



DEPARTMENT OF SCHOOL EDUCATION



STRUCTURED LESSON PLANS FOR CBSE-AFFILIATED SCHOOLS

SOCIAL SCIENCE

GRADE - 09



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), Secretary 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

Smt. Sripathi. Bhanumathi
Faculty, SCERT, AP

Shri. K. Dharma Kumar
Co-ordinator, CBSE, 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, Pedamedappli.

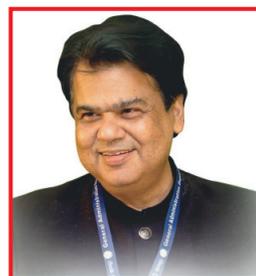
Smt. G. Rajeswari
APMS, Venkatagiri

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 the 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), Secretary 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

¹Chapter 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.

SOCIAL SCIENCE

HISTORY

LESSON PLAN: HISTORY

CLASS – IX CHAPTER 1 – THE FRENCH REVOLUTION



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

Competencies:

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 transformations)

C-2.4 Explains the growth of new ideas and practices across the world and various technologies including the most current and how they affected the course of world history.

C-2.5 Recognises various practices that arose, 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.

CLASS – IX CHAPTER 1 – THE FRENCH REVOLUTION - MIND MAPPING

1. Introduction to the French Revolution

2. French Society during late 18th Century

3. The Struggle to Survive

4. A Growing middle class envisages an end to privileges

5. Out break of the Revolution

6. France becomes a Constitutional Monarchy

7. Reading Political Symbols

8. France abolishes monarchy and becomes a Republic

9. The Reign of Terror

10. A Directory Rules France

11. Did Women have a Revolution?

12. The Life of a Revolutionary Woman

13. Abolition of Slavery

14. The Revolution and Everyday Life

15. Assessment worksheet

16. Remedial teaching

Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
1. The French Revolution – Introduction	LO3: Explain with the ancient regime of France and its effect on the people LO3: Examine circumstances that led to the beginning of the events in Europe LO1: Discuss the causes for Revolution in France LO4: Analyses the situation of France on the storming of the Bastille	1.1 Identify the political, social, economic and religious conditions of Europe in the medieval period 3.1 Correlate the significance of all the events that led to the beginning of French Revolution 1.2 Traces aspects of continuity and change in different phases of world history
2. French Society during late 18th Century	LO4: Analyze the French society during the late 18th century LO2: Differentiate between three estates of the feudalistic society in Europe LO3: Understand the burden of taxes imposed on third estate people by clergy and nobility LO4: Analyses the reasons for the increased taxes in France LO1: Learns the new words Livre, Clergy, Tithe and Taille	1.1 Acquainted with the situation of France during late 18th C. 4.1 Interpret the role of the ancient regime and how it led to an era of Louis XVI 1.2 Understands the Status enjoyed by Clergy and Nobility 2.1 Critically analyses the imposition of taxes with reasons 2.2 Examines the sufferings of Third Estate People Realizes the burden of taxation of third estate people
3. Struggle to Survive	LO1: Discuss the growth of population in France during 1715-1789 and increased demand for food grains LO4: Analyses Subsistence Crisis LO3: Examines how the gap between rich and the poor widened	4.1 Critically analyses the impact of the growth of population in France during 1715-1789. 4.2 Understands the Subsistence Crisis 1.1 Understands the old regime in France 3.1 Analyze the factors that led to the inequalities in the European Society
4. A Growing middle class envisages an end to privileges	LO4: Analyses the emergence of middle class LO1: Recognize with various personalities involved in the course of French Revolution LO1: Discuss the ideas of the philosophers LO3: Critically examines the system of privileges and how	1.1 Describes the reasons for revolt by peasants and workers 1.2 Speaks about the newly emerged middle class 1.3 Debates about the system of privileges 4.1 Analyze the role of common people and the

