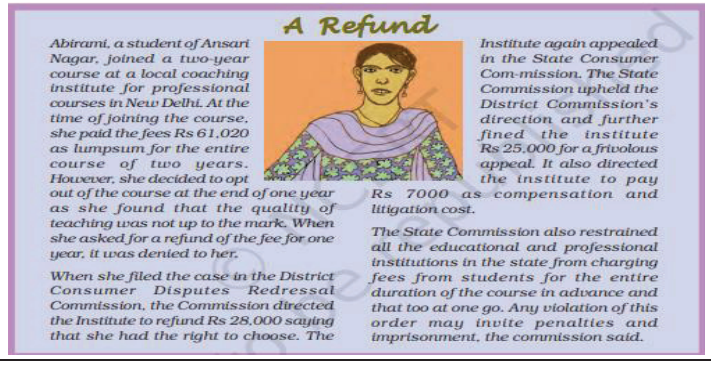
Consumer Rights: Safety is every one's right. Information about goods and services (25 min) LO2: Classifies and compares the type of consumer rights C2.1: Draw interlinkages between consumer movement and the adoption of consumer protection act such as COPRA (Consumer Protection Act-1986) C2.2: Appreciates the Right to consumer safety and right to be informed about goods and services as they provide protection to consumer.	 Source – NCERT text book page no-76 ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Probing Questions to introduce the topic- Consumer Rights • What is the electronic gadget that you are aspiring to get? • What would you do if it stopped working the very next day? • What if the customer service centre employees refused to fix it? • Do consumers have rights? ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** **Activity: 4** Discuss what indicators students have seen/read from products that they see and use in day to day life and what do they understand from them. (Connect this to the topic- right to be informed)	 • Consumers have right to be protected from goods that are hazardous to life and property. What do you think on this? Express your views and opinions. • In what ways the indications like –directions to use, manufactured date, expiry date, maximum retail price, materials and ingredients are useful to a consumer. • Will you be allowed to use the products if their dates are expired? What would happen if you use them?	Video clipping on Consumer Rights and Protection. https://youtu.be/KAGWjGzo-28?si=Ve8a7ifE16sAc_cc

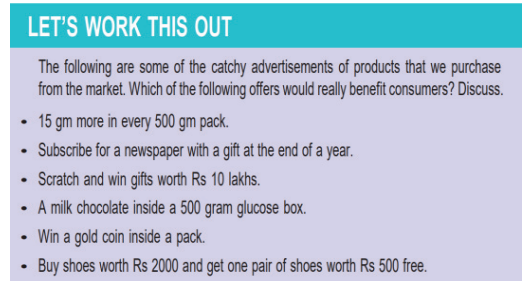
	Summarize: Comprehend the consumer rights were sanctioned as a result of decade's long consumer dissatisfaction that turned into a movement against wrong practices of sellers.		

TEACHERS REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: X Economics Chapter-5: Consumer Rights
Period No: 03
Key concepts: When choice is denied.
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
3. When choice is denied? (30 min) LO3: Analyses and evaluates How consumers are being looted in real life scenarios. C1: Analyse the market strategies of exploitative sellers through discussing real life experiences and case studies. .	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • What is COPRA act? • Which consumer right covers the damage done because of medical negligence and deficiency? • What is the difference between right to be informed and right to information act? • How do you think consumer groups raise voice against sellers who charge more than MRP? Activity: 5 Case study to introduce the topic- right to choose.  **A Refund** *Abirami, a student of Ansari Nagar, joined a two-year course at a local coaching institute for professional courses in New Delhi. At the time of joining the course, she paid the fees Rs 61,020 as lumpsum for the entire course of two years. However, she decided to opt out of the course at the end of one year as she found that the quality of teaching was not up to the mark. When she asked for a refund of the fee for one year, it was denied to her.* *When she filed the case in the District Consumer Disputes Redressal Commission, the Commission directed the Institute to refund Rs 28,000 saying that she had the right to choose. The Institute again appealed in the State Consumer Com-mission. The State Commission upheld the District Commission's direction and further fined the institute Rs 25,000 for a frivolous appeal. It also directed the institute to pay Rs 7000 as compensation and litigation cost.* *The State Commission also restrained all the educational and professional institutions in the state from charging fees from students for the entire duration of the course in advance and that too at one go. Any violation of this order may invite penalties and imprisonment, the commission said.*	• Should consumers have the right to decide either to continue to receive a service or not. How do you either support or contradict the above statement. • How did the state consumer commission respond to the appeal made by Abirami?	

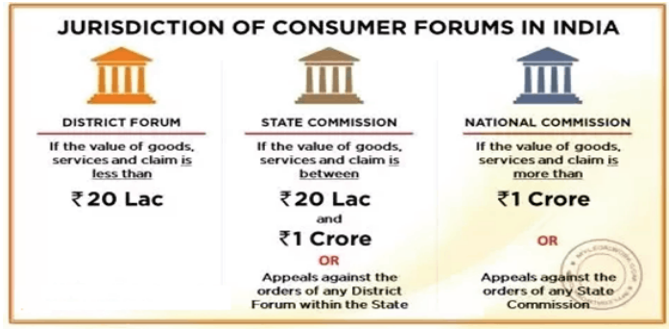
Activity : **(10 Min)**	Source from Page no-81 of text book Make children express their views on the given case study and connect it to their real-life experiences ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Activity : 6 : Fun with Flash cards Ask the students to tell the correct consumer right basing on the situation given in the flash cards and give reasons for choosing that particular right. **Instructions for washing indicated on clothes.** **Damodhar was injured because of the malfunctioning of his new bike breaks** **Prakash who has an yearly subscription of internet connection wants to discontinue and is expecting a refund.** **Source: Prepared by the teacher.** (Connect this to break down the information on consumer rights into simple parts and make it more concrete.) **Summarize:** Comprehend the need for consumers protection against exploitative nature of the sellers when their choices are denied.		Flash cards prepared by teacher.

TEACHERS REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: X Economics Chapter-5: Consumer Rights
Period No: 04
Key concepts: Where should consumers go to get justice?
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Where should consumers go to get justice? **(40 min)** LO3: Explains the legal protection system provided to the consumers. C1: Explains how people might be exploited in various ways in the market and steps taken by consumer courts to provide justice with the case studies of legal system and court verdicts.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. * Which right protects consumers from forced selling? Probing Questions to introduce the new topic- Where should consumers go to get justice? • Where do you file complaint about loss of your mobile phone? • Where do you file a case about conflict of your property? • Whom should we approach against unjust practices in market? ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*** Activity-7: Interpreting Data	• Which right permits consumers to approach courts for solving their problems? • Name the judicial machinery that was set up for consumer redressal.	Video clipping on ways to file consumer complaint https://youtube.com/shorts/bvKb2_8uelg?si=duO16-VwKrDN9Xmc



Source: https://images.app.goo.gl/6n6PnphGkgqbcvqz7

Probing Questions-

- How many tiers of quasi-judicial machinery was set up under COPRA act?
- Mention the level of judiciary system that deals with cases involving claims exceeding 1 crore rupees.
- Name the level of judiciary system that deals with cases involving claims below 20 Lakhs.

(Use this to re-affirm the understanding on the set-up of the consumer judicial machinery)

Summarize: Comprehend that the need for consumer redressal mechanism led to the establishment of three-tier quasi-judicial machinery set-up and grant of right to represent.

LET'S WORK THIS OUT

Arrange the following in the correct order.

(a) Arita files a case in the District Consumer Disputes Redressal Commission.

(b) She engages a professional person.

(c) She realises that the dealer has given her defective material.

(d) She starts attending the commission proceedings.

(e) She goes and complains to the dealer and the Branch office, to no effect.

(f) She is asked to produce the bill and warranty before the commission.

(g) She purchases a wall clock from a retail outlet.

(h) Within a few months, the dealer was ordered by the commission to replace her old wall clock with a brand new one at no extra cost.

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: X Economics Chapter-5: Consumer Rights
Period No: 05
Key concepts: Learning to become well informed consumers.
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Learning to become well informed consumers. (40 Min) LO2: Classifies and compares facts data and figures in relation to quality standards established by government. C2.1: Classifies and compares facts data and figures in relation to quality standards established by government. C2.2:Interprets various quality certification logos like ISI, Hallmark, Agmark etc., Basing on the acquired knowledge and behaves as well informed consumer for making better choices.	**Recapitulation:** Probing questions to check the previous understanding and establish connection between topics. • Which level of consumer redressal deals with cases involving claims 20 lakhs to 1 crore rupees? Probing Questions to introduce new topic- Learning to become well informed consumers. • How do you check the quality of note books that you have purchase? • How does your father/mother pick vegetables from the vender? • How would you know the purity of gold? ***Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)***	• Evaluate the possible reasons why it is not compulsory for all producers to follow standards.	Video clipping on quality standards. https://youtu.be/XSAzVS3fvXA?si=OPfuPy6V3xr4NBT8

Activity 7: Interpreting the symbols.



Source: https://images.app.goo.gl/HoTQVB8uRAQpAo9NA

Make students recognize the symbols of quality standards and the category of goods allocated to it. Also ask them if they ever observed the symbols of quality standards before.

Conclusion: Comprehend how the consumers' movement is being taken forward in India and the role of students as the future citizens to take consumer movement forward.

- "They often say consumer redressal process is cumbersome, expensive, expensive and time consuming". Analyse the statement.

Teacher clearly explains the symbols of quality standards, so that students will categories the type of goods and symbols of quality allocated to it.

LET'S WORK THESE OUT

1. Look at the posters and cartoons in this chapter. Think of any particular commodity and the aspects that need to be looked at as a consumer. Design a poster for this.
2. Find out the nearest Consumer Disputes Redressal Commission for your area.
3. What is the difference between consumer protection council and Consumer Disputes Redressal Commission?
4. The Consumer Protection Act 1986 ensures the following as rights which every consumer in India should possess
   (i) Right to choice. (iv) Right to representation.
   (ii) Right to information. (v) Right to safety.
   (iii) Right to redressal. (vi) Right to consumer education.

   Categorise the following cases under different heads and mark against each in brackets.
   (a) Lata got an electric shock from a newly purchased iron. She complained to the shopkeeper immediately. ( )
   (b) John is dissatisfied with the services provided by MTNL/BSNL/TATA INDICOM for the past few months. He files a case in the District Level Consumer Commission. ( )
   (c) Your friend has been sold a medicine that has crossed the expiry date and you are advising her to lodge a complaint ( ).
   (d) Iqbal makes it a point to scan through all the particulars given on the pack of any item that he buys. ( )
   (e) You are not satisfied with the services of the cable operator catering to your locality but you are unable to switch over to anybody else. ( )
   (f) You realise that you have received a defective camera from a dealer. You are complaining to the head office persistently ( ).
5. If the standardisation ensures the quality of a commodity, why are many goods available in the market without ISI or Agmark certification?
6. Find out the details of who provides Hallmark and ISO certification.

TEACHERS REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity @ students to practice the skill?_____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: X Economics Chapter-5: Consumer Rights

Period No: 06

Allocation of Project Work: This Chapter is intended only for the purpose of project-work no other assessment will be done on this.

Date:

Suggested Projects:

- Prepare a PPT clearly explaining the consumer rights given in your text book.
- Present a poster that can bring awareness to consumers about wrong practices of sellers.

Guidelines:

The distribution of marks over different rubrics relating to Project Work is as follows:

S. No.	Rubrics	Marks
1	**Content accuracy, originality and collaborative skills**	**2**
2	**Competencies exhibited and Presentation**	**2**
3	**Viva**	**1**

1) The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

2) All documents pertaining to assessment under this activity should be meticulously maintained by the schools.

3) A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;
- innovative ideas generated in the process
- list of questions asked in viva voce.

4) It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

5) The Project Report can be handwritten or digital.

6) The Project Work needs to enhance cognitive, affective, and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)

7) Must be done at school only as specific periods are allocated for project work.

8) The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.

9) Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

CLASS: X **SUBJECT: SOCIAL SCIENCE** **PART: CIVICS**

NAME OF THE LESSON: 1-POWER SHARING

NO OF PERIODS:08

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyses, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

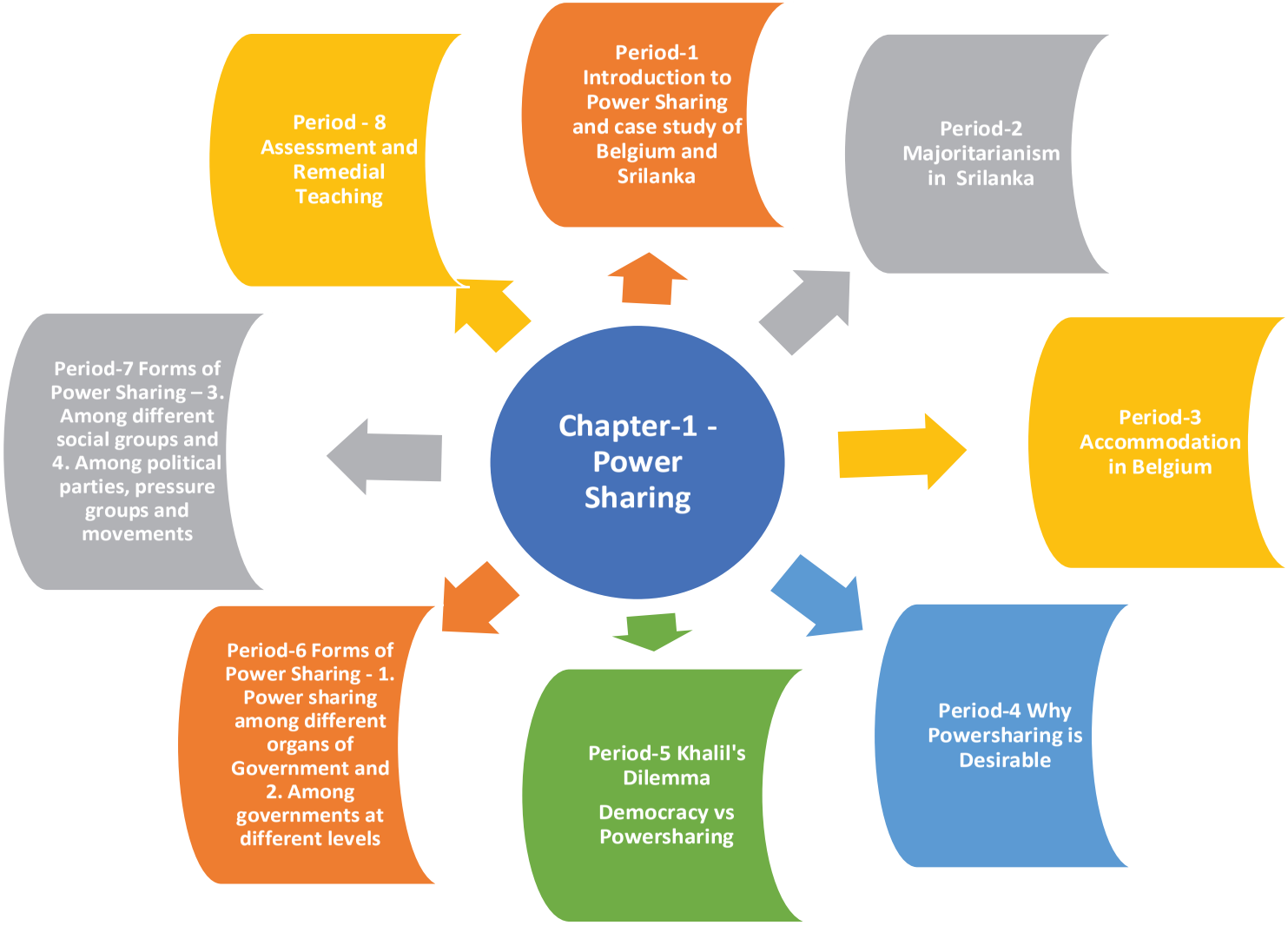
CURRICULAR GOALS AND COMPETENCIES

CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognizes challenges faced in these areas in the past and present and the efforts (being) made to address them.

- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonization and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence.
- C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonization), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success

- C-6.3 Analyses aspects of differential treatment or discrimination that may exist in Indian society, based on, e.g., socio-cultural background, region, language spoken, and what individuals and societies can do to eradicate such differential treatment
- C-6.4 Understands that a progressive society and nation such as India is one that recognizes not only its civilizational strengths but also its socio-economic, cultural, and political challenges and continuously makes efforts to address those challenges to become ever more prosperous, inclusive, just, and harmonious.

10th - Civics 1-POWER SHARING - MIND MAPPING - NO OF PERIODS:08



PERIOD NO TOPIC/SUB TOPIC	CONTENT DOMAINS SPECIFIC LEARNING OUT COMES	MICRO COMPETENCY INDICATORS
Period-1 Introduction to Power sharing and Case studies of Belgium & Srilanka.	LO1: Define the term Power Sharing. LO3: To understand the ethnic diversity as a challenge with the example of Belgium and Srilanka.	3.1 Express the need for power sharing in a society. 1.1 Locate Belgium and Srilanka in world map. 1.2 Students recognize the significance and values of Power sharing in a Democracy.
Period-2 Majoritarianism in Srilanka.	LO3: Evaluate the Political system in Srilanka and rule of Majority.	3.1 Understand the Political Decision-making process in Majoritarian and a Democratic system. 3.2 Critical evaluation of Impact of Majoritarianism on Democracy, Human Rights, Social Cohesion etc. with the case study of Srilanka.
Period-3 Accommodation in Belgium.	LO1: Identify the reasons of Civil war. LO4: Analyze the accommodation of different community under the political process of Belgium.	4.1 Critical analysis of Accommodation of different ethnicities in Belgium.
Period-4 Why Power sharing is Desirable.	LO2: Compare the countries with Power sharing and without power sharing with the example of Srilanka and Belgium. LO3: Explains the desirable factors of Power sharing.	2.1 Distinguish the power sharing between Belgium and Srilanka. 3.1 Understanding about the positive outcomes of Power sharing.
Period-5 Khalil's Dilemma		

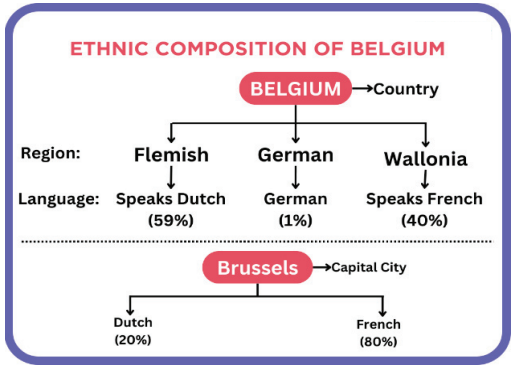
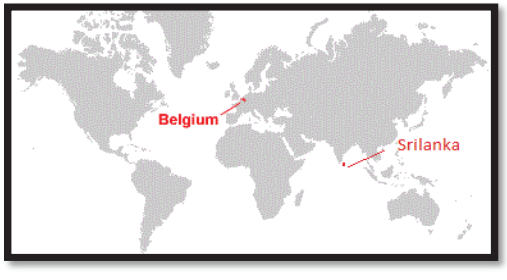
Democracy vs Power sharing.	LO1: Recognizes Power sharing as the main pillar of Democracy LO3: Explain the Power sharing with the Example of story of Khalil.	3.1 Critically Evaluate the Power sharing with Democracy.
Period-6 Forms of Power Sharing - 1. Power sharing among different organs of Government and 2. Among governments at different levels.	LO2: Compares the different forms of Power sharing.	2.1 Distinguish between different forms of power sharing.
Period-7: Forms of Power Sharing – 3. Among different social groups and 4. Among political parties, pressure groups and movements.	LO2: Distinguish the different forms of Power sharing.	2.1 Compare power sharing among Pressure groups and Political Parties
Period-8 Work Sheet Assessment (20 Marks) A and Remedial teaching.	• To review what worked well in the ideas and thoughts in to presentation process and identifying any areas for improvement and plan to revise the process. • Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment	

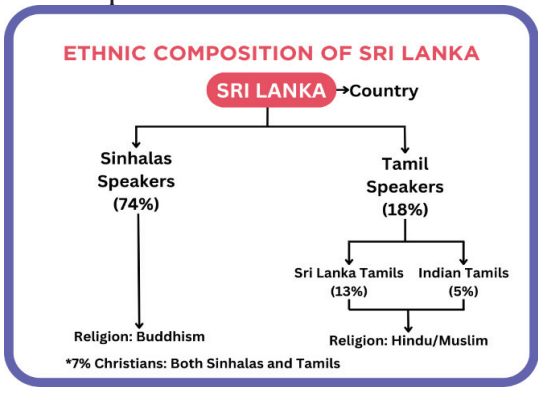
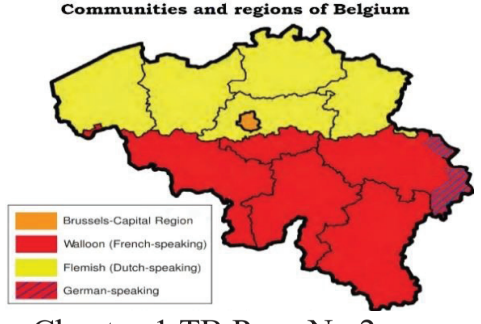
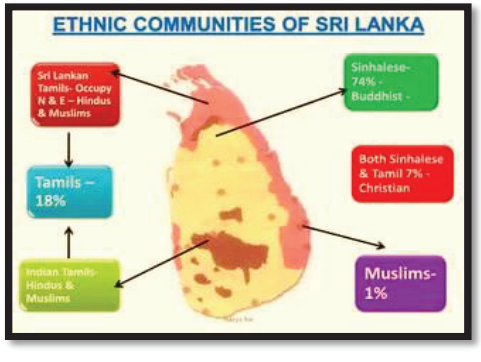
NOTE:

1.The teacher should not exclude-"Glossary, Let us revise ,Image based content and Box items" given in the text book pertaining to each chapter.

2. Teacher may take an assessment during the lesson

Class: Democratic Politics-II
Chapter - 1: Power Sharing
Period No: 01
Key concepts: Introduction to Power sharing and Case studies of Belgium & Srilanka.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Express the need for power sharing in a society • **Define the term Power Sharing.** 1. Ethnic groups in Belgium	➢ Probing Question Why Participation is important in Democracy? • Discussion about the Ethnic communities of Belgium and with their differential control on resources  	1. Why do we need power sharing in a democracy? 2. Locate Belgium and Srilanka in world map  **https://www.mapsofworld.com/** **Source: mapsofworld.com** **Digital Reading** https://byjus.com/cbse-notes/class-10-social-science-political-science-chapter-1-power-sharing/ Source: Byjus.com	**1.Chart on Ethnic composition of Belgium** **2. World Map** **Source: mapsofworld.com** **3. Belgium Map** **Source: byjus.com/cbse-notes/class-10**

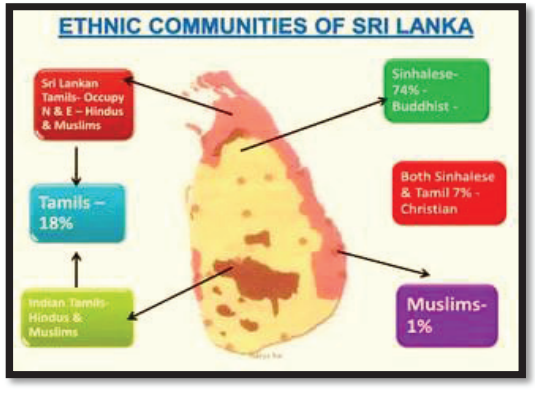
2. Ethnic Group in Srilanka. • **Students understand the ethnic diversity as a challenge with the example of Belgium and Srilanka.**	• Discussion about Ethnic communities in Srilanka and their control on resources and power.  Conclusion: In Belgium, French speakers are in minority, but they had the greater control on resources. The composition of demography and differential control on resources created in social tensions in Belgium and Srilanka. In Belgium the social tension was resolved but in Srilanka it couldn't. How it happened will be discussed in the next chapter. Assignment: Ask the students to read the page no.2 to 5 of their textbooks.	3. Find out the locations of ethnic communities in Belgium  Civics Chapter-1 TB Page No:2 4. Find out the locations of ethnic communities in Srilanka.  https://www.teachoo.com/21062/4380/Question-21/category/Teachoo-Sample-Paper---Social-Science-Class-10---Paper-1/ Source: Google-teachoo.com Civics Chapter-1 TB Page No:3. Project: Do you think ethnic diversity is a challenge in a democracy? How?	**4. Srilanka Map** **Source: www.teachoo.com**

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: Democratic Politics-II
Chapter - 1: Power Sharing
Period No: 02
Key concepts: Majoritarianism in Srilanka
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Contextual introduction 2. Majoritarianism	• Recapitulation of Sri Lanka's ethnic composition.  Civics Chapter-1 TB Page No:3 Probing questions - How does the Power sharing is exercised in Belgium? - Is there any differences in the power sharing of Srilanka and Belgium? **Conclusion**: Majoritarianism is a political philosophy or system that emphasizes the rule or dominance of the majority. In a majoritarian system,	1. Identify the ethnic communities in Srilanka and find the majority community. 2. Recognize the features of majoritarianism.	Chart on ethnic communities of Srilanka

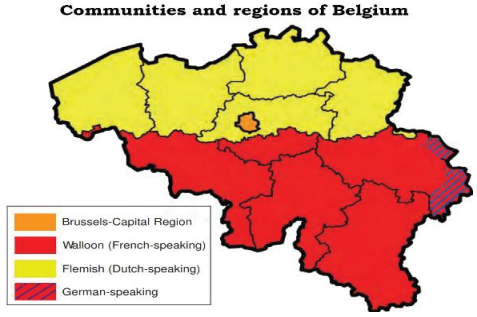
3. Majoritarianism in Srilanka. • **Recognize the Political system in Srilanka and rule of Majority.**	decisions and policies are determined by what the majority of the population supports or votes for. - Do you remember the basic principle of democracy? - Democracy is all about Rule of majority, but is the rule absolute in all sphere? Why or Why not? - Is the rights of minorities protected in Democracy? ➢ **Conclusion by probing questions** - Ask the students to read the case of Srilanka in the class room. - What lead to resentment among Tamil people? - Should ethnic discrimination happen in a democracy? - What was the outcome of ethnic discrimination in Srilanka? - Was there any other way to resolve the problem?	Project: Explain the time line of historical incidents which lead to Majoritarianism in Srilanka. https://www.youtube.com/watch?v=wc-UCX3227I Source : YouTube.com	Video Source: Let's Study English and social Science, https://www.youtube.com/watch?v=wc-UCX3227I

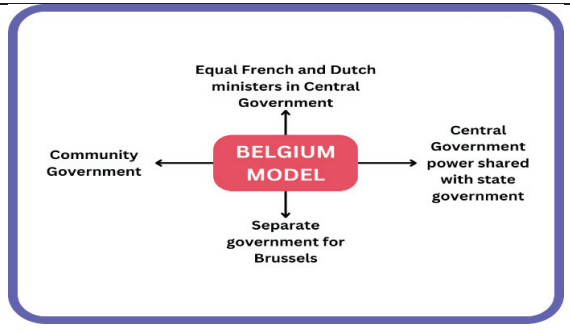
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: Democratic Politics-II
Chapter - 1: Power Sharing
Period No: 03.
Key concepts: Accommodation in Belgium.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Contextual introduction • **Identify the reasons of Civil war.** 2. Belgian model • **Analyze the accommodation of different community under**	3. Recapitulation of Belgium's ethnic composition.  TB Page No-2 https://www.youtube.com/watch?v=PWCmppts938 Source: YouTube.com 4. Activity: 1-Discussion on the Topic- Power sharing based on Ethnicity.	1. What do you know about ethnic communities of Belgium? 2. Is it appropriate to divide Power in a country based on Ethnicity?	Map Belgium **Source: byjus.com/cbse-notes/class-10** Video Source: Let's Study English and social Science, https://www.youtube.c

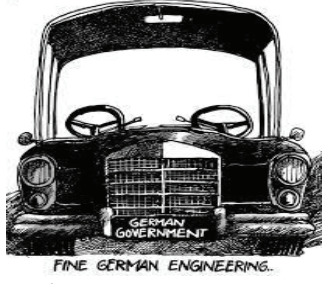
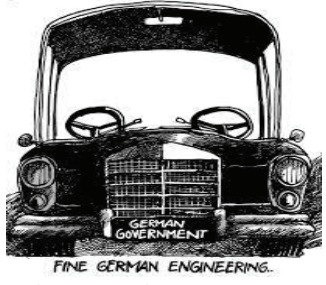
the political process of Belgium. 3. Comparison between Belgian and Srilanka model.	 • Discussion by Teacher | Power sharing in Belgium	Power sharing in Sri Lanka | |---|---| | The government gave importance to regional differences and cultural diversities. | The elected government adopted Majoritarian measures and established Sinhala supremacy. | | Each community given equal power thus no single community could make decisions alone. | The government mainly supported Sinhalese. | | They adopted such measures where everyone was given equal opportunity. | Due to the biased behaviour of the government, other groups felt alienated resulting in civil war. | | The capital city Brussels has different government and communities have equal representation. | They only had one government which was mainly supporting Sinhala speakers and was trying to establish their supremacy. |	3. Distinguish the Power sharing in Belgium and Srilanka.	om/watch?v=wc-UCX3227I Chart of compariso n between power sharing's in Belgium and Srilanka

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: Democratic Politics-II
Chapter - 1: Power Sharing
Period No: 04.
Key concepts: Why power sharing is Desirable?
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Introduction 2. Why power sharing is desirable	- Posing Questions to check prior knowledge 5. Can you think of a situation or example where the absence of power sharing could lead to conflict or tension within a community or country? 6. Can you name any countries that have successfully implemented power-sharing mechanisms? - Interpreting the cartoon  Civics Chapter-1 TB Page No:6	1. What is power sharing, and why do you think it's an important concept in a society?  2. Observe the cartoon and answer the following questions. 1. Is it possible if two drivers drive a car? 2. What are the requirements to do so?	Cartoon TB Page No:6 Source: Let's Study English and social Science, https://www.youtube.com/watch?v=HlGI1TfmwgE-YouTube.com

- **Compare the countries with Power sharing and without power sharing with the example of Srilanka and Belgium.**

➢ Debate over the Positive and negative aspects of the power sharing

Conclusion:

Power sharing	Not sharing power
1.Reduce the possibility of conflicts	1.Majoritarian supremacy
2.Based on true spirit of Democracy	2.Base for discrimination
3.Unity in Diversity	3.Causes civil war

Justifying the principles of Power sharing from Prudential and Moral Logic

Feature	Prudential	Moral
Focus	Self-interest	Right vs. wrong
Basis	Rational decision-making	Ethical principles
Impact	Personal benefits/risks	Impact on others
Goal	Maximize own well-being	Uphold ethical norms

3. Is it possible if their understandings don't match?
4. Link the cartoon with Power Sharing?
5. In what ways does power sharing promote inclusivity and social cohesion among different groups within a nation?

Video

Source: Let's Study English and social Science, YouTube.com

Chart on features of Power sharing and Not power sharing countries.

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

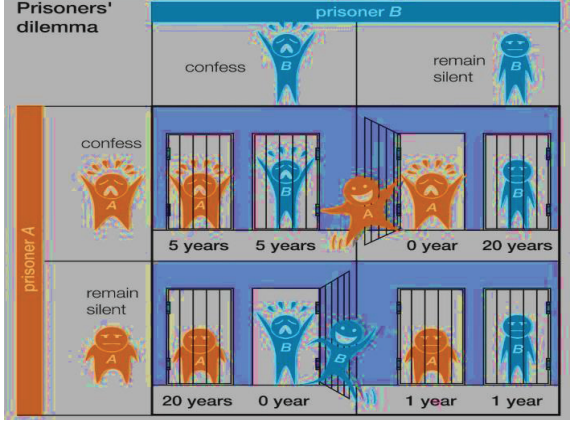
_____

_____

_____

_____

Class: Democratic Politics-II
Chapter - 1: Power Sharing
Period No: 05.
Key concepts: Khalil's Dilemma.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Introduction • **Recognizes Power sharing as the main pillar of Democracy**	➢ Role play: The prisoner's dilemma: This is a game theory problem in which two prisoners are each faced with a dilemma. If both prisoners confess to a crime, they will each receive a Five-year sentence. If one prisoner confesses and the other remains silent, the confessor will receive a Zero-year sentence and the silent prisoner will receive a twenty-year sentence. If both prisoners remain silent, they will each receive a one-year sentence.  	1. Have you faced dilemma in any situation of your life? https://cdn.britannica.com/55/91955-050-F444D10D/dilemma-prisoners-participants-game-theory-communication-strategy.jpg Source: britannica.com (Google)	Picture Source: https://cdn.britannica.com

2. Khalil's Dilemma • **Critical evaluation of Power sharing with the Example of story of Khalil.**	➢ Meaning of Dilemma: A dilemma refers to a situation in which a person is faced with two or more conflicting choices or options, each of which has both positive and negative aspects. ➢ Present Khalil's Situation: Introduce Khalil, a young boy from a religiously diverse community in Lebanon. Explain that Khalil's parents belong to different religious groups, and they wonder how to choose a president and prime minister for their community. ➢ Posing the Dilemma: Highlight the challenge faced by Khalil's parents. They can either follow the traditional system of reserving top positions based on religion, potentially perpetuating divisions, or adopt a democratic system with open elections, which could lead to conflicts if one group dominates.	https://www.youtube.com/watch?v=Yj0wY9YJJVg Source: YouTube.com 2. Explore alternative solutions to Khalil's dilemma. 3. How does power sharing relate to broader concepts of democracy, minority rights, and the challenges of governing diverse societies in general?	Video  Source: Personal Tutor, https://www.youtube.com/watch?v=Yj0wY9YJJVg

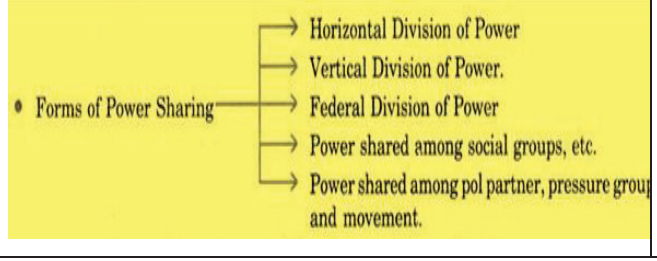
Teachers' reflections and experiences:

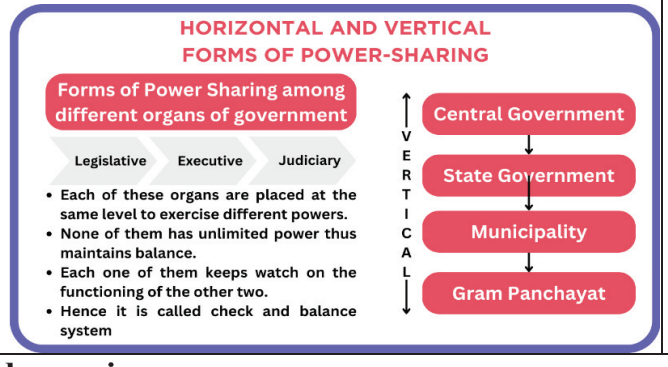
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

Class: Democratic Politics-II
Chapter - 1: Power Sharing
Period No: 6
Key concepts: Forms of Power Sharing - 1. Power sharing among different organs of Government and 2. Among governments at different levels
Date:

TOPIC/SUB TOPIC, LEARNING OUT OMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Introduction • **Identifies the different forms of Power sharing.** 2. Power sharing among different organs of Government (Horizontal Division of Power) 3. Power sharing among Governments at different levels (Vertical Division of Power)	➢ Synopsis of Power sharing and democracy ➢ Power sharing and democracy are intrinsically linked concepts. Democracy, at its core, is about the distribution of power among citizens and the creation of a system where no single individual or group holds absolute control. Power sharing is the mechanism that enables this distribution of power, ensuring that different voices are heard, interests are represented, and conflicts are mitigated. 	1. Interpret the following Cartoon  Civics Chapter-1 TB Page No:8	Video Forms of Power sharing https://www.youtube.com/watch?v=bjeiw6gX-Nw Source: YouTube.com Chart on forms of Power sharing

	➢ Explains about Horizontal and Vertical division of Power.  	2. Name a country with Horizontal division of power. https://www.youtube.com/watch?v=DA28_dUd0b4 Source: YouTube 3. In which country we find vertical division of power?	Video Source: YouTube PW Solutions, https://www.youtube.com/watch?v=DA28_dUd0b4

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

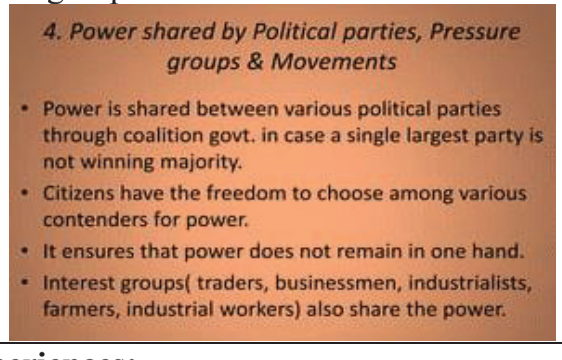
_____

_____

_____

Class: Democratic Politics-II
Chapter - 1: Power Sharing
Period No: 7
Key concepts: Forms of Power Sharing – 3. Among different social groups and 4. Among political parties, pressure groups and movements
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Introduction 2. Power sharing among different social groups. 3. Power sharing arrangements in the	➢ Posing questions Which country refused the vertical division of power? ➢ Describes about Power sharing among different social groups  	1. Name the forms of Power sharing. 2. Which minority community is relatively rich and powerful in Belgium?	Video https://www.youtube.com/watch?v=smRoFB_FgPI Source: YouTube Video

way of political parties, Pressure groups and Movements. • **Identifies the different forms of Power sharing.**	➢ Illustrates Power sharing arrangements in the way of political parties, Pressure groups and Movements.  	3. Evaluate the power sharing system in India. https://www.youtube.com/watch?v=n_jiDp0-YWY Source: YouTube	Source: YouTube, Civics Academy SA, https://www.youtube.com/watch?v=n_jiDp0-YWY

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: Democratic Politics-II
Chapter - 1: Power Sharing
Period No: 8.
Key concepts: Assessment and Remedial Teaching.
Date:

WORK SHEET FOR ASSESSMENT

Multiple Choice Questions

1. Which one of the following ethnic communities is in majority in Sri Lanka?
   a) Sri Lankan Tamils b) Indian Tamils c) Muslims d) Sinhala's
2. Identify Horizontal power sharing arrangements among the following in modern democracies
   a) Different organs of Government.
   b) Governments at different levels.
   c) Different social groups.
   d) Different Political parties, Pressure groups and movements.
3. Which of the following is the Capital city of Belgium?
   a) Bruges b) Brussels c) Ghent d) Antwerp
4. A war like-conflict between two opposite groups within a country called
   a) Cold war b) Civil War c) Ethnic War d) None of these

Answer the following questions in short.

5. Which country has adopted Buddhism as its official religion?
6. Identify any two countries with which Belgium has borders.

Answer the following questions briefly.

7. Can a language be a base for Power sharing?

Answer the following questions in detail.