	<p>it generated anger in common people LO3: Understands Source A by self-reading and analyses</p>	<p>revolutionary ideas of philosophers which the people to fight for their rights 1.4 Develops the habit of self-reading and analyzing the sources provided in the text book</p>
5. Outbreak of the Revolution	<p>LO1: Remember some important dates related to French Revolution LO4: Analyses the meeting of estates general and understands the voting system of estates general LO3: Understands the democratic principles put forward by philosophers</p>	<p>1.1 Identify the timeline chart of the events 1.2 Describe the working of the Estates General in France 1.3 Discuss the democratic principles of various philosophers during French Revolution</p>
6. France Becomes a Constitutional Monarchy	<p>LO4: Analyses the draft of the constitution prepared by the National Assembly and its main objectives</p> <p>LO2: Compares the political rights which the chart of the constitution of 1791 gave to the citizens with articles 1 to 6 of the Declaration. LO4: Analyze the features of the Constitution drafted in 1791 in French Society</p> <p>LO3: Examines the separation of powers between legislature, executive and judiciary</p> <p>LO1: Imbibe the advantages of a democratic rule over monarchical system</p>	<p>3.1 Examines the draft of the constitution and its objectives 2.1 Critically analyze the separation of powers in the government 1.1 Describes how France becomes a constitutional monarchy 1.2 Understands the new political system</p>
7. Reading Political Symbols	<p>LO4: Analyses the reasons for use of images and symbols in France LO1: Identify the significance of each symbol used in the Constitution of France.</p> <p>LO1: Identifies symbols with relevant ideas indicated Examine the beneficiaries of the constitution of 1791</p>	<p>4.1 Understands the usage of images and symbols 4.2 Analyses the symbols and what it denotes 1.1 Imagine the impact of events in France in neighboring countries</p>
8. France abolishes monarchy & becomes a Republic	<p>LO2: Compares Indian Freedom Movement with French Revolution LO1: Describe the impact of events in France on</p>	<p>1.1 Evaluate how developments in France worried neighboring countries 1.2 Discuss the development of patriotic songs in</p>

	<p>neighboring countries</p> <p>LO1: Knows about the national anthem of France Marseillaise</p> <p>LO1: Discuss the formation of various clubs including women</p> <p>LO4: Analyses about Jacobin Club, members of the club and its activities</p> <p>LO3: Understands how France abolished the Monarchy and declared as a Republic</p>	<p>France</p> <p>1.3 Analyses the forming Jacobin Club by less prosperous sections of the society</p> <p>3.1 Examines the tole of Convention in declaring France as Republic</p>
9. The Reign of Terror	<p>LO3: Understands the reasons for referring 1793-94 as Reign of Terror</p> <p>LO4; Analyses the discovery of guillotine device to behead the person who is against the ruler.</p> <p>LO1: Describes the Robespierre’s government</p> <p>LO1: Discuss the conflicting views of liberty</p>	<p>4.1 Analyses the Reign of Terror</p> <p>3.1 Examine the policies of severe control and punishment followed by Robespierre</p> <p>3.2 Understands the policies pursued by Robespierre</p> <p>3.3 Compare the view of Desmoulins and Robespierre on liberty</p>
10. A Directory Rules France	<p>LO4: Analyze the reasons for the fall of Jacobin Government</p> <p>LO3: Understands how a Directory an executive made up of 5 members ruled France</p> <p>LO1: Describes the political instability of the Directory which paved the way for the rise of a military dictator Napoleon Bonaparte</p> <p>LO1: Discuss the motivational ideas of liberty equality and fraternity</p>	<p>1.1 Discuss the fall the Jacobin Government</p> <p>3.1 Understands the work of the Directory to safeguard against concentration of power</p> <p>1.2 Describe the political instability caused lead to the rise of Napoleon Bonaparte, a military dictator</p> <p>1.3 Understands the meanings of liberty, equality and fraternity</p>
11. Did women have a Revolution?	<p>LO1: Discuss the participation of women in the events taking place in France</p> <p>LO1: Describe about the women political clubs and newspapers to voice their interests</p> <p>LO3: Understand the women’s struggle for equal political rights</p> <p>LO1: Observes the figure of Parisian women on their way to Versailles</p>	<p>3.1 Examine the women’s participation in the events</p> <p>3.2 Understands the reasons for formation of women political clubs and newspapers</p> <p>1.1 Supports the struggle for equal political rights by women</p>
12. The Life of a Revolutionary Woman	<p>LO3: Understands the life of revolutionary woman Olympe de Gouges</p>	<p>1.1 Inculcate the habit of reading the sources and gathering more information about the facts</p>