8. What would be the impact of Power sharing on Democratic country like India?

CLASS: X **SUBJECT: SOCIAL SCIENCE** **PART: CIVICS**

1072CH02

NAME OF THE LESSON: 2-FEDERALISM

NO OF PERIODS:07

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences: Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyses, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

CURRICULAR GOALS AND COMPETENCIES

1. CG-2 Analyses the important phases in world history and draws insights to understand the present-day world

- C-2.1 Explains historical events and processes with different types of sources, with specific examples from world history
- C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)

2. CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government

- C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government
- C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions

3. CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them

- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonization and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
- C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonization), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success

10th - Civics - 2-FEDERALISM MIND MAPPING- No of periods:07



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
Period-1 What is Federalism?	LO 1: Recognises the key features of Federalism LO 3: Understand the meaning of word Federalism	1.1 Define Federalism 1.2 Identify federal political systems on the map of the world. 3.1 Explain the types of Federalism
Period-2 What makes India a federal country?	LO 2: Compares and contrast the federal and unitary government. LO 4: Analyze the forms of governments (Unitary & Federal with examples). LO 3: Distinguish the linkage of 3-fold distribution of legislative powers. LO 3: Evaluate the basic structure of the constitution.	2.1 -compare and contrast between federal and unitary form of government. 4.1 Brings out the peculiar features that makes India a federal country. 3.1 Evaluate the subject of 3 list (Union, states and Concurrent).
Period-3 How is federalism practiced? And linguistic states.	LO 4: Analyze the reason behind the success of federalism in India. LO 1: Identify the spirit of federalism diversity and the desire for living together and discuss.	1.1 Identify the names of states in 1947 are changed later. 4.1 Discuss the reasons for disintegration of the country.
Period-4 Language Policy and Linguistic diversity of India.	LO 1: Discuss the changes that were done in the Govt. Policies to follow the federalism. LO 4: Examines the national Language and Official Language.	1.1 Learns How Srilanka developed cautious attitude towards Hindi, why? 4.1 Analyz the data of scheduled languages of India Civics Chapter: 2 TB: Page No: 22.
Period-5 Centre – State Relations	LO 1: Describes the word Autonomous federal LO 2: Distinguish the Centre – State Relations LO 3: Explain the Coalition Government.	1.1 Describe how the spirit of federalism was undermined. 2.1 Compare the Centre - state relations.
Period-6 Decentralization in India	LO 1: Describes Decentralization LO3: Explain the need of Three – Tier System.	1.1 Define Decentralization. 3.1 Critically evaluate the significance of Decentralization in India why and how?
Period – 7 Work Sheet Assessment (20 Marks) and Remedial teaching.	• To review what worked well in the ideas and thoughts in to presentation process and identifying any areas for improvement and plan to revise the process. • Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment	

NOTE:

1.The teacher should not exclude-"Glossary, Let us revise ,Image based content and Box items" given in the text book pertaining to each chapter.

2. Teacher may take an assessment during the lesson

Class: Democratic Politics-II
Chapter - 2: Federalism
Period No: 01
Key concepts: What is Federalism
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Define Federalism Grasps the idea of the sharing and Separation of Powers (10 Mins) Key Features of the	Class room Stimulation Activity 1: **Lawmaking Simulation** Divide the class into three groups: federal government, state government, and local government. 1. Present the class with a hypothetical issue that requires legislation, such as the legalization of marijuana. 2. Ask each group to draft a law that addresses the issue. 3. Once each group has completed their law, have them present it to the class. 4. As a class, discuss the pros and cons of each law. 5. Have the class vote on which law they believe is the best solution to the problem.	• How does federalism differ from other forms of government Do you think Federalism is useful in making appropriate decisions?  https://byjus.com/free-ias-prep/federalism/ Source: Byjus.com	Video Source: Byjus.com Video

Federalism (10 Mins) Locating the Federal Countries. (5 Mins)	Activity: 2: - Group Discussion with the students considering school as Unitary form and Class rooms as Federal form. - Role of Principal and Class Teacher. - Who frames the rules and regulations for the better performance of the school. - Continues the activity by differentiating powers and roles of School as the Centre and Class rooms as Federal and connecting that to the Center and State government of India Activity 3: Chapter 2 TP Page: 14 	Identify the Key Features of Federalism. https://www.youtube.com/watch?v=vnFAwy4T0yU Source: YouTube.com https://en.m.wikipedia.org/wiki/File:Map_of_unitary_and_federal_states.svg Source: Wikipedia.org(Google)  locate the Federal Countries in the World map. - Evaluate the key features to safeguard and promote the Unity of diversity in the context of Federalism	Source: TopperLearning,YouTube.com-https://www.youtube.com/watch?v=vnFAwy4T0yU World Map Source: Wikipedia.org (Google)

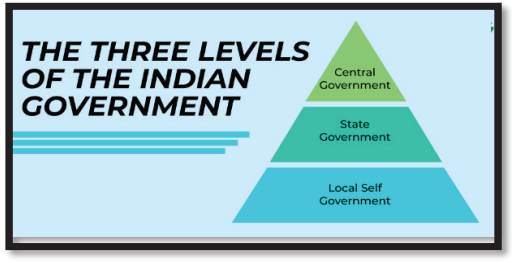
Types of Federalism. 1. Coming together Federation 2. Holding together Federation (10 Mins)	- Identify the Federal Countries of the world map. Activity 4: Posing questions - What do you think the reasons for the formation of federations? - In what ways Federations are formed? **Conclusion**: federalism manifests in two primary types: "coming together" and "holding together." In a "coming together" federation, independent states voluntarily unite for mutual benefit, sharing powers and responsibilities to form a larger political entity. On the other hand, in a "holding together" federation, diverse regions within a country are bound by existing ties, such as shared culture or history, and the central government aims to maintain unity while respecting regional differences. Both types of federalism aim to strike a balance between central authority and regional autonomy, fostering unity amidst diversity.	-Identify the type of Federalism in India? Project: Digital Reading https://www.britannica.com/topic/federation Source: britannica.com (Google)	Extra Reading  Source: britannica.com (Google)

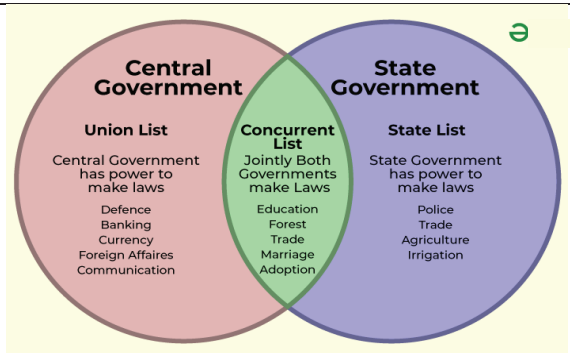
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: Democratic Politics-II
Chapter - 2: Federalism
Period No: 02
Key concepts: What makes India a Federal Country
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
What makes India a Federal Country (15 Mins) Three-Tier system (10 Mins)	Recapitulation and Discussion with Students: - Is Belgium & Srilanka are same in Size? - Can we compare with a vast country like India? - What is the special feature of India? - Activity-1: Interactive Mapping - Providing a political map of India and let the Pupil mark the location of Central government, states and its capitals and their own local area.	"Imagine a diverse and vast country like India" How do you think it manages to bring unity while respecting the uniqueness of different states? Evaluate the need of three-Tier government in India. 	Video Source: BYJU'S-Class 9 & 10, YouTube.com https://www.youtube.com/watch?v=8OL5-sgA3s8

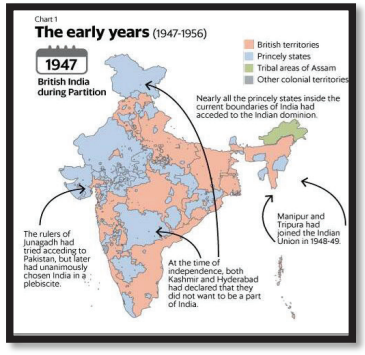
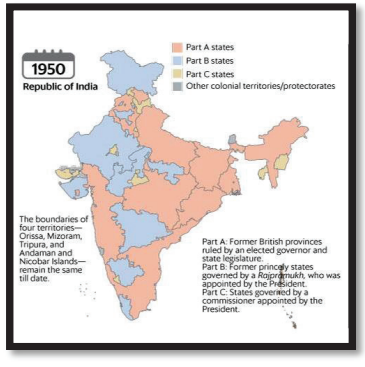
Three-Fold distribution of legislative powers (10 Mins) Special Status States and Union Territories (10 Mins)	 Classifies and compares the three lists 1. Union List 2. State List 3. Concurrent List Describe the word Residuary subject and special status. Activity 2: Locate the following states in India Map – Assam, Nagaland, Arunachal Pradesh and Mizoram. Discussion on the basis of special rules connected to Historical, Social and Cultural aspects. **Conclusion:** Special status states enjoy a higher degree of autonomy with specific constitutional provisions.	-Identify "the marriage and adoption" comes under which list. Identify the states with special status. Differentiate the Special status states and Union territories with other states in India. https://www.mapsofindia.com/maps/schoolchildrens/states-and-capitals.htm Source: www.mapsofindia.com (Google)	Chart showing the three lists. 1. Union List 2. State List 3. Concurrent List India Map www.mapsofindia.com (Google)

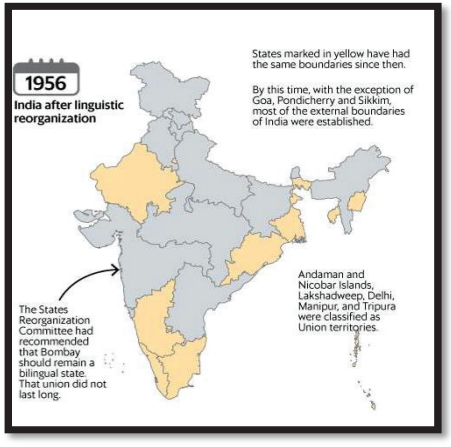
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: Democratic Politics-II
Chapter - 2: Federalism
Period No: 03
Key concepts: How is Federalism practiced
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
How is Federalism practiced and Linguistic states https://www.youtube.com/watch?v=EPJSsCXak54 Source: YouTube.com Formation of Linguistic states	**Activity 1:** Real Life Experience – They talk about their visits to the neighbouring states and their observations. **Conclusion**: understanding and respecting linguistic differences play a crucial role in the success of federalism. Just like the diverse colors of a rainbow or the unique pieces of a puzzle, linguistic diversity enriches the fabric of a federation. By acknowledging and valuing the various languages spoken across different regions, federal systems can promote cultural richness, inclusivity, and a sense of identity among citizens. **Activity 2:** Probing Questions: - When did India get independence? - How many states were there in India at the time of Independence?	Critically analyze the success of federalism practiced in India.  	Video Source: BYJU'S-Class 9 & 10, YouTube.com https://www.youtube.com/watch?v=8OL5-sgA3s8

	- At present how many states are there. - How did the states were reorganized in India? **Conclusion:** Before India gained independence in 1947, the country was divided into many different princely states. These states were not based on language, so many people found themselves living in states where they spoke a different language from the majority of the population. This made it difficult for them to participate in government and society. After independence, the Indian government decided to create linguistic states in order to give people a greater sense of identity and belonging.	 - Observe the above Three maps and identify the changes in shapes and number of states in India	Web Content for extra Reading https://www.hinducollegegazette.com/post/the-formation-of-linguistic-states-upholding-diversity-or-engendering-division

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

Class: Democratic Politics-II Chapter - 2: Federalism Period No: 04 Key concepts: Language policy and Linguistic diversity of India. Date:			
TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	**PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS**	**ASSESSMENT STRATEGIES**	**MATERIALS REQUIRED**
Language Policy.	**Activity 1:** Probing questions - How many languages have you observed in the list of your TV channels? - Can you say that languages belong to which states? - Is there a National Language in India? **Conclusion**: India's language policy is a dynamic and evolving aspect of its governance, reflecting the commitment to accommodating linguistic diversity while maintaining a unified national identity. It seeks a balance between promoting Hindi as a unifying language and respecting the linguistic identities and rights of diverse communities across the country. Our constitution didn't give	 • Observe and identify the languages and match that with the Indian states. • Critically evaluate the language policy in the context of Federalism?	Charts On Different Languages

<table>
<tr>
<td>Linguistic diversity of India.

Scheduled and Nonscheduled languages</td>
<td>the status of National Language to any one language. Hindi was identified as the official Language.

<u>Activity 2:</u> Go through the Text Book Page No: 22 and prepare a Bar graph based on the information in the given Table.
<table>
<tr><th>Scheduled Languages</th><th>Nonscheduled Languages</th></tr>
<tr><td>Mentioned in the 8th schedule of Indian Constitution</td><td>Not Listed in the 8th schedule of Indian Constituti</td></tr>
<tr><td>Official status at National level</td><td>Lack of official status at National level</td></tr>
<tr><td>Included in National level Educational Curriculum</td><td>Educational inclusion varies b states</td></tr>
</table>
</td>
<td>Appreciate the Language diversity in India.

https://www.youtube.com/watch?v=WHgSHvX4Fe8
Source: YouTube.com</td>
<td>Video
Source: Amit Sengupta, YouTube.com- https://www.youtube.com/watch?v=WHgSHvX4Fe8</td>
</tr>
</table>

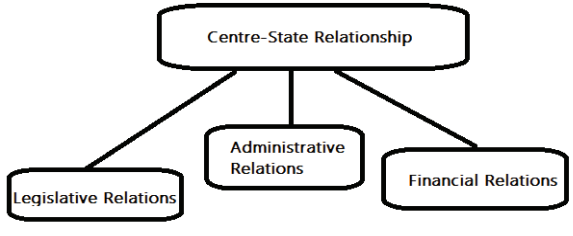
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

Class: Democratic Politics-II
Chapter - 2: Federalism
Period No: 05
Key concepts: Centre - State Relations
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Centre - State Relations	**<u>Activity 1:</u>** Probing Questions - Who is the decision maker in your family? - Does every family member accept the decision? Why or why not? Conclusion: In the same way there exists a relation between the Centre and the state governments.  	- How have the Centre – state relations been restructured to strengthen Federalism?	Chart on Central State Relationship

Constitutional arrangements in India Coalition Government	▪ Dive into the relevant sections of the Indian Constitution that deal with Centre-State relations. Focus on: ▪ Article 1 and 1A: The territory of India and the states forming the Union. ▪ Article 3: Formation of new states and alteration of areas, boundaries, or names of existing states. ▪ Article 200-212: Distribution of legislative powers between the Centre and states. ▪ Article 256-263: Obligations and powers between the Centre and states. ▪ Article 274-279: Distribution of financial powers. ▪ **Activity**: Hypothetical Coalition Role Play: Begin by briefly explaining the concept of a coalition government. Emphasize that it involves different political parties coming together to form a government. Number Game: Assign a numerical value (seats in a legislature) to each party. Distribute the cards on the floor or a large table, arranging them	Do you think Centre-State relations are rigidly defined in Indian Constitution? Observe the following Cartoons and answer the following Questions.  - Should the states go to the Centre with a begging bowl?	Video Source: BYJU'S IAS, YouTube.com https://www.youtube.com/watch?v=eot9SkDhjck Video Source: Civics Academy SA, YouTube.com

based on the number of seats each party "won" in a hypothetical election.

Formation of a Coalition:

Discuss the scenario where no single party has a majority. Ask students to identify which parties might form a coalition based on shared ideologies, values, or policy priorities.

Create a Coalition Board:

Negotiation and Agreements:

Discuss how parties in a coalition negotiate and make agreements. Encourage students to write down on the cards any common goals or policies they agree.

Textbook Reading by pupil.

Perils of Running a Coalition Government



Interpret the above cartoon.

Project work:

Period	Coalition	Prime Minister (Party)
1977-1979	Janata Party	Morarji Desai (Congress (O))
1979-1980	Janata Party (Secular)	Charan Singh (Janata (S))
1989-1990	National Front	V.P. Singh (Janata Dal)
1990-1991	Janata Dal (Socialist) or Samajwadi Janata Party	Chandra Shekhar (Janata Dal (S) or Samajwadi Party)
1996-1997	United Front	H.D. Deve Gowda (Janata Dal)
1997-1998	United Front	I.K. Gujral (Janata Dal)
1998-1999	BJP-led Coalition	A.B. Vajpayee (BJP)
1999-2004	National Democratic Alliance (NDA)	A.B. Vajpayee (BJP)
2004-2009	United Progressive Alliance (UPA)	Manmohan Singh (Congress)
2009-2014	United Progressive Alliance - II (UPA-II)	Manmohan Singh (Congress)
2014-2019	National Democratic Alliance (NDA)	Narendra Modi (BJP)
2019-present	National Democratic Alliance (NDA)	Narendra Modi (BJP)

Analyze the above table and learn about the coalition governments in India.

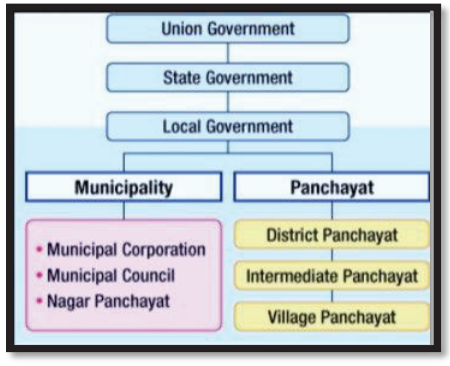
https://www.youtube.com/watch?v=n_jiDp0-YWY

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: Democratic Politics-II Chapter - 2: Federalism Period No: 06 Key concepts: Decentralization in India Date:			
TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	**PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS**	**ASSESSMENT STRATEGIES**	**MATERIALS REQUIRED**
Introduction to Decentralization	**Brainstorming Questions.** - Do you remember the concept of Power sharing? - What do you think the major feature of Federalism? **Activity 1:** Role Play Taking the example of a school as a country: - Principal – Central Government - Class Teachers- State governments - Class Leaders- Local Self-Government. Now imagine that some rules and regulations are to be framed for the development of the school. Taking in to consideration of Three Tier system examine How can better rules be made Individually or collectively why? **Conclusion**: Decentralization is the process of distributing or dispersing power, decision-making, or	Does Decentralization is useful in the administration of a federal country? - Relate decentralization to other concepts, such as democracy, governance, and power? https://www.youtube.com/watch?v=jco0FlY6maQ Source: YouTube.com • How can we measure the success of decentralization?	Charts on Decentralization Video Source: Let's Study English & Social Science, YouTube.com

Decentralization in India. An Experiment in Brazil	authority from a central location to local or regional levels.  Read Civics Chapter-2 Page No: 26 and appreciate the experiment in Brazil in combining decentralization with participative democracy.	Enumerate Brazil type of experiments in Indian states. https://www.youtube.com/watch?v=zFcwRK2gDXU Source: YouTube.com	Video Source: Manish Kumar, YouTube.com

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

Class: Democratic Politics-II
Chapter - 2: Federalism
Period No: 07- Work Sheet Assessment (20 Marks) and Remedial teaching.
Date:

WORK SHEET FOR ASSESSMENT

Multiple Choice Questions 4×1M= 4M

1. Which country is an example of Coming Together Federation
   a) Belgium b) USA c) Sri Lanka d) India
2. Which one of the following subjects is included in the state list.
   a) Banking b) Currency c) Business d) Communication
3. Who has special power in administering the Union Territories in India.
   a) Central Government b) Chief Minister c) President d) Governor
4. When power is taken away from state government and is given to local government is called
   a) Decentralization b) Federalism c) Panchayat samiti d) Centralization

Answer the following questions in short. 2×2M= 4M

5. Write any name of two countries which are the examples of Holding together?
6. What do you mean by Decentralization?

Answer the following questions briefly. 1×3M= 3M

7. Write briefly about the Centre and state relations.

Answer the following questions briefly. 1×4M= 4M

8. Analyze the experiment took place in Brazil in decentralization and find similar examples.

Answer the following questions in detail. 1×5M= 5M

9. Evaluate any five main features which makes India a federal country.

CLASS: 10th CIVICS **SUBJECT: SOCIAL SCIENCE**

NAME OF THE LESSON: GENDER, RELIGION AND CASTE

NO OF PERIODS :12

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.

b. **Health and wellbeing**

c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.

d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.

e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science

education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyze, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

Curricular Goals:

CG 1: Understand and analyzes the important phases in Indian history and draws insights to understand present-day India.

Competencies:

1.1 Explains historical events and processes using different types of sources, with specific examples from Indian history

1.3 Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic and political transformations).

CG 5: Understand the Indian constitution and explore the essence of Indian democracy and the characteristics of a democratic government.

- **5.1** Understands that the Indian constitution draws from the great cultural heritage and common aspirations of the Indian nation.
- **5.2** Appreciates fundamental constitutional values and identifies their significance for the prosperity of the Indian nation.
- **5.3** Explains that fundamental rights are most basic human rights, and they flourish when people also perform their fundamental duties.

CG 6: Understands and analyses social, cultural, and political life in India over time – well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognizes challenges faced in these areas in the past and present and the efforts (being) made to address them.

- C 6.1 Understand how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonization

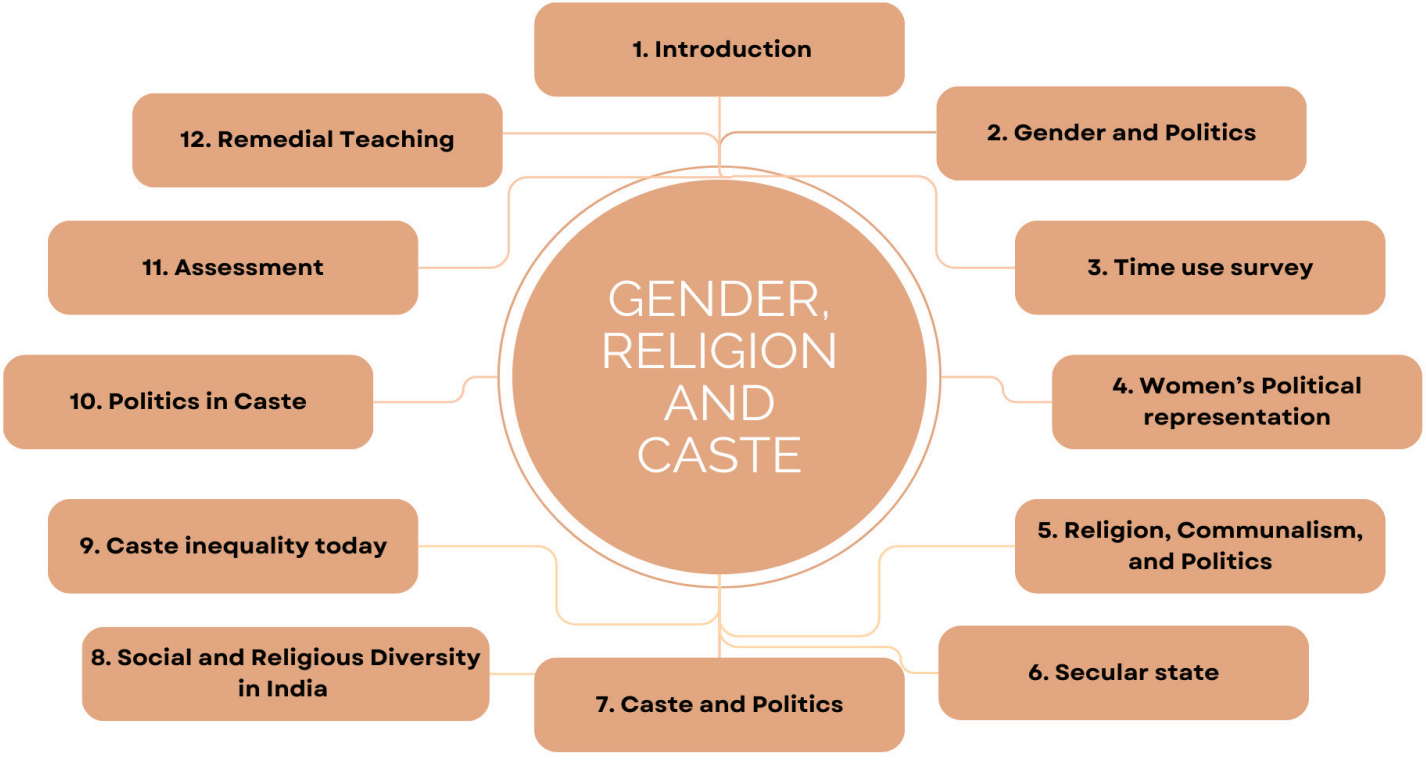
and unity in diversity that a historical respect for all culture, women have counted among India's great strength by promoting peaceful coexistence.

- C 6.2 Understands that despite forms of inequality, injustice, and discrimination have occurred in different section of society at different times [due to internal as well as outside forces such as colonization] leading to political ,social and cultural efforts struggles ,movements ,and mechanisms at various levels towards equity, inclusion, justice ,and harmony ,with varying outcomes and degrees of success.

- C 6.3 Analyses aspects of differential treatment or discrimination that may exist in Indian society, based on e.g., social- cultural background, region language spoken, and what individuals and societies can do to eradicate such differential treatment.

Class: 10th - Civics

Chapter 3: Gender, Religion and Caste- MIND MAPPING - NO OF PERIODS :12



PERIOD NO TOPIC/SUB TOPIC	CONTENT DOMAINS SPECIFIC LEARNING OUTCOMES	MICRO COMPETENCY INDICATORS
1.Overview- Introduction	**LO 1.** Recognizes the three social differences based on gender, religion, and caste.	C 1.1. Describes the basic social divisions in the society C 1.2. Recognizes that diversity is not a threat to democracy
2.Gender and Politics	**LO 3.** Explains gender division is a social division but rarely recognized in politics	C 3.1. Sexual division of labour, feminism identifies patriarchal society.
3.Time use survey	**LO 2.** Compares the working hours of parents **LO 2.** Compare the child sex ratio of different states.	C 2.1. Classifies the daily time used by their parents C 2.2. Compares the child sex ratio of different states
4.Women's Political representation	**LO 1.** Recognizes women's political representation is significantly less in India.	C 1.1. Recognizes the need for Woman's Reservation Bill
5.Religion, Communalism, and Politics	**L 3.** Explains the impacts of the use of religion in politics	C 3.1. Analyses family laws and communalism
6.Secular state	**LO 1.** Recognizes India is a secular state	C 1.1. Describes Secularism in India
7.Caste and Politics	**LO 12.** Shows sensitivity towards the caste in politics	C 12.1. Appreciates the role of social reformers in establishing equal society without caste
8.Social and Religious Diversity in India	**LO 2.** Compare the data of the population of different religious communities in India, 2011 senses	C 2.1. Classifies caste hierarchy
9.Caste inequality today	**LO 4.** Analyzes the impact of caste on economic status and politics.	C 4.1. Explains Vote bank, Below poverty line
10.Politics in Caste	**LO 3.** Explains the relationship between politics and caste.	C 3.1. Analyzes Untouchability and Apartheid.
11.Assessment	Assess the progress of students	Analyze the progress of students.
12.Remedial Teaching	Revise the concept for those students who did not understand it properly.	Revision and reteaching.

NOTE:

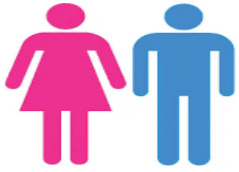
1.The teacher should not exclude-"Glossary, Let us revise ,Image based content and Box items" given in the text book pertaining to each chapter.

2. Teacher may take an assessment during the lesson

CLASS 10: CIVICS
CHAPTER 3: GENDER, RELIGION AND CASTE.
PERIOD NO: 01
KEY CONCEPT: INTRODUCTION
DATE:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	**PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS**	**ASSESSMENT STRATERGIES**	**MATERIALS REQUIRED**
Overview (10 Min) **LO 1.** Recognizes the three social differences based on gender, religion, and caste. C 1.1. Describes the basic social divisions in the society C 1.2. Recognizes that diversity is not a threat to democracy Announcement of the title Gender, Religion, and Caste. (15 Min)	Probing Questions to introduce the lesson: 1. What is your mother tongue? 2. How many languages do you know? 3. Which language is spoken in Tamil Nadu? 4. Which language is spoken in West Bengal? That means there are language differences among the people of India. Do you find any other differences among the people of India? Students will be able to assess the basic social divisions. Testing prior knowledge - 1. In which year India got Independence? 2. Before 1947, who ruled India? 3. What type of government we have? 4. What is the meaning of democracy?  	Which is the better form of the government? Monarchy or Democracy.	Pictures related to democracy

Three kinds of social differences (15 Min)	5. What are the benefits of democratic government? 6. Who will have power in the democracy? Source: https://www.indif. com/india/images/india_images/democracy_%20india728X 410.jpg 7. Why do we need a democratic government?  Source:https://d18x2uyjeekr uj.cloudfront.net/wp-content/uploads/2021/11/ gsd.jpg Student will understand the benefits of democratic government Political expressions of social differences are possible and sometimes quite desirable in democratic system. Activity2: Analyzing the pictures (to introduce the topic) 1.	What are the basic social divisions in the society?	Pictures related to basic social divisions in the society



(Source: from google)

2.



(Source: from google)

3.



(Source: from google)

	What do you observe in the above pictures? - Are there any other differences among the people in India? What is a society? What are the social differences among the people? **Summary:** Society is a group of people living in one place there are differences and divisions in the society on many grounds like religion, caste, gender, wealth etc.…….	**Debate:** Debate conducted on the Gender discrimination in the society.	

TEACHER 'S REFLECTION:

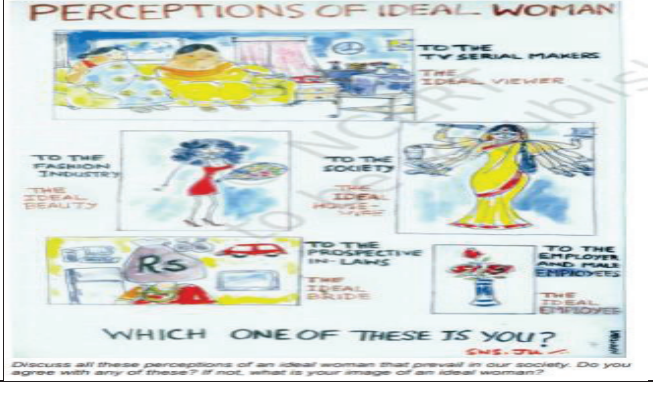
* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

CLASS 10: CIVICS
CHAPTER 3: GENDER, RELIGION AND CASTE.
PERIOD NO: 02
KEY CONCEPT: GENDER AND POLITICS
DATE:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
1. Recapitulation (5 Min)	Probing Questions to check previous knowledge. What are the basic social divisions? Do you identify any other differences in the society? Activity: 2 Analyze the picture (to introduce sexual division of labour)	Are these social differences in existence in India today?	
2. sexual division of labour. (15 Min) **LO 3.** Explains gender division is a social division but rarely recognized in politics C 3.1. Identifies sexual division of labour, feminism, patriarchal society.		What do you want to become? And why?	Picture on sexual division of labour
3. Feminist movement. (10 Min)	What is the work your mother does at home? What are the works your father does?		

4. Perceptions of an ideal woman. (10 Min)	Students are able to understand what is sexual division of labour. Probing questions: What is the meaning of the word feminist? Equality of men and women in the following aspects. • Ownership • Decision making • Family lineage The above things are taking place in whose name? What is the meaning of the word patriarchal? Students are able to understand the word feminist and patriarchal Activity: 3 Observe the poster(on perceptions of ideal women Source: NCERT textbook on page no: 33)  Discuss all these perceptions of an ideal woman that prevail in our society. Do you agree with any of these? If not, what is your image of an ideal woman?	What is your opinion about the role of feminism? Do you think your household is patriarchal? why? Make a poster on your perception of an ideal women Explore: Name the countries where participation of women in public life is very high. Name some jobs which is earlier considered not suitable for women	Poster on perception of ideal women Video on gender equality:

	Give examples of some other perceptions of women Do you agree with any of these? why? **Summary:** Most women do some paid work in addition to domestic work that is not valued, not paid and not get recognition		

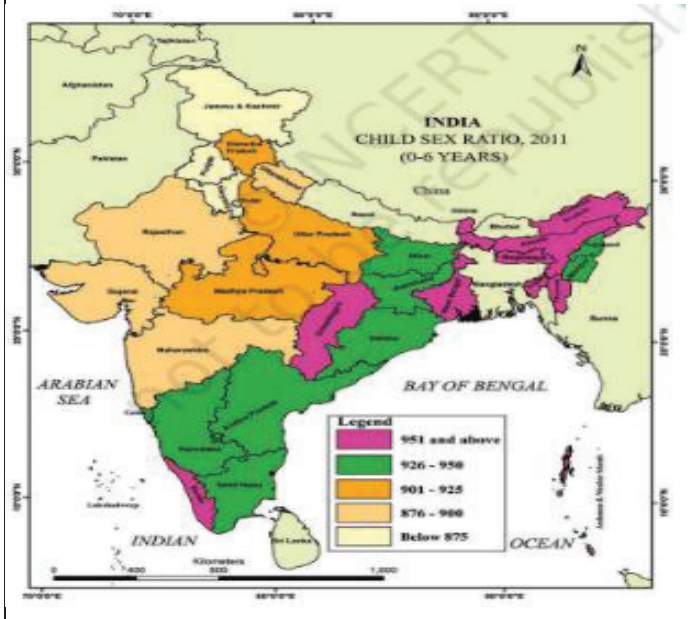
TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

CLASS 10: CIVICS
CHAPTER 3: GENDER, RELIGION AND CASTE.
PERIOD NO: 03
KEY CONCEPT: TIME USE SURVEY
DATE:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
1. Recapitulation. (5 Min) 1. Time use survey (15 Min) **LO 2.** Compares the working hours of parents **LO 2.** Compare the sex ratio of different states. C 2.1. Classifies the daily time used by their parents C 2.2. Compares the sex ratio of different states	Probing Questions to check previous knowledge. What is feminism? What is patriarchal society? **Activity: Let's do it** (NCERT Text book ,Pg.No,32) Student complete the assignment of the time use survey in their own homes. Discussion on the assignment Who is spending more hours on work? And more hours of leisure? Do you find any difference in the type of job performed by your mother and father? Why these differences persist in the family and society? Do you think it is justified? why? The contribution of females is not less than male, but not recognized. Activity 4: Analyze the map given below (to make students understand sex ratio in different states)	What are social divisions based on? What is a form of hierarchical social division of labour Who is working for a greater number of hours mother/father? Do you think is it correct? Justify your opinion. Name any two states	Time use Survey India map related to sex

1. Sex ratio (20 Min)	 Source: from google What is meant by sex ratio? Why do parents give more preference to having sons? Students understand what is sex selective abortions.	which have very low sex ratio Name any two states which have sex ratio above 951 Which year Equal Renumeration Act was passed? List the reasons for low/high sex ratio in deference states What are the other problems faced by women?	ratio

	Summary: Sex ratio means the number of girl children per thousand boys. Sex ratio is low in some states of India because of gender bias.		

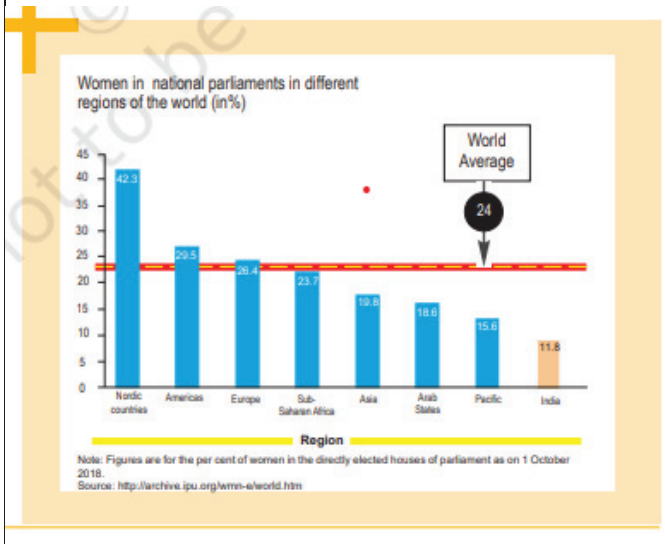
TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

CLASS 10: CIVICS
CHAPTER 3: GENDER, RELIGION AND CASTE.
PERIOD NO: 04
KEY CONCEPT: WOMEN'S POLITICAL REPRESENTATION
DATE:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
1. Recapitulation. (5 Min) 2. Representation (10 Min) **LO 1.** Recognizes women's political representation is significantly less in India. C 1.1. Recognizes the need for Woman's Reservation Bill 3. Women in National Parliaments (10 Min)	Probing Questions to check previous knowledge. What are the major feminist movements? What is sex ratio? Probing questions: - Who is your class representative? - What are his/her duties? - Do you know who is the MLA of your constituency? Students are able to understand what is representation. Activity5: Observe the below bar graph (related to women	What is representation? How much % of women members are elected in Lok Sabha elections 2019? What is the share of women in state assemblies?	**Posters of Feminist Movements**

4. Women's reservation bill (15 Min)	national parliaments)  Do you know how many Women representatives are there in the parliament? In which country women's contribution in politics is high? In which country Women contribution is low? why? What are local governments? Name the rural local Governments. Name some urban local Governments. Is there any reservation for women in Panchayat Raj? One-third of seats in Panchayat and Municipalities are reserved for women. **Summary:**To solve the problem of low representation of women in parliament, a women reservation bill should be passed.	Why women representation is low in India? Convert the bar graph (women in national parliaments) into tables.	Bar graph related to women representatives Video on women representation bill:

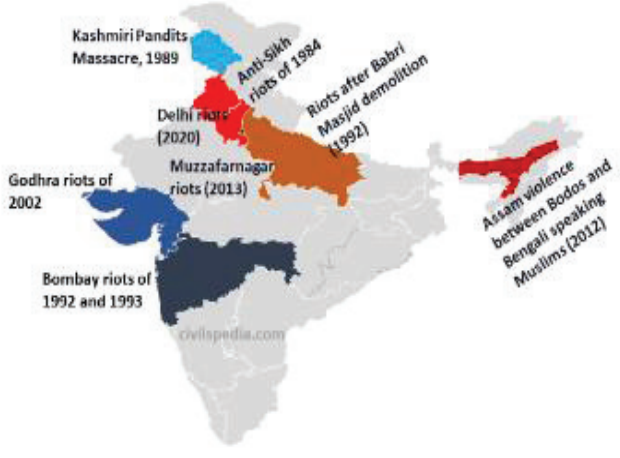
TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

CLASS 10: CIVICS
CHAPTER 3: GENDER, RELIGION AND CASTE.
PERIOD NO: 05
KEY CONCEPT: RELIGION, COMMUNALISM AND POLITICS
DATE:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	**PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS**	**ASSESSMENT STRATERGIES**	**MATERIALS REQUIRED**
1. Recapitulation. (5 Min) 2. Religion (10 Min) **LO 3.** Explains the impacts of the use of religion in politics C 3.1. Analyses family laws and communalism 3. Family laws (10 Min)	Probing Questions to check previous knowledge. What are the basic social differences among the people of India? Name some religions present in India. Who is the father of the Nation? Gandhiji said religion can never be separated from politics Political acts are not wrong as long as they treat every religion equally Students will understand what are family laws? Women movements argued that all religions discriminate against women. Ideas and ideals and values drawn from different religions play role in politics. Activity 6:Observe the map given below(to learn about the different riots in different parts of India due	What Gandhiji said about religion and politics? What are family laws?	Pictures

4. Communalism (15 Min)	to communalism)  Students able to understand what is Communalism. Recalling the chapter 3: Northern Irelands' approach to nationalism. Discussion of various forms of communalism **Summary: C**ommunalism can take various forms like religious prejudices use of sacred symbols, communal violence, riots, etc.	What is communalism? Name some expressions of communalism?	map related to communalism

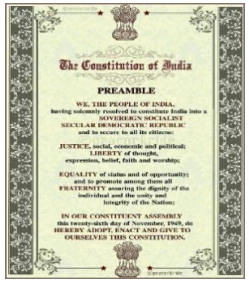
TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

CLASS 10: CIVICS
CHAPTER 3: GENDER, RELIGION AND CASTE.
PERIOD NO: 06
KEY CONCEPT: Secular State
DATE:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
1. Recapitulation. (5 Min) 2. Constitutional provisions of the secular state (15 Min) **LO 1.** Recognizes India is a secular state C 1.1. Describes Secularism in India 3. Practice of secularism in India (15 Min)	Probing Questions to check previous knowledge. What is communalism? Is it good for democracy? What is the preamble of the Indian constitution? What is secularism? What is the official language of India? Is there any official religion in India?  - What is meant by secularism? - What is the meaning of socialism? - What is the meaning of political justice?	Activity 7: Observe the preamble of India and answer the questions - Name the six freedoms guaranteed by the Indian Constitution for Indian citizens.	Picture related to Indian preamble.