	<p>LO3: Understands her ideals by the book written by her in 1791 – Declaration of the rights of woman and citizen.</p> <p>LO1: Learns the basic rights set forth in Olympe de Gouges Declaration</p> <p>LO2: Compare the manifesto drafted by Olympe de Gouges with the Declaration of Rights of Man and Citizen</p>	<p>3.1 Understands the rights set forth by Olympe de Gouges by reading the Declaration</p>
13. Abolition of Slavery	<p>LO3: Understands the revolutionary social reforms of Jacobin Regime</p> <p>LO3: Critically examines the triangular slave trade in Europe</p> <p>LO1: Discuss about the National Assembly Debates about the rights of man</p> <p>LO4: Analyses the emancipation of slaves</p>	<p>1.1 Debate the social reforms of Jacobin Regime</p> <p>3.1 Examines the criticism on Slave trade in 18th Century</p> <p>1.2 Discuss the emancipation of slaves</p> <p>1.3 Learns two new words Negroes and Emancipation</p>
14. The Revolution and Everyday Life and Conclusion – Napoleon Bonaparte as the Emperor of France	<p>LO3: Discuss the effects after the storming of the Bastille in 1789</p> <p>LO4: Analyses the spread of ideas by political philosophers and their impact on common people</p> <p>LO3: Illustrates Napoleon Bonaparte as an emperor of France</p> <p>LO3: Understands the legacy of French Revolution</p>	<p>1.1 Discuss the changes in the lives of men, women and children</p> <p>4.1 Analyze the laws passed by the revolutionary governments that would translate the ideals of liberty and equality in everyday life</p> <p>3.1 Understands the role of Napoleon from that of a liberator to an invading force</p>
15. Assessment	<ul style="list-style-type: none"> • 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 	
16: Remedial Teaching	<ul style="list-style-type: none"> • Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment 	

Note: 1. The teachers should not exclude 'Activities', 'New words' and Figures given in the textbook, pertaining to the chapter.
2. Teacher may take an assessment during the lesson.

CLASS – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 1
Key Concepts: INTRODUCTION
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1.The French Revolution – Introduction (5 min)</p> <p>Storming of Bastille (10 min)</p> <p>The situation in Paris (10 min)</p> <p>Picture Observation and Analysis (15 min)</p> <p>Familiarize with the ancient regime of France and its effect on the people Examine circumstances that led to the beginning of the events in Europe.</p> <p>Discuss the causes for Revolution in France Analyses the situation of France on the storming of the Bastille.</p>	<p>Probing Question: What is revolution? Where the Eifel tower is located at which place?</p> <p>The Teacher proceeds with the lesson by showing the image in page number 6</p> <p>Page number 6 Fig 1</p>  <p>Activity 1: Observe the Picture and reflect upon the situation in France in 1789</p> <p>Explain the situation in France – the beginning of a chain of events that ultimately led to the</p>	<ol style="list-style-type: none"> 1. What do you understand by French Revolution? Is it against the dictatorial policies of the monarch? 2. Describe the circumstances leading to the outbreak of revolutionary protest in France? 3. Can you give me the reasons for the execution of king of France. 4. Which incident sparked the French Revolution? 5. Why was the Bastille prison attacked? 6. Why the Bastille was hated by all? <p style="text-align: center;">Digital Reading</p>	<p>World Map</p>  <p>Source: Google</p>  <p>https://ontheworldmap.com/france/map-of-france-max.webp</p> <p>Source: Google</p>

<p>Understand the conditions in Paris and the country side during those days</p>	<p>execution of the King in France. Recap of the storming of the Bastille</p> <p>Analyses how and why all that happen i.e., the reasons for the attack of Bastille prison</p> <p>Conclusion: Bastille was hated by all because it stood for despotic power of the king. Despotism will never be accepted by the people in general.</p>	 <p>Source: byjus.com</p> <p>Analyze the Storming of Bastille during French Revolution and enumerate its impact.</p>	<p>Video</p>  <p>Source: History Crunch, YouTube https://youtu.be/mgqgpRdIYOsi?si=I k8-SWy48oElGwN</p>
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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 – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION

Period No: 2

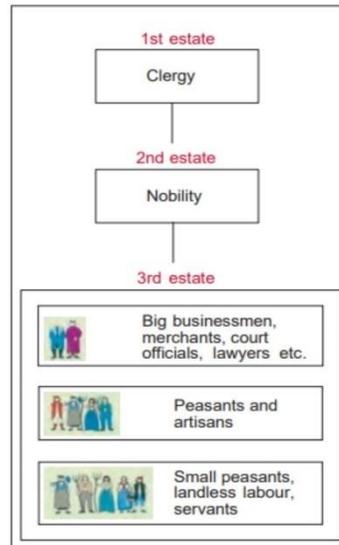
Key Concepts: FRENCH SOCIETY DURING THE LATE EIGHTEENTH CENTURY