	Discussion on constitutional preamble and fundamental rights. India is a secular state or not. Is there any official religion in India? Appreciate the constitutional provisions in securing fundamental rights. **Summary:** A secular constitution is necessary to combat communalism.		

TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

CLASS 10: CIVICS
CHAPTER 3: GENDER, RELIGION AND CASTE.
PERIOD NO: 07
KEY CONCEPT: CASTE AND POLITICS
DATE:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
1. Recapitulation. (5 min) 2. Caste inequalities (20 min) **LO 12.** Shows sensitivity towards the caste in politics C 12.1. Appreciates the role of social reformers in establishing equal society without caste **3.** Suggestions for establishing an equal society (15 min)	Probing questions to prior knowledge: What is the basic social divisions in India? What are the four varnas? What is the duty of Kshatriya? What is the duty of a Brahman? What is the duty of Vaishyas? What is the duty of Shudras? Trace the caste system from their occupations in the society. Activity 8: Name some social reformers who worked for social equality  Source: Google	Which castes do practice similar occupations? What are hereditary occupational divisions by rituals What is untouchability? Collect the pictures of	Video related to varnas

	Students identified that untouchability was practiced in India in the past Give some suggestions that can bring changes in the society Students able to understand the words occupational mobility and Urbanization. Is it possible to wipe out the cast completely in our society? Is untouchability completely ended in India? **Summary:** Growth of literacy and education, change of occupations and urbanization bring changes in the society.	social reformers What is urbanization? What is occupational mobility? What is cast hierarchy? What is meant by a universal adult franchise? Name some policies which reverse the injustices of the caste system.	Picture related to social reformers

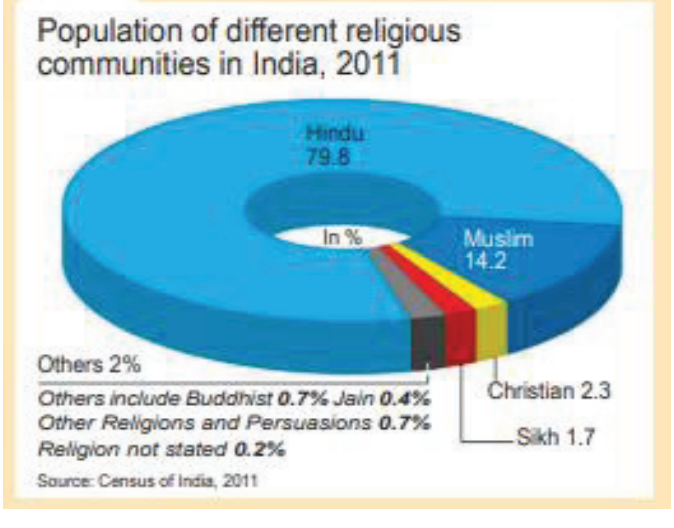
TEACHER'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

CLASS 10: CIVICS
CHAPTER 3: GENDER, RELIGION AND CASTE.
PERIOD NO: 08
KEY CONCEPT: SOCIAL AND RELIGIOUS DIVERSITY IN INDIA
DATE:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
1. Recapitulation. (5 Min) 2. Population of different religious communities in India 2011 (20 Min) **LO 2.** Compare the data of the population of different religious communities in India, 2011 senses C 2.1. Classifies caste hierarchy 3. Caste groups (15 Min)	Probing Questions to check previous knowledge. What is census? What is the time duration of each census? Activity 9:Discuss on the pie chart given in Textbook Page No 99  	Who is an atheist? What are the major communities in our country? Which communities' population decline since 1961? Which communities' proportion has increased? What is another name of prime minister's high-level committee? Which communities go up a little in next fifty years?	Pie chart on population of different religions

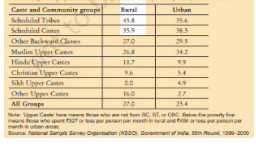
	Observe the pie chart and answer the questions: What is this graph about? What it conveys? How many religious communities are there in this graph? How much percentage of Hindus constitutes Who are OTHERS in this graph? Expand SC, ST, OBC What is an outcast in the Hindu social order? Who are Adivasis? Where do they live? **Summary:** A national sample survey of 2004-2005 estimates SC, ST, and OBC's population is increasing.	How does religion influence the political set up? What is the percentage of SC s in the country's population What is the percentage of STs in the country's population? State how caste inequalities are continuing in India.	

TEACHER 'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

CLASS 10: CIVICS
CHAPTER 3: GENDER, RELIGION AND CASTE.
PERIOD NO: 09
KEY CONCEPT: CASTE INEQUALITY TODAY
DATE:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
1. Recapitulation. (5 Min)	Probing questions to check prior knowledge: Is it possible to wipe out caste system from our society? What is untouchability?		
2. Caste inequality (10 Min) **LO 4.** Analyzes the impact of caste on economic status and politics. C 4.1. Explains Vote bank, Below poverty line	The effects of casteism still continue even today What is an average economic status? Is there any relationship between caste and economic status?	What are the reasons for the economic inequality in India? How can we measure the average economic status?	Video related to casteism:
3. Relationship between cast and economic status (15 min)	Caste continues to be very strongly linked to economic status. Activity 10: Observe the below table and answer the following questions	How is caste related to economic status?	
4. Population living below the poverty line (10 min)	 Percentage of population living below the poverty line, 1999–2000 Caste and Community groups | Rural | Urban Scheduled Tribes | 45.8 | 35.6 Scheduled Castes | 35.9 | 38.3 Other Backward Classes | 27.0 | 29.5 Muslim Upper Castes | 26.8 | 34.2 Hindu Upper Castes | 11.7 | 9.9 Christian Upper Castes | 9.6 | 5.4 Sikh Upper Castes | 0.0 | 4.9 Other Upper Castes | 16.0 | 2.7 All Groups | 27.0 | 23.4 Note: 'Upper Caste' here means those who are not from SC, ST, or OBC. Below the poverty line means those who spent ₹327 or less per person per month in rural and ₹454 or less per person per month in urban areas. Source: National Sample Survey Organisation (NSSO), Government of India, 55th Round, 1999–2000 What is this table about? What is Upper caste? What is the meaning of below poverty line?	In which caste group below the poverty line people are high?	Table related to below poverty line:

	Summary: Although every caste has some rich, but the upper caste are over represented the rich		

TEACHER 'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

CLASS 10: CIVICS
CHAPTER 4: GENDER, RELIGION AND CASTE.
PERIOD NO: 10
KEY CONCEPT: POLITICS IN CASTE
DATE:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
1. Recapitulation (5 Min) 2. Politics in caste (15 Min) **LO 3.** Explains the relationship between politics and caste. C 3.1. Analyzes Untouchability and Apartheid. 3. Relationship between caste and politics (20 Min)	Probing questions to check prior knowledge: What is upper caste? What are lower castes? What is the meaning of caste in politics? In which year are the next general elections going to be held? Is only one caste vote enough for a candidate or a party to win in an election? Expand OBC. Who are Dalits? What is a vote bank? What is the meaning of the word coalition? What are the new kinds of caste groups? What is apartheid?	Give some examples of how caste gets politicized. Which castes are getting more benefits from caste politics? How can we divert the caste from politics?	Video related to apartheid

	Politics too influences the caste system and caste identities by bringing them into the political arena. **Summary:** Caste can produce negative results that are not healthy for democracy		

TEACHER 'S REFLECTION:

* Is the lesson appropriately timed? _____
* Is the flow of the lesson plan clear, smooth, and logical? _____
* Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
* Is there space for students to collaborate and cooperate with each other? _____
* Does the lesson provide adequate opportunity for the students to practice the skills acquired? _____
* Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: X CHAPTER 4: GENDER, RELIGION AND CASTE

Period No: 11 WORKSHEETS FOR ASSESSMENT – (20 Marks)

Date: **Time: 40 mins**

Multiple Choice Questions **4 × 1 = 4 M**

1. Heredity, rituals, and birth are the basis of
   a. Economic system b. Caste system c. Racial division d. Class system
2. Communalism problem is associated with
   a. Religion b. Caste c. Secularism d. Inequalities
3. Which is not a threat to Indian democracy?
   a. Low gender b. ratio Caste system c. Communalism d. None of these
4. Which social division is unique in India?
   a. Economic division b. Caste division c. Racial division d. Religious division

Answer the following questions in detail. **1 x 5 = 5 M**

5. Suppose a politician seeks your vote on religious ground. Why is his act considered against the norms of democracy?

Answer the following question briefly. **1 x 4 =4 M**

6. How does religion influence the political setup in our country?

Answer the following question briefly. **1 x 3 =3 M**

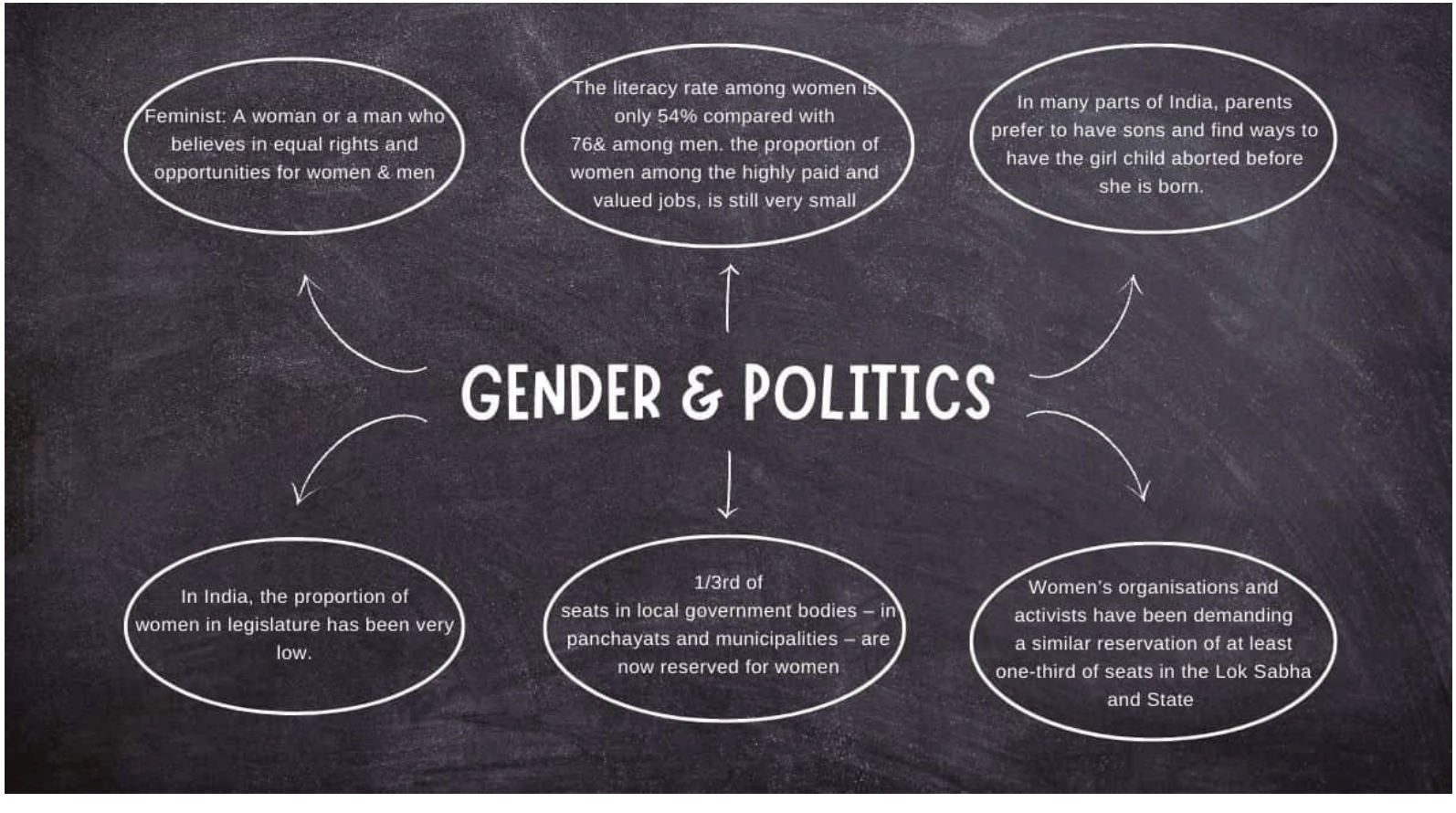
7. What do you understand by casteism?

Answer the following questions in short. **2 x 2 =4 M**

8. Which factors do not weaken the caste inequalities?
9. Suggest any two measures to integrate the people belonging to different ethnic groups in a society.

Class 10- Civics
Chapter 3- Gender, Religion, and Caste
Period-12
Remedial Teaching: Summarizes and Re-teach the lesson with simple tools for those who could not well in assessment
Date:

MIND MAPPING



CLASS: 10th CIVICS Chapter-4 SUBJECT: SOCIAL SCIENCE

NAME OF THE LESSON: POLITICAL PARTIES

NO OF PERIODS :12

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences:

Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Curricular goals:

Curricular Goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

CG - 5

Understands the Indian Constitution and explores the essence of Indian Democracy and the characteristics of Democratic Government

CG – 9

Understands and appreciates the contribution of India through history & present times to the overall field of social science and the disciplines that constitute it.

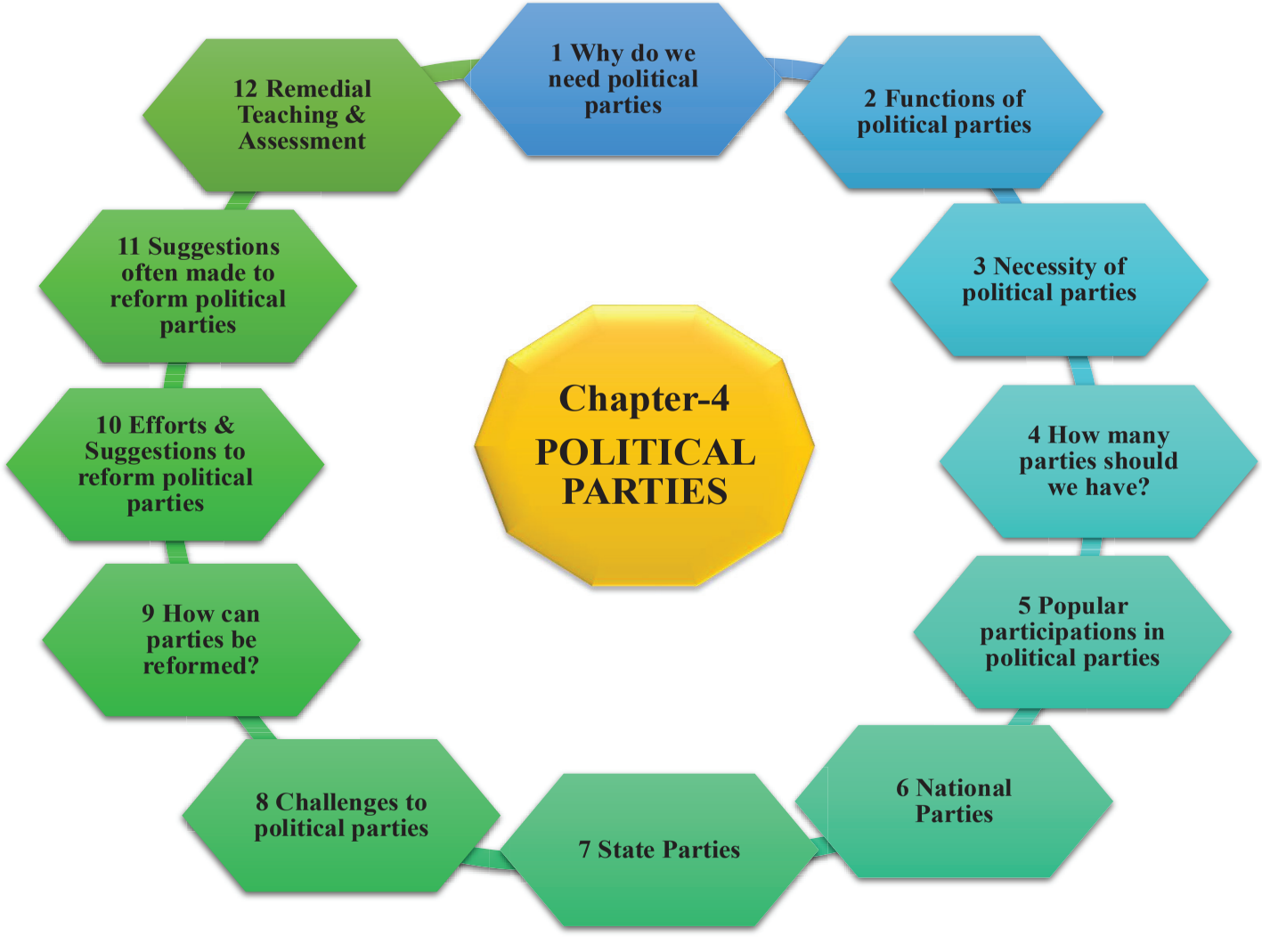
Competencies:

Competencies are observable learning behaviours that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

C-5.4 Analyze the basic features of a democracy and democratic government – its history in India and compares this form of Government with other forms of Government

C-9.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studies within the curriculum in an integrated manner

10th Civics - Chapter 4 - POLITICAL PARTIES - MIND MAPPING – No of periods-12



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
1 Overview Why do we need political parties?	LO4: Analyses the need for political parties LO3: Examines the role of political party in a democratic system	3.1 Revision of prior concepts such as democracy, nature and working of political parties especially in our country
2 Functions of political parties	LO 12: Appreciates the functioning of political parties in a democracy	12.1 Recognises diverse political parties– - Contesting in elections - Policies and programs - Decisive role in making Laws - Form & Run the Government etc. By taking the examples of previous election.
3 Necessity of political parties	LO8: Demonstrates inquisitiveness, enquiry and pose questions related to the necessity of political parties LO1: Recognize the necessity of political parties in democracy.	8.1 Analyses, why modern democracies cannot exist without political parties 1.1 Describes the rise of political parties that directly linked to the emergence of representative democracies.
4 How many parties should we have?	LO2: Classifies and compares events, facts, date and figures about number of political parties LO 4: Analyzes the number of parties which may be good for democracy.	2.1 Distinguishes the political parties in India. 2.2 Discusses about single party system and multi-party system and discusses which is good for democracy 4.1 Examines the multiparty system in India because of Social, Geographical diversity in such a large country.
5 Popular participations in political parties	LO 9: Constructs views, arguments and ideas on the basis of collected or given information on Popular participations in political parties	9.1 Analyses, why political parties do not enjoy much trust among the people in South Asia 9.2 Explains how the proportion of those who report to be the members of political parties has gone up steadily.
6 National Parties	LO 2: Compares the types of political parties and analyses, why they are called National Parties	2.1 Classifies the political parties into national and regional parties.