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>2. French Society during late 18th Century (10 min)</p> <p>Rule of Louis XVI in 1774 (10 min)</p> <p>Feudal System (10 min)</p> <p>Picture observation (5 min)</p> <p>Analyze the French society during the late 18th century Differentiate between three estates of the feudalistic society in Europe.</p> <p>Understand the burden of taxes imposed on third estate people by clergy and nobility.</p>	<p>Testing Prior Knowledge</p> <ol style="list-style-type: none"> 1. What was the situation in France on 14th July 1789? 2. Why the city of Paris was in a state of alarm? 3. Why the storming of Bastille took place? <p>Explain the situation of French Society when Louis XVI ascended the throne</p> <p>Analyze the reasons for empty treasury</p> <p>Discuss the society of estates as a part of feudal system by showing the below picture.</p>	<ol style="list-style-type: none"> 1. Describe the French division of Society. 2. The Society of Estates was a part of which system? 3. What is a feudalism? 4. Can you tell me the estates that enjoyed privileges by birth. 5. Who are there in the third estate? Do you think they all belong to the same economic status? 	<p>World Map</p>  <p>Source: Google</p> <p>Video</p>  <p>French Society during late 18th century</p>

Analyses the reasons for the increased taxes in France
Learns the new words Livre, Clergy, Tithe and Taille

A SOCIETY OF ESTATES



Text Book Page No: 8

Explain the taxes levied on the third estate people

Discuss:

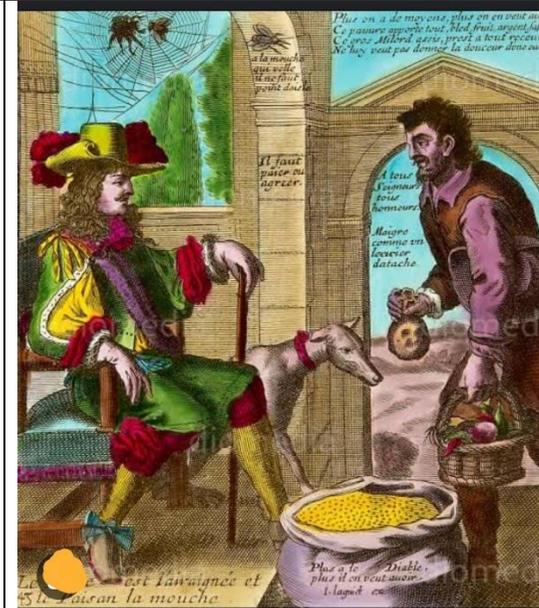
New words

Livre – Unit of currency in France, discontinued in 1794

Clergy – Group of persons invested with special functions in the church

Tithe – A tax levied by the church, comprising one-tenth of the agricultural produce

Taille – Tax to be paid directly to the state



Text Book Page No: 10.

Explain why the artist has portrayed the nobleman as the spider and the peasant as the fly?

Explain the key terms like Livre, Clergy, Tithe and Taille

Picture on society of estates



Source: Google

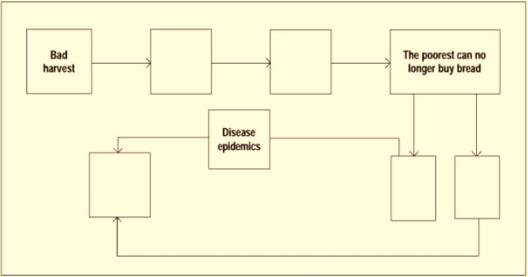
Discuss certain privileges enjoyed by the first two estate people and give reasons why it was so.