	LO 3: Examines the role of National parties	3.1 Examines why they are called national parties and the policies, programs & strategies decided at national level. 3.2 Understands the formation, polled votes, policies of national parties in India like AITC, BSP, BJP, CPI, CPI-M etc.
7 State Parties	LO 2: Distinguishes the classification of Election Commission as state parties and regional parties LO 3: Examines the role of state parties and regional parties	2.1 Analyses some major parties which are classified by EC as state parties. 3.1 States the number & strength of regional parties has expanded 3.2 Explains how and when national parties are compelled to form alliances with state parties 3.3 Go through and gain knowledge about regional parties in India as given in text book pg.no.56
8 Challenges to political parties	LO 3: Examines the challenges faced by political parties LO 4: Analyzes the working of political parties	3.1 Illustrates, why people express strong dissatisfaction with the failure of political parties in performing their functions 4.1 Assess the challenges faced by political parties
9 How can parties be reformed?	LO 12: Appreciates the role political parties and suggest measures to reform it	12.1 Recognises the importance of Political Parties and the need for their reforms. 12.2 Appreciate role of the leaders in final decision making who represent political parties in a democracy.
10 Efforts & Suggestions to reform political parties	LO 12 Recognises the sense of participating in political parties and working to reform it.	12.1 Appreciate the order of Supreme Court to reduce the influence of money and criminals 12.2 Appreciate the order of Election Commission making it necessary for political parties to hold their organizational elections and filing their income tax returns

11 Suggestions often made to reform political parties	LO 11: Illustrates new measures to reform political parties	11.1 Assesses and Evaluates the law to be made to regulate the internal affairs of political parties 11.2 Suggests that there should be a quota for women in the decision-making bodies of the party
12 Remedial Teaching & Assessment	• To review what worked well in the ideas and thoughts in to presentation process and identifying any areas for improvement and plan to revise the process. • Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment	

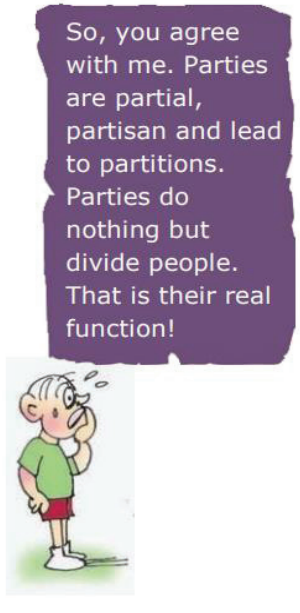
NOTE:

1.The teacher should not exclude-"Glossary, Let us revise ,Image based content and Box items" given in the text book pertaining to each chapter.

2. Teacher may take an assessment during the lesson

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 1
Key Concepts: OVERVIEW
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Period 1 **Over view (5 minutes)** **Prior skills/knowledge about** - Democracy - Meaning of political parties - Need for political parties **LO1: Analyses the need for political parties** (Timing: 15 minutes)	**Posing questions regarding prior knowledge to drag the topic** - What is Democracy? - Can you distinguish between democratic and non- democratic government? - What do you mean by federal structure? - Explain the concept of Democratic politics.  	**I state –** Parties are not necessary to run the Democratic Government – Say True/False **Ask:** What do you understand by political party? Why do people associate together as a political party? Do we need different political parties To be a democracy? Why?	**Images** **Source: image4.slideserve.com, Google.com.**

LO2: Examines the role of political party in a democratic system (time: 20 minutes)	**Explains the need for political parties in a Democracy by showing the pictures in the textbook and questioning the students what they understood by looking at the picture.** **Activity 1**  1. What are these images about? 2. Do you think these images belong to the same political party? 3. Why political parties do such activities? 4. Do you think that it's a right way of doing politics? **Conclusion:** Political parties compete with each other in the election and they want to win the support of the people. They take various measures to win the support of the people like doing wall painting.	**https://www.youtube.com/watch?v=qouReGN8Q94** **Source: YouTube.com** **Activity:** What do you understand from the given below text? 	**Video** **Source: Examrace, YouTube. com**

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

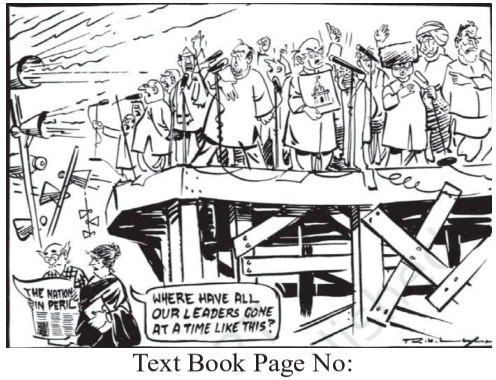
_____

_____

_____

_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 2
Key Concepts: Functions of political parties
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Functions of political parties (5 minutes) **LO 3 Shows sensitivity and appreciation skills to political parties (5 minutes)** **LO 4 Analyze the functions performed by political parties (15 minutes)**	**Testing Prior Knowledge** What is the meaning political parties? How many political parties do you know in our country? Can you name some of them? **Activity 2**  Text Book Page No: **What the above picture explains us? Analyze.**	Who plays decisive role in making laws? What is meant by ruling party? Can you list out some important functions of political parties. **https://www.youtube.com/watch?v=ekydN_6d0Gw** **Source: Youtube.com**	**Images** **Source: leadindia.law/blog, Google.com** **Charts of list of political parties**

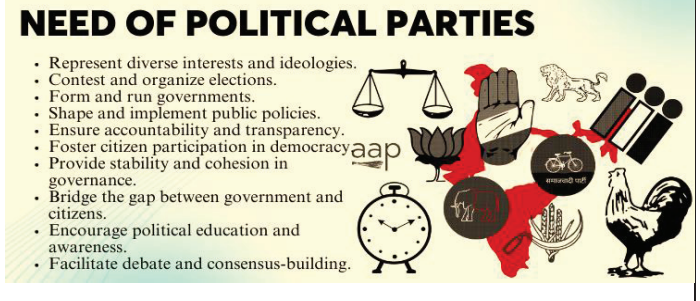
	Explaining the functions of Political Parties in details. **Summary:** Political parties serve essential functions in a democratic system, including representing diverse interests, mobilizing voters, formulating policies, and providing a platform for political participation. They play a crucial role in shaping public opinion, facilitating the electoral process, and ensuring the functioning of a representative government	**How do political parties simplify the voting process for citizens during elections?**	

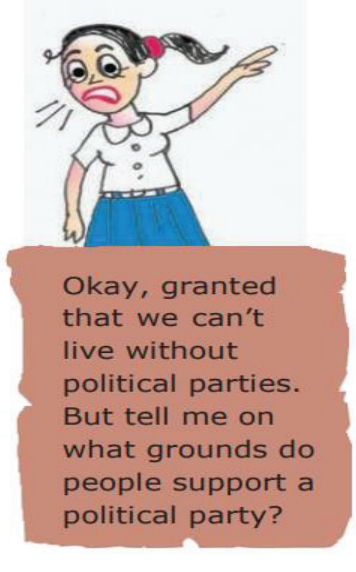
TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 3
Key Concepts: **Necessity of political parties**
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation **3 Necessity of political parties (15 minutes)** **LO5: Demonstrates inquisitiveness, enquiry and pose questions related to the necessity of political parties (20 min.)**	**Testing Prior Knowledge** • What comes to mind when you hear the term "politics"? • Why do you think people form groups or organizations to express their political views?  Discussion about the welfare schemes implemented by various political parties. Examines the responsiveness of parties to people's needs and demands.	Why do you think it's challenging for every citizen to directly participate in making decisions for the country? What is meant by representative democracy? Do you have any examples of welfare schemes implemented by political parties in your locality?	**Images** **Source: leadindia.law/blog, Google.com Charts of list of political parties**

LO 6 Speak about the necessity of political parties in democracy. (20 min)	**Explain them the necessity of political parties by imagining a situation without parties.** **Discuss accountability of elected representatives to their constituency.** **Explain them about representative democracies.** **Meaning of Ruling Party and Opposition Party with their functions.** **Activity 3**  1. What the above picture depicts? 2. Is it one of the functions of political parties? **Explain them how the policy making takes place in political parties – Discuss** **Conclusion that parties are a necessary condition for democracy.**	**Parties are necessary condition for which form of government?** **Whose directions the members of ruling party follow?** **Activity:** What do you understand from the given below text? 	

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 4
Key Concepts: Number of political parties
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation: 5 minutes **How many parties should we have? (5min)** LO7: Classifies and compares events, facts, date and figures about number of political parties (10 min) LO 8: Identifies how many parties are good for democracy. (5 min) C5 States the number of effective parties that are good for democracy (5 min)	**Posing Questions:** What is meant by Ruling Party? What is meant by opposition party? **Explain them Party Registration with Election Commission of India** **Discuss about – in democracy how any group of citizens' is free to form a political party** **Meaning of One - party system – Is it a good option in democracy – Discussion** How many parties must be there in a democratic system – explanation **Examine the two - party system by showing USA & UK as examples** **Multiparty system – Meaning explained**	When was election commission of India formed? With whom every party in the country has to register within? What is the meaning of multiparty system? What is meant by Coalition? What are the examples of two – party systems? What are the components of a political party?	**India Map Ruling vs Opposition** **Source: Wikipedia**

C6 Discusses about single party system and multi-party system and discusses which is good for democracy (10 min) C7 Understand the multiparty system in India because of Social, Geographical diversity in such a large country.	**Meaning of Coalition and states few names of coalition governments.** **Discusses the political stability in multiparty system.** **Concludes by saying no system is ideal for all countries in all situations** **Activity 4:** Here are three major types of party systems that exist at the state level. Can you find the names of at least two states for each of these types? Two Party System Multiparty system with two alliances Multiparty system. **Conclusion:** India's multi-party system has played a significant role in the country's political development, providing a platform for diverse voices and promoting a more inclusive form of democracy. However, the system also faces challenges in ensuring political stability, facilitating effective decision-making, and encouraging a focus on long-term development goals. Navigating these challenges is crucial for the continued success of India's multi-party system and the strengthening of Indian democracy.	**How do parties run the government of a country?** **Activity:** What do you understand from the given below text? 	**Charts of list of political parties** **Source: Wikipedia** **Video** **Source: YouTube** **Video** **Source: YouTube**

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

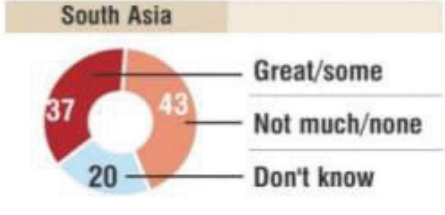
_____

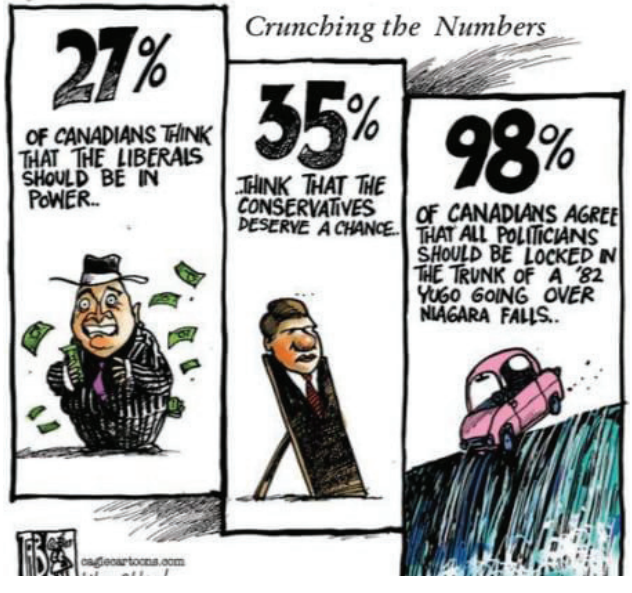
_____

_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 5
Key Concepts: **Popular participation in political parties**

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation 5 minutes **Popular participation in political parties (10 min)** LO 9: Constructs views, arguments and ideas on the basis of collected or given information (10 min) C8 States and analyses why political parties do not enjoy much trust among the people in South Asia 10 min C9 Explains how the proportion of those who report to be the members of political parties has gone up steadily. 5 min	**Teacher asks the questions regarding prior knowledge** What is the necessity of political parties in a democracy? What are the functions of a political party? **Explain about the crisis faced by the political parties.** **Discuss the reasons why people say their trust in political parties is not much or not at all is more than those who have some or great trust.** **Activity:**  37% Great/Some 43% Not much/none 20% Don't know	Say True/False for the following statement: "Political parties do not enjoy much trust among the people".Why? Can you give reasons for the above statement? What are the clearly visible institutions of democracy?	**Google Images** **Video**

	What do you understand by looking the image above? What is the percentage of people who trust in political parties? **Discuss why the proportion of people who say they feel 'close to a political party' has gone up in India in this period.**  What does the cartoon reflect? Who are liberals? Who are known as conservatives?	**Why do people loose trust in political parties? Can you give reasons?**	**Source: YouTube.com**

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 6
Key Concepts: National Parties

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation 5 minutes **National Parties** LO 10: Compares the types of political parties and analyses why they are called National Parties (10 min) C10 Classifies the political parties into national and regional parties. (10 min) C11 Examines why they are called national parties and the policies, programs & strategies decided at national level. (10 min) C12 Understands the formation, polled votes, policies of national parties in India like AITC, BSP, BJP, CPI, CPI-M etc. (5 min)	What is a political party? Why do people lose trust in political parties? **Explains the classification of political parties into National Parties and Regional Parties** **Discuss about some country-**wide parties called national parties and the policies, programs and strategy followed by them is decided at the national level **Unique symbol given to parties and explain them that only the official candidates of that party can use that election symbol.** **Explains** why do these parties called recognized political parties. **Explains** the meaning of National Party – that secures at least 6 percent of total votes in Lok Sabha elections or Assembly elections in four states and wins at least four seats in Lok Sabha to get recognition	1. Differentiate the National Party and Regional Party? 2. Why symbols are given to political parties? What is a National Party? Give the meaning of State Party/Regional Party? Who is the founder of Bahujan Samaj Party? What is the guiding philosophy of the Bharatiya Janata Party? In some cases, parties support criminals who can win elections.	**Google Images** **Video** **Source: YouTube.com**

	A Sate party should secure at least six percent of the total votes in an election to the Legislative Assembly of a state and win at least two seats to get recognition as state party. **Discussion about AITC, Bahujan Samaj Party. Bharatiya Janata Party, Communist Party of India, CPI- M, INC and NCP by showing the party symbols.**	**Activity:** For more details about registration and recognition of political parties by the Election Commission of India, visit https:// eci.gov.in	

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

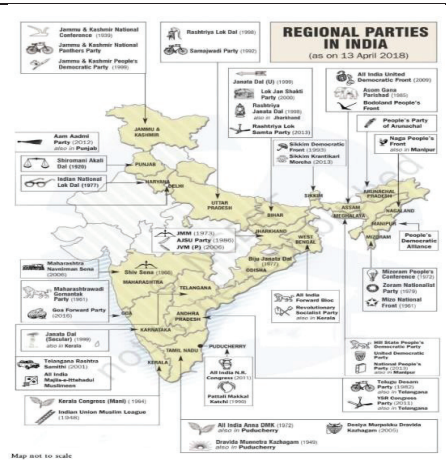
_____

_____

_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 7
Key Concepts: State Parties
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation 5 minutes **State Parties** LO 11: Understand the classification of Election Commission – some parties as regional parties (5 min) C13 Analyses some major parties which are classified by EC as state parties. (5 min) C14 States the number & strength of regional parties has expanded (10 min) C15 Explains how and when national parties are compelled to form alliances with state parties (10 min)	**Explains about State Parties commonly referred to as Regional Parties** **Discuss about some parties are all India parties that happen to have succeeded only in some states.** **Parties like** - Samajwadi party - Rastriya Janata Dal **Parties which are conscious about their state identity** - Biju Janata Dal - Sikkim Democratic Front - Mizo National Front - Telangana Rashtra Samithi **Explains how national parties compelled to form alliances with state parties** **Activity:**	Can you list out the regional parties in India? Why do they call Regional Parties? What is a coalition government? What are the important parties playing their role in Andhra Pradesh?	**Google Images**  **Diksha app**

C16 Go through and gain knowledge about regional parties in India as given in text book pg.no.56 (5 min)	 **Observe the picture and note down the Regional parties in India as on 13 April 2018**		**Video** **Source: Google**

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 8
Key Concepts: Challenges to Political Parties
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation – 5 minutes **Challenges to political parties (10 min)** Able to know the challenges faced by political parties (15 min) Shows interest in analyzing the working of political parties (10 min)	Differentiate the National Parties and Regional Parties? Name some regional parties. Explain the importance of political parties. Explain the challenges faced by political parties **Discuss how political parties need to face and overcome these challenges in order to remain effective instruments of democracy.** **Understand the challenges faced by political parties like** - Lack of internal democracy - Dynastic succession - Growing role of money and muscle power - Parties do not seem to offer a meaning choice to the voters	**Project:** Prepare a chart on What are the challenges faced by political parties?  What are the ways to curb the misuse of money and muscle power in politics?	**Google Images** **Diksha app**

	Activity:  You already have so much money. Why do you want to contest the elections? Do you think that in democracies people contest elections only to make money? Do you have any examples of politicians committed to the wellbeing of the people?	 	

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

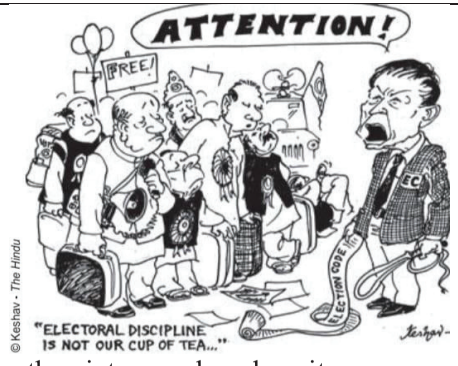
_____

_____

_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 9
Key Concepts: Reforms in Parties
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation 5 minutes **How can parties be reformed? (10 min)** Develops positive attitude towards political parties and suggest measures to reform it (10 min) Think whether political parties willing to reform and if willing what has prevented them so far from reforming. (10 min) Understand that in a democracy the final decision is made by the leaders who represent political parties (5 min)	Teacher questions on the previous knowledge What are the challenges faced by political parties? what suggestions you give to overcome those challenges? Explains them to overcome those challenges political parties need to be reformed. Discuss whether political parties willing to be reformed? Explains the recent efforts and suggestions in our country to reform political parties and its leaders. Meaning of Defection and why it happens Analyzes the constitutional amendment to prevent the elected MLAs and MPs from changing parties and why? Discuss what happens if they change the party? As per the law they will lose the seat in the legislature.	What are the measures to reform political parties and identify our own role in it? What do you understand about one's own role in reforming political parties?	**Google Images** **Diksha app**

	 Observe the picture and analyze it. Do you agree that this form of reforming political parties will be acceptable to them?		