**Conclusion:
The students draw the conclusion of French Society with three estates and the privileges enjoyed the first two estates and understands the condition of the third estate 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 – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 3
Key Concepts: THE STRUGGLE TO SURVIVE
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>Struggle to Survive (5 min)</p> <p>Discuss the growth of population in France during 1715-1789 and increased demand for food grains (10 min)</p> <p>Analyses Subsistence Crisis (10 min)</p> <p>Examines how the gap between rich and the poor widened (10 min)</p>	<p>The teacher asks the question to test the Prior Knowledge of the students-</p> <p>Explain me about A society of Estates in France. What do you understand from the previous class.</p> <p>Explain the rise of population and the increased demand for foodgrains</p> <p>Analyze how the gap between the rich and the poor has widened</p> <p>Discussed about the subsistence crisis and why it occurred.</p> <div style="background-color: #fff9c4; padding: 5px; border: 1px solid black;"> <p>New words</p> <p>Subsistence crisis – An extreme situation where the basic means of livelihood are endangered</p> <p>Anonymous – One whose name remains unknown</p> </div>	<p>1.2 How a Subsistence Crisis Happens</p>  <p><small>Fig.4 – The course of a subsistence crisis.</small></p> <p>Fill in the blank boxes in the figure with appropriate terms from among the following:</p> <p>Food riots, scarcity of grain, increased number of deaths, rising food prices, weaker bodies.</p> <p>What is meant by Old Regime. https://youtube.com/shorts/iKV6Wf9nbyc?si=W9DoWiYrvbvmfZ7Y</p>	<p>World Map</p>  <p>Source : Google</p> <p>Chart on Subsistence crisis</p>

Impact of inflation on fixed wage-earning groups - discussed

Explained about the Old Regime as a term used to describe the society and institutions of France before 1789

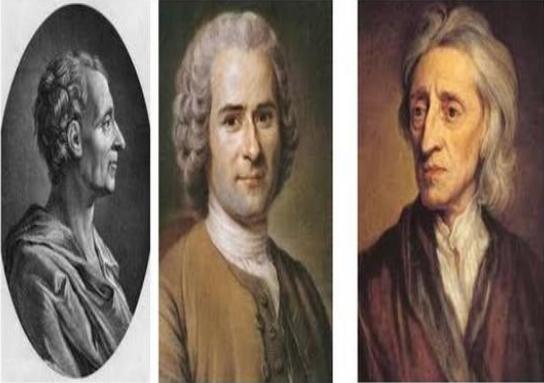
Conclusion: The students derive the conclusion by analyzing the factors that led to the inequalities in the European Society and understands the course of subsistence crisis.

Watch the video by the above link and make a note of important events of French Revolution.

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 – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 4
Key Concepts: A GROWING MIDDLE CLASS
Date:

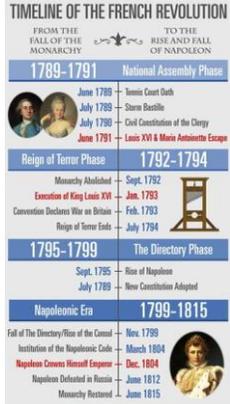
TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>A Growing middle class envisages an end to privileges (10 min)</p> <p>Analyses the emergence of middle class (10 min)</p> <p>Familiarize with various personalities involved in the course of French Revolution (5 min)</p>	<p>Probing questions to test the Prior Knowledge:</p> <ol style="list-style-type: none"> 1. What do you understand by subsistence crisis? 2. Why did it occur? 3. Explain the meaning of inflation and its impact on the common people. <p>Explain the previous situation when peasants and workers had participated in revolts against the increasing taxes and food scarcity</p> <p>Analyzed the emergence of social groups in 18th century which was termed as middle class</p> <p>Discussed the ideas put forward by philosophers such as John Locke and Jean Jacques Rousseau envisaging a society based on freedom and equal laws and opportunities for all.</p> <p>Explained the ideas of Rousseau proposing a form of government based on a social contract between people and their representatives</p>	<div style="text-align: center;">  <p>Montesquieu Rousseau Locke</p> </div> <p>Observe the image. Who are the three persons in the above image?</p> <p>They are famous for what?</p> <p>Discuss their relevance to the French Revolution.</p>	<p>World Map</p>  <p>Source: Google</p> <p>Pictures of French Philosophers.</p>  <p style="font-size: small; text-align: center;">Montesquieu Rousseau Locke</p>