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 10
Key Concepts: Reforms in Parties
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation – 5 minutes Efforts & Suggestions to reform political parties (10 min) Develops a sense of participating in political parties and working to reform it (10 min) Discuss the order of Supreme Court to reduce the influence of money and criminals (10 min) Examines the order of Election Commission making it necessary for political parties to hold their organizational elections and filing their income tax returns (5 min)	**Teacher starts by the previous knowledge questions like-** What are the recent efforts and suggestions in our country to reform political parties and its leaders? Explain the order passed by Supreme Court to reduce the influence of money and criminals. Meaning Affidavit is explained Discussing about the affidavit whether it is reliable or not. Has it led to decline in the influence of the rich and the criminals. Has it led to greater internal democracy in political parties. Explain them the order of Election Commission making it necessary for political parties to hold their organizational elections and filing their income tax returns	What is affidavit? What is the order of Election Commission for political parties?	**Google Images** **Video** **Source:** **YouTube** **Diksha app**

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

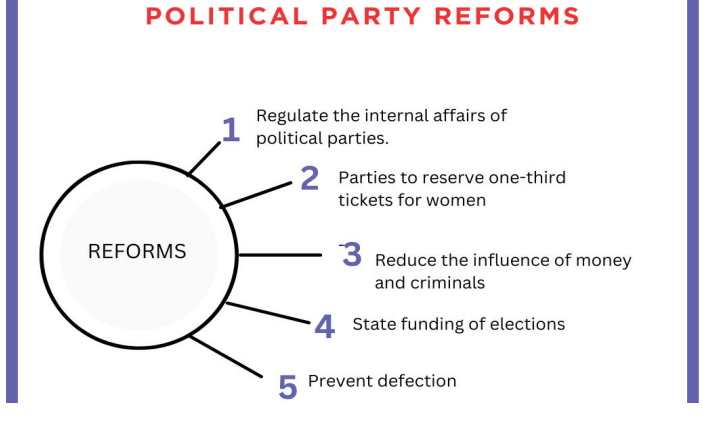
_____

_____

_____

_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 11
Key Concepts: Suggestions to reform political parties
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation – 5 minutes **Suggestions often made to reform political parties (10 min)** Able to suggest new measures to reform political parties (10 min) Evaluates the law to be made to regulate the internal affairs of political parties (10 min) Suggests that there should be a quota for women in the decision - making bodies of the party (5 min)	**Teacher starts the class with the previous knowledge question like-** What are the recent efforts to reform the political parties?  **Explains the suggestions often made to reform political parties.** - Law should be made to regulate the internal affairs of political parties - There should be quota for women in decision making bodies of the party - There should be state funding of elections	What are the measures and suggestions to reform political parties? When do political parties be ready to reform themselves? Does public participation improve the quality of democracy? https://www.youtube.com/watch?v=dyCEeUUF1ko **Source:YouTube**	**Google Images** **Diksha app** **Video** **Source:YouTube**

	Understands that if political parties feel that they would lose public support by not taking up reforms, they would become more serious about reforms Discusses the quality of democracy depends on the degree of public participation. Derives conclusion that the problem of bad politics can be solved by more and better politics.		

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____

_____

_____

_____

Class: 10 CIVIS
Chapter – 4 POLITICAL PARTIES
Period No: 12
Key Concepts: Suggestions to reform political parties
Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Recapitulation – 5 minutes Remedial Teaching & Assessment (20 min) Remedial plan after teaching the regular classes as per requirements (15 min)	• To review what worked well in the ideas and thoughts in to presentation process and identifying any areas for improvement and plan to revise the process. • Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment		

TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____
_____

10th CLASS – SOCIAL STUDIES
CIVICS – CHAPTER -4 POLITICAL PARTIES
WORKSHEET

I Multiple Choice Questions: **4x1=4 M**

1. What do we call a group of people who come together to contest elections and hold power in Government? [ ]
   a) Pressure Group b) Political Party c) Interest Group d) Business Lobby
2. Indian National Congress is one of the oldest parties in the world, founded in which year? [ ]
   a) 1885 b) 1880 c) 1888 d) 1889
3. Who among the following is the founder of Bahujan Samaj Party? [ ]
   a) Kanshi Ram
   b) Sahu Maharaj
   c) Dr. B R Ambedkar
   d) Jyothi Rao Phule
4. Every party in the country has to register with whom? [ ]
   a) Constitution b) Election Commission c) Government d) State

II Answer the following questions in short. **2x2=4M**

5. What is the difference between a National Party & a State Party?
6. What is the role of the opposition party in a democracy?

III Answer the following questions briefly. **1x3=3M**

7. Suggest three reforms to strengthen parties, so that they perform their functions well.

IV Answer the following: **1x4=4M**

8. Define a political party. Describe any 4 challenges before the political parties in India.

V Answer the following questions in details: **1x5=5M**

9. Political parties are necessary condition for a democracy. Analyze the statement with examples.

CLASS: X **SUBJECT: SOCIAL SCIENCE** **PART: CIVICS**

CHAPTER 5: OUTCOMES OF DEMOCRACY

NO OF PERIODS:11

Aims of Education:

a. **Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
b. **Health and wellbeing**
c. **Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
d. **Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
e. **Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

Nature of Social Sciences: Social Science is a systemic study of human society and the relationship between the individual and society, social institutions, and organizations. It draws its content from the disciplines of History, Geography, Political Science, and Economics, to provide an interdisciplinary understanding of society and its functions. At the heart of Social Science education lies an understanding of the world, the diverse concerns of human society, and participating in it as empathetic and responsible citizens.

The aims of Social Science in school education:

a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.
b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,

iv. Skills to collect, organize, analyses, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values

Curriculum Goals

Curricular goals are statements that give directions to curriculum development and implementation. Based on intended educational achievement, curricular goals are defined at each stage of education and curricular areas.

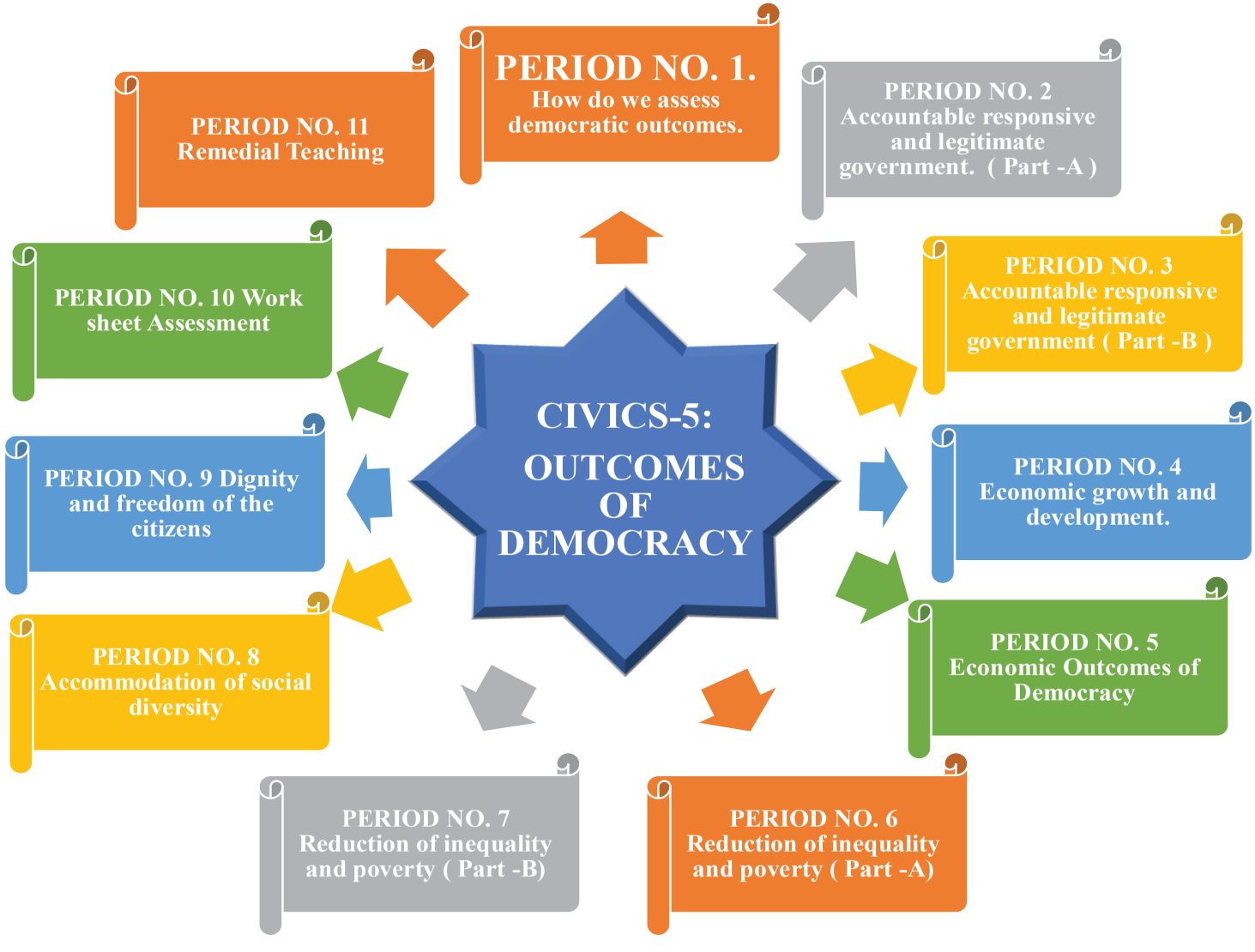
I. **CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government**

- **C-5.2** Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation
- **C-5.3** Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- **C-5.4** Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government
- **C-5.5** Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions

II. **CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them**

- **C-6.1** Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonization and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence

10th CIVICS- 5: OUTCOMES OF DEMOCRACY - Mind Mapping (No of Periods 11)



PERIOD NO. 1 TOPIC/SUB TOPIC:	CONTENT DOMAINS SPECIFIC LEARNING OUT COMES	MICRO COMPETENCY INDICATORS
1. How do we assess democratic outcomes. Quality of Government	LO.1: Identifies the positive and negative outcomes of Democracy LO.3: Explains the Democracy is the best form of Government and provides conditions for achieving something	1.1 Describes the reason, why democracy has better than other forms of Government. 3.1. Evaluate the outcomes of Democracy.
2. Accountable Responsive and Legitimate Government Part-A	LO.3: Understands that people will have the right to choose their rulers and people will have control over the rulers. LO.2: Differences between the merits and demerits of democratic Government and non-democratic Government.	3.1 Examine that democracy produces a government that is accountable to the citizens and responsive to the needs and expectations of the citizens. 2.1 Compares the democracy is to produce a government that follows procedure and accountable to the people.
3. Accountable Responsive and Legitimate Government Part-B	LO.3: Understands the causes delay in decision - making in democratic Governments. LO.3: Understands that in a democracy system people should have the real opportunity to exercise their choice.	3.1: Evaluate the features of transparency. The Democratic Government should develop mechanism for citizens to hold the Government accountable. 3.1: Evaluate the principles of political equality and free and fair elections with regular intervals.
4. Economic Growth and Development.	LO.3: Understands the causes for significant differences for economic growth between countries under dictatorship and democracy. LO.3: Understands the merits of arguments against democracy.	3.1: Evaluate the economic developments depends on several factors, country's population, size, global situation, cooperation from other countries, economic priorities adopted by the country. 3.1: Examine the democracy as it has several other positive outcomes.
5. Economic Outcomes of Democracy.	LO.1: Recognizes the economic democracy	1.1: Describe the democratically elected Government is not interested to remove the disparity between the rich and the poor in the society.
6. Reduction of inequality and poverty Part-A	LO.3: Understands democracy is a rule of the majority.	3.1: Evaluate the country needs to spend on all the sectors maintaining a

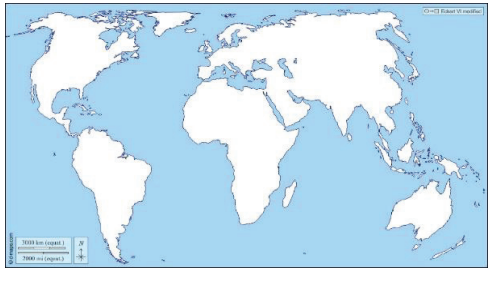
	LO.2: Classify the causes of differences between the dictatorial regimes and democratic countries in the view of economic growth and economic disparities.	balance, so that every sector helps the sector to grow. 2.1: Compares the broad distinction between the dictatorial regimes and democratic countries in the view of economic growth and economic disparities.
7. Reduction of inequality and poverty Part-B	LO12: Appreciate Reduction of inequality and poverty	12.1 Uses examples and information to acknowledge the struggles that gained dignity and respect for marginalized social groups.
8. Accommodation of social diversity	LO.1: Recalls the democracy usually develop a procedure to accommodate various social divisions LO.4: Analyze the democratic countries not considered simply rule of majority.	1.1: Identify the democracies usually develop a procedure to conduct them competition. This reduces the possibility of social tensions becoming explosive or violent. 1.4: Explains the features of democracy, the majority always needs to work with the minority so that Governments represents the general view.
9. Dignity and freedom of the citizens	LO.1: Recognizes the democracy stands much superior to any other form of Government for promoting dignity and freedom of the individual. LO.1: Recognizes the differences between subordination and domination.	1.1: Describe passion for respect and freedom is basis of democracy. But it is not a simple matter to recognize that all individual are equal. 1.1: Describe the long struggles by women have created need of equal treatment of women are necessary ingredients of Democratic societies.
10. Work Sheet Assessment	• To review what worked well in the ideas and thoughts in to presentation process and identifying any areas for improvement and plan to revise the process.	
11. Remedial Teaching	• Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment	

NOTE:

1.The teacher should not exclude-"Glossary, Let us revise ,Image based content and Box items" given in the text book pertaining to each chapter.

2. Teacher may take an assessment during the lesson

Class: 10
Chapter - 5: Outcomes of Democracy
Period No: 1
Key concepts: How do we assess democratic outcomes.
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation (5Min)	**<u>Posing questions to check their previous knowledge</u>** What is Democracy? What does democracy do? What outcomes can we reasonably expect of democracy? Does democracy fulfil these expectations in real life? 	 Name some democratic countries Locate them on Outline map of the world. 	World Map Source: worldmapswithcountries.com, Google. World map Outline Source: d-maps.com , Google.

1. How do we assess democracy's outcomes (20 Min) **Sub Topic:** Democracy is the best form of Government. (15 Min)	<u>Introducing the real-life situation</u> Think about present Afghanistan situation: • Absence of Elections • Lack of equality • Lack of dignity of individual • Lack of freedom <u>Activity 1</u> Debate on the nature of Democracy Objective: To explore the pros and cons of Democracy and engage in critical thinking about its strengths and limitations. Divide the group into two teams. Democracy supporters And Democracy skeptics Each team should identify key arguments for or against Democracy Summarize: democracy is often considered the best form of government because it allows citizens to participate in decision -making through voting. This fosters representation, protects individual rights, and promote accountability. Additionally democratic systems often encourage peaceful transitions of power and offer a framework for resolving conflicts through dialogue and compromise.	Activity 2: Analyzing Cartoon.  *Is democracy all about coping with multiple pressures and accommodating diverse demands?* NCERT Text book Page No: 64 1. Rule of law is the feature of which form of Government. 2. Identify the most popular form of Government in the contemporary world is? 3. Elections in India which conducts once in every ---------- years? Distinguish between Democracy and dictatorship. Explain democracy?	Video Source: Nas Daily, YouTube.com https://www.youtube.com/watch?v=qNat4LKxNVM&t=936s

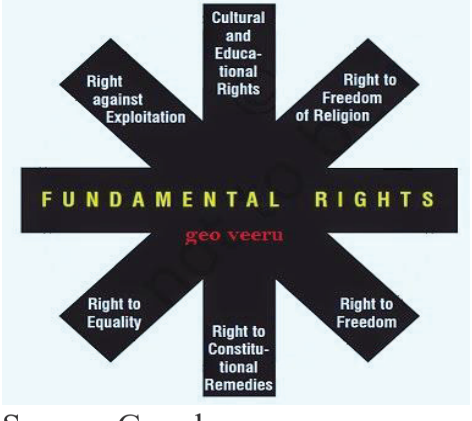
Teachers' reflections and experiences:

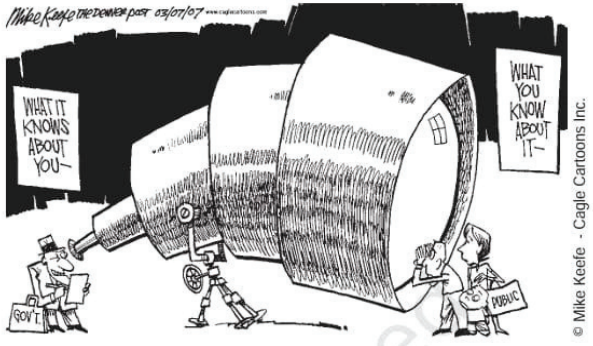
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: 10
Chapter - 5: Outcomes of Democracy
Period No: 2
Key concepts: Accountable Responsive and Legitimate Government Part-A.
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation (5Min) **Topic:** Accountable, responsive and legitimate Government	**Posing questions to check their previous knowledge** 1. Define fundamental rights? 2. Define rule of Law?  Source: Google. Activity-1: Group Discussion-Topic: The most basic outcome of democracy should be that it produces a government that is accountable to the citizens.	 1. To what extent democracy is transparent give reasons. 2. What are the challenges of creating a responsive Government? 3. The successful Democracy needs……. 4. The political parties and democratic Government are accountable to …….	Chart on Fundamental rights

Sub Topic: Accountable and responsive (35 Min)	Activity 2: Analyzing Cartoon  NCERT Text book Page No: 65 Can you think of what and how the government knows about you and your family (for example ration cards and voter identity cards)? What are the sources of information for you about the government?	• How does a democratic government ensure accountability to its citizens? • Explain the importance of transparency in a democratic government • Why is citizen participation crucial for a responsive government? • How does a democratic government protect the rights and freedoms of its citizens?	Video Source: Let's Study English & Social Science, YouTube.com.

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

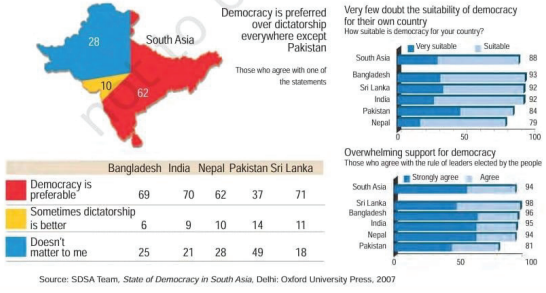
_____
_____
_____

Class: 10 Chapter - 5: Outcomes of Democracy Period No: 3 Key concepts: Accountable Responsive and Legitimate Government Part-B. Date:			
Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation (5Min) **Topic:** Accountable, responsive and legitimate Government **Sub Topic:** Legitimate Government (35 Min)	**Posing questions to check their previous knowledge** 1. Define the term Transparency? 2. Characteristics of political parties? 3. Define the term Accountability? **Activity 1: Debate** on major policies and legislations; and citizens' right to information about the government and its functioning. **Conclusion:** the debate underscores the vital link between transparent governance, major policies, and citizens' right to information. It emphasizes that an informed citizenry is essential for fostering accountability, trust, and active participation in a thriving democratic society.	1. Recognizes the how legitimacy is manifested in a Democracy? 2. Explain democratic Government is a legitimate Government? **Assertion** Democratic Government is certainly better than its alternatives. **Reason:** Democratic Government may be slow, less efficient but it is legitimate and people's own Government. (write your comment on above topics)	Video Source: Nas Daily, YouTube.com https://www.youtube.com/watch?v=qNat4LKxNVM&t=936s

Activity 2: Group discussion on expectation from democracy a government that is attentive to the needs and demands of the people and is largely free of corruption.

Conclusion: The collective aspiration for democracy centers on a government that listens to its citizens, delivers transparent governance, and remains largely free of corruption, thereby fostering trust and accountability in serving the needs of the people.

Activity-3: Data Analysis



	Bangladesh	India	Nepal	Pakistan	Sri Lanka
Democracy is preferable	69	70	62	37	71
Sometimes dictatorship is better	6	9	10	14	11
Doesn't matter to me	25	21	28	49	18

Source: SDSA Team, *State of Democracy in South Asia*, Delhi: Oxford University Press, 2007

NCERT Text book Page No: 66

- Analyze the data and see Democracy is preferred over dictatorship everywhere except Pakistan.

Project : Collect newspaper reports regarding Corruption in Democratic countries.

- Enumerate the features of Democratic government.

DEMOCRATIC GOVERNMENT VERSUS NON-DEMOCRATIC GOVERNMENT

DEMOCRATIC GOVERNMENT	NON-DEMOCRATIC GOVERNMENT
Democratic government is a government that follows the political system of democracy	Non-democratic government is a government that does not follow democracy
The power lies with the people	The power lies with the government
People choose what is right for them	Government makes decisions for the people
All people have equal rights regardless of their status and positions	All people are not treated equally
Leaders or representatives are elected by the people	People cannot select or change the leaders

Compare and contrast democratic and anon democratic governments

World Map

Source: worldmapswithcountries.com, Google.

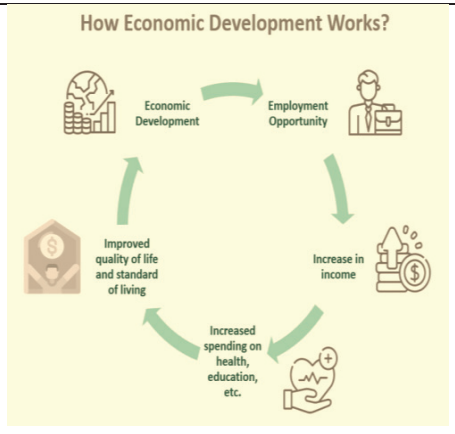
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

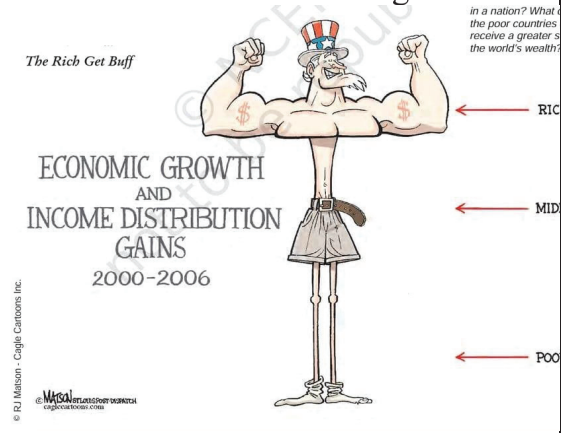
Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: 10 Chapter - 5: Outcomes of Democracy Period No: 4 Key concepts: Economic Growth and Development. Date:			
Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation (5Min) **Topic:** ECONOMIC GROWTH AND DEVELOPMENT (25 Min) **Sub Topic:** Economic indicators (10 Min)	**Posing questions to check their previous knowledge** 1. Define the term the legitimate? 2. When will be the next general elections in India? 3. Present election Commissioner of India **Activity 1: Group Discussion** - Comparing the Impact of Governance Systems on Economic Growth – Democracy vs Dictatorship. **Summary**: consider all democracies and all dictatorships for the fifty years between 1950 and 2000, dictatorships have slightly higher rate of economic growth. the difference in the rates of economic development between less developed countries with dictatorships and democracies is negligible	1. Practically, democracies do not appear to be very successful in reducing ---- inequalities. 1. Define National Income? 2. Illustrate the examples of economic indicators?	World Map Source: worldmapswithcountries.com, Google.

<table>
<tr>
<td></td>
<td>


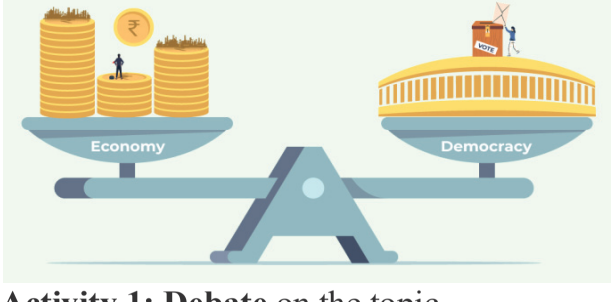
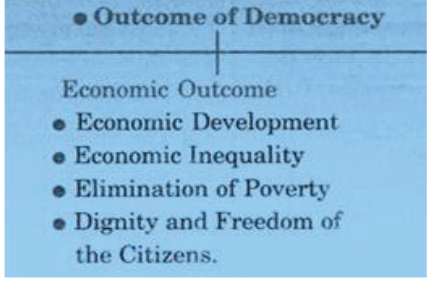
Explains about Factors of Economic development

</td>
<td>
<u>Activity 2: Interprets:</u>
Cartoon in the Text Book Page No. 67


Express your views on it.
</td>
<td>
Video
Source: YouTube.com
https://www.youtube.com/watch?v=p6PwueSG_CU
</td>
</tr>
<tr>
<td colspan="4">
Teachers' reflections and experiences:

Is the lesson appropriately timed? _____
Is the flow of the lesson plan clear, smooth, and logical? _____
Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
Is there space for students to collaborate and cooperate with each other? _____
Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)
</td>
</tr>
</table>

Class: 10 Chapter - 5: Outcomes of Democracy Period No: 5 Key concepts: Economic Outcomes of democracy. Date:			
Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation (5Min) **Topic:** ECONOMIC OUTCOMES OF DEMOCRACY (20 Min) **Sub Topic:** Reduction of poverty and inequality (15 Min)	**Posing questions to check their previous knowledge** • Illustrate the examples of developed countries and less developed countries. Indicators of economic development.  **Activity 1; Debate** on the topic "Democracy and Economic Prosperity: Debating the Relationship Between Political Systems and Economic Outcomes." **Conclusion**: The debate on the economic outcomes of democracy underscores the complex interplay between political systems and economic prosperity. While	1. Name the country that emerged as a fast-growing economy of the world? 2. Why do some poor countries depend on the rich countries? 3. How far are economic inequalities existing in democratic countries? • Enumerate the Economic Outcomes of Democracy.  **Activity 2: Cartoon Analysis**	Chart on Economic outcomes of democracy. Video Source: Aasoka class 9-12, YouTube.com https://www.youtube.com/watch?v=nfA5d7FWDjM

democracies aim for inclusive growth and equitable distribution, the discussion recognizes the multifaceted factors influencing economic outcomes and the need for nuanced analysis to understand the dynamic relationship between democracy and prosperity.

Activity 3: Data Analysis

Table 1

Rates of economic growth for different countries, 1950 2000

Type of regimes and countries	Growth Rate
All democratic regimes	3.95
All dictatorial regimes	4.42
Poor countries under dictatorship	4.34
Poor countries under democracy	4.28

Source: A Przeworski, M E Alvarez, J A Cheibub and F Limongi, *Democracy and Development: Political Institutions and Well-Being in the World, 1950 - 1990.* Cambridge, Cambridge University Press, 2000.

Table 2

Inequality of income in selected countries

Name of the Countries	% share of national income	
	Top 20 %	Bottom 20 %
South Africa	64.8	2.9
Brazil	63.0	2.6
Russia	53.7	4.4
USA	50.0	4.0
United Kingdom	45.0	6.0
Denmark	34.5	9.6
Hungary	34.4	10.0

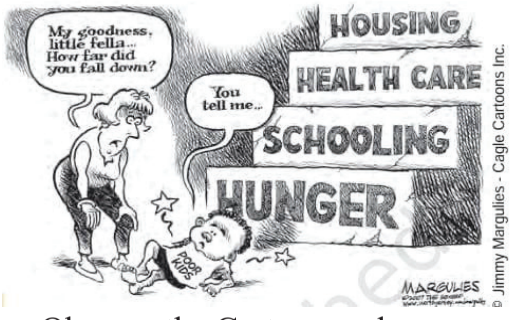
NCERT Text Book page No. 68, Table 1 and 2)

Group Discussion: Analyzing economic data, how does the performance of democratic regimes in terms of growth and equal distribution influence your overall verdict on the effectiveness of democracy?

- **Table 1** shows that on an average dictatorial regime have had a slightly better record of economic growth. But when we compare their record only in poor countries, there is virtually no difference.
- **Table 2** shows that within democracies there can be very high degree of inequalities. In democratic countries like

NCERT Text Book Page No:68

Poor Kids



- Observe the Cartoon and Comment on there is often inequality of opportunities available to the poorer sections.

Project Work:

In actual life, democracies do not appear to be very successful in reducing economic inequalities. Explain the statement with Real life examples of countries.

World Map

Source: worldmapswithcountries.com, Google.

	South Africa and Brazil, the top 20 per cent people take away more than 60 per cent of the national income, leaving less than 3 per cent for the bottom 20 per cent population. Countries like Denmark and Hungary are much better in this respect.	• Mention some other things we need to consider, besides money, to understand if democracy is great for a country?	

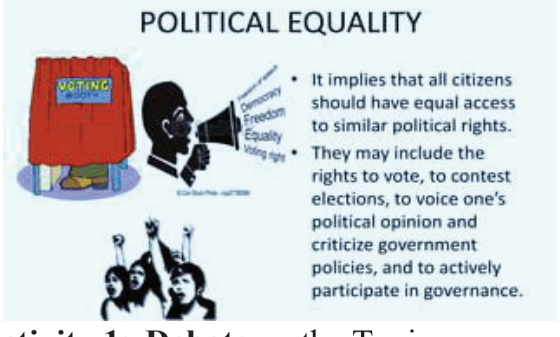
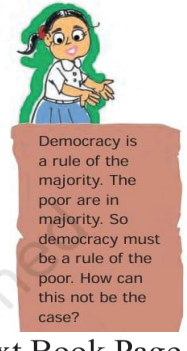
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: 10
Chapter - 5: Outcomes of Democracy
Period No: 6
Key concepts: Reduction of inequality and poverty Part Part-A.
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation (5Min) **Topic:** Reduction of inequality and poverty (35 Min)	**Posing questions to check their previous knowledge** • Name of the countries with the highest income inequality of the world. • Classify the categories of poverty  **Activity 1: Debate** on the Topic Democracies are based on political equality. **Conclusion:** The debate affirms that democracies, founded on principles of political equality, aim to provide a platform for inclusive participation and	• Illustrate the principles of political equality • The Government in poor countries should spend less on poverty, education, health and spend more on industries and infrastructure. Give arguments to support or oppose the statement. • Read the question below the picture and express your views.  NCERT Text Book Page No:69	Video Source: YouTube.com https://www.youtube.com/watch?v=NaXqCkynxPs

	representation, fostering a society where every citizen's voice holds significance in shaping the collective governance and direction of the nation. **Activity 2:** Gratitude for basic needs. **Instructions:** • Take a few minutes to sit quietly and think about the basic needs that you are grateful for. • Write down on your paper that you are grateful for. Ex: Food, Water, Shelter, Safety Now discuss whether these facilities are equally received by all the citizens of a democratic country? Why or why not?		

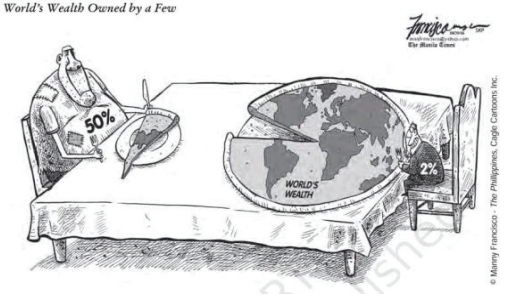
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: 10 Chapter - 5: Outcomes of Democracy Period No: 7 Key concepts: Reduction of inequality and poverty Part Part-B. Date:			
Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation (5Min) **<u>Activity:</u>** Reduction of inequality and poverty (35 Min)	PROBING QUESTIONS: • Define Poverty? • Define poverty line? • Classify the basic needs?  **<u>Activity 1:Group Discussion</u>** **<u>Topic:</u> Voice of the poor** • Community organizing • Advocacy • Voter education • Get – out – the vote	• Classifies the different consequences of inequality and poverty. • Analyze the role Governments, businesses and individuals in reducing inequality and poverty? • **Interpret** the cartoon given in Text Book page No. 17. **Write the statement on it.**	Video Source: YouTube.com https://www.youtube.com/watch?v=NaXqCkynxPs

	• Civic education Let us divide the students into 5 groups and assign the activities to each group and share the information among groups. (To ensure that the voices of all citizens are heard and that our democracy is more representative and just)	Activity 2: Analyzing the cartoon: NCERT Text Book Page No:70  Write down your reflections?	

Teachers' reflections and experiences:

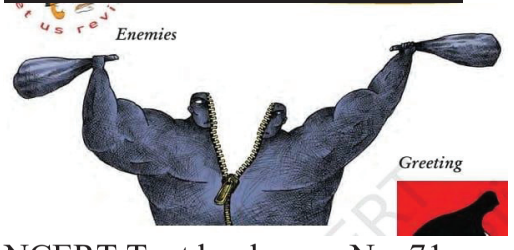
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: 10
Chapter - 5: Outcomes of Democracy
Period No: 8
Key concepts: Accommodation of social diversity
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation (5Min) **Topic:** Accommodation of social diversity (35 Min)	**Posing questions to check their previous knowledge** • Define the main causes inequality and poverty? • Analyze the consequences of inequality and poverty? • How can individuals do help to reduce inequality and poverty?  **Motivation:** • State that Srilanka policies dealt with minorities?	• What are the conditions under which democracies accommodate social diversities? • Consider the following statements about power sharing arrangements in Belgium and Srilanka A) In Belgium, the Dutch -speaking majority people tried to impose their domination on the minority French – speaking community. B) Srilanka, the policies of the Government sought to ensure the dominance of the Sinhala – speaking majority. C) The Tamil's in Srilanka demanded a federal arrangement of power sharing to protect their culture,	World Map Source: worldmapswithcountries.com, Google.

	• Describe and how Belgium accommodates the ethnic minorities? • Recognize the way to deal with minorities? • Is accommodating social diversity important in democracy – discuss. **Activity 1: Analyzing Cartoons**  NCERT Text book page No. 71 Enemies – Greeting (Topic) **Conclusion:** When democratic politics aligns itself along the fault lines of race, religion, caste, or any existing social divisions, it not only fragments society but also fuels conflicts, posing a threat to the very essence of democracy.  NCERT Text book page No. 71	language and equality of opportunity in Education and Jobs. D) The transformation of Belgium from unitary Government to a federal one prevented a possible division of the country on linguistic lines. Which are statements given above are correct? A) a b c and d B) a b and c C) c and d D) b c and d • Explain how democracies lead to peaceful and harmonious life and among citizens? • Why is it better for leaders in a democracy to try to bring people together and make sure everyone can grow, instead of focusing on things that make us different?	Video Source: YouTube.com https://www.youtube.com/watch?v=9QtXrREkPPI

	Conclusion: In contrast, when democratic processes work to minimize existing divisions based on moral and practical considerations, it fosters the cohesion of the nation. This approach not only contributes to the development of every societal class but also creates an environment where people can collectively grow and prosper.		

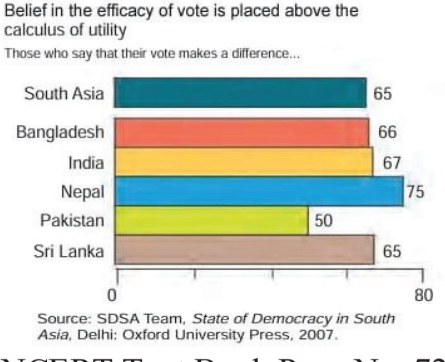
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: 10 Chapter - 5: Outcomes of Democracy Period No: 9 Key concepts: Dignity and freedom of the citizens. Date:			
Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
Recapitulation (5Min) **Topic:** Dignity and freedom of the citizens (35 Min)	**Posing questions to check their previous knowledge** • Define ethnic population? • Classifies the differences between majority and minority? Recognize the system can reduce the possibility of tensions and conflicts among different groups of society?  **Motivation:** • Critically evaluate the societies across the world were historically male – dominated societies	• Democracy stands much superior to any other form of Government in promoting dignity and freedom of the individual (support the statement by giving suitable reasons) • Following a high court directive, a temple in Odisha they had separate entry doors for Dalits and non-Dalits allowed entry for all from the same door. (The above statement does the Project Work) • Claims of the disadvantaged and discriminated for equal status and equal opportunity should be strengthened. Submit your opinions and write down	Video Source: YouTube.com https://www.youtube.com/watch?v=I0wU6hUSPiE

	• Analyze the conditions in Afghanistan towards women suppression? • Recognize the Indian families are women are subordinated? **Activity 1: Role Reversal** • Take two students participate in the activity • The first person will be the dominant partner and the second person will be submissive partner. • The dominant will give the submissive partner a series of commands. • The submissive partner must follow all of the commands, no matter how silly or uncomfortable. • After a few minutes the partners will switch roles. • After both partners have had chance to be both dominant and submissive. (discuss the experience) **Conclusion:** In a democracy, dignity and freedom mean treating everyone with respect and giving people the right to make choices and express themselves freely. It's like being part of a team where everyone is important, heard, and treated fairly, so everyone has a chance to be happy and do well.	**Activity 2: Cartoon Analysis**  *The above cartoon and graph illustrate a point made in this section (Dignity and freedom of the citizens). Underline the sentences from thi section which connect to the cartoon or graph.* NCERT Text Book Page No: 72 1. What does this Cartoon Represent? 2. Why there is a mention of Rosa Parks in the Cartoon? 3. Why does it show the scene of a Bus?  NCERT Text Book Page No: 72 1. What does this graph represent?	

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____
_____

Class: 10 Chapter - 5: Outcomes of Democracy

Period No: 10 **Date:**

Work Sheet Assessment (20 Marks)

I) **Multiple choice questions** (4 x 1= 4)

1) Why is the democratic Government regarded as a better choice?
   a) It promotes equality among citizen b) It ensures economic development
   c) It provides a method to resolve conflict d) Both A and C
2) Democracy has failed on which grounds?
   a) Corruption b) Economic inequality c) Literacy rate d) All of these
3) Democracy can lead to
   a) Handle social difference b) Secular Society c) Harmonious Social life d) All the above
4) What is the most basic outcome of Democracy?
   a) Significant decision-making b) Answerability to the citizens
   c) Powerful, Repressive Governance d) None of these

II) **Very short answer type Questions** (3x1 =3)

1) Which form of the Government is found in most of the countries of the World?
2) Why there is an overwhelming support for the idea of democracy all over the World?
3) In which aspect do democracies lag behind dictatorships?

III) **Short answer type Questions** (2x2=4)

1) How is democracy accountable and responsive to the needs and expectations of the citizens. Analyze
2) List out some of the merits of Democracy?

IV) **Essay answer type Question** (1x4=4)

1) Democratic Government is a legitimate Government Explain?

V) **Long answer type Question** (1x5=5)

1. Why do we feel the democracy is a better form of Government than any other forms?

Class: 10
Chapter - 5: Outcomes of Democracy
Period No: 11
Key concepts: Remedial Teaching.
Date:

Learning Outcomes & Indicators/micro-competencies	**Teaching-Learning Process**	**Pointers for formative assessment**	**Material required**
List out the Concepts to be taught again	Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment		

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does the lesson provide adequate opportunity for the students to practice the skills? _____

Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

_____
_____

DEPARTMENT OF SCHOOL EDUCATION

RIGHT TO EDUCATION

SAMAGRA SHIKSHA - A.P.

EDUCATION FOR ALL



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)