<p>Discuss the ideas of the philosophers (10 min)</p>	<p>Debated on the Montesquieu’s proposal of division of power within the government</p> <p>Explained how the ideas of these philosophers spread among all the people of France.</p> <p>Discussed the reasons for the protest by the people against the system of privileges.</p> <p>Allowed to students to Read Source A – Accounts of lived experiences in the Old Regime and asked what they understood.</p> <p>Conclusion: The students derive the conclusion that the ideas of the philosophers will definitely have a positive impact on the common people whenever they face socio, economic and political problems.</p>	<p>Analyze the impact of the book written by Montesquieu?</p> <p>A form of government based on a social contract between people and their representatives – was proposed by whom?</p> <p>Activity: Read the source-A given in Pg.No.14 What message is Young trying to convey here? Whom does he mean when he speaks of ‘slaves’? Who is he criticizing? What dangers does he sense in the situation of 1787</p>	<p>Video</p>  <p>Source: YouTube</p>
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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 – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 5
Key Concepts: OUTBREAK OF THE REVOLUTION
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5min)</p> <p>4.Outbreak of the Revolution (10 min)</p> <p>Remember some important dates related to French Revolution (5 min)</p> <p>Analyses the meeting of estates general and understands the voting system of estates general (10 min)</p> <p>Understands the democratic principles put forward by philosophers</p>	<p>Probing question to test the Prior Knowledge of the students: Who are the three philosophers and what are their ideas that were discussed intensively in salons and coffee houses?</p> <p>How it led to the protest against the system of privileges.</p> <p>Explained the role of Estates General in France to pass the proposal for new taxes. Discussed the representation from each estate to Estates General. Analyzed the third estate’s demand for voting to be conducted by the assembly</p> <p>Activity: Ask the students to remember some important dates by reading the given timeline chart.</p>	 <p>Observe the above picture. It is a preparatory sketch for a large painting by Jacques Louis David.</p> <p>What is it reflecting?</p> <p>Describe Estates General?</p> <p>What was the immediate cause of French Revolution? Elaborate.</p>	<p>World Map</p>  <p>Source: Google</p>  <p>Time line of French Revolution</p>

French Revolution Timeline

05-05-1789	The French Estates-General meets at Versailles, the first such meeting since 1614.
06-17-1789	The Third Estate of the Estates-General meets separately and declares itself to be a National Assembly . King Louis XVI closed their meeting place, so they repair to a nearby tennis court.
06-20-1789	Members of the National Assembly take oath not to disband until a constitution is established. (Tennis Court Oath)
06-27-1789	Louis XVI legalizes the National Assembly, permitting all three estates to meet together and vote per capita.
07-14-1789	Parisian mob storms Bastille Castle, then functioning as a royal prison, hoping to find arms. The mob kills its governor, the Marquis de Launey, and releases its prisoners (none of whom are political prisoners).
08-14-1789	Nobles and clergy in the National Assembly, out of fear, renounce their privileges, thus ending feudalism in France.
8-1789	Adoption of the Declaration of the Rights of Man and of Citizen .
10-05-1789	Parisian mob, made up largely of women protesting the price of bread, marches on Versailles. Louis XVI and Marie Antoinette are relocated to the Tuileries Palace in Paris, where they are confined.
06-20-1791	Louis XVI and Marie Antoinette attempt to flee in disguise from France, but are apprehended at Varennes, and are brought back to Paris.
?1791	Louis XVI accepts a constitution.
10-01-1791	Legislative Assembly convenes.
1791	French National Assembly passes law ending the guild system in France.
09-21-1792	National Convention meets for first time, abolishes the monarchy, establishes a republic, and tries King Louis XVI for treason. The King is convicted by a majority of one vote.
01-21-1793	King Louis XVI and Queen Marie Antoinette are guillotined in Paris.
1793	National Convention adopts a new "de-Christianized" calendar
4-1793	Power centered in the Committee of Public Safety
7-1793 to 7-1794	Reign of Terror
9-1793	Public education divided into 3 ranks: primary, secondary, and higher education..
7-27-1794	Robespierre is arrested and guillotined the next morning.
10-1795	National Convention dissolved; Directory established.
10-1795	Napoleon, charged with protecting the Directory, releases a " whiff of grapeshot "
11-9-1799	Coup d'Etat against the Directory establishes Napoleon as First Consul for ten years.

Explained the declaration of National Assembly to draft a Constitution for France that limit the powers of the Monarch under the leadership of Mirabeau and Abbesieyas.

Discussed how Louis XVI finally accorded the recognition to the National Assembly with power of his revolting subjects. And analyzed the abolition of Feudal System.

When did third estate people declared themselves as National Assembly?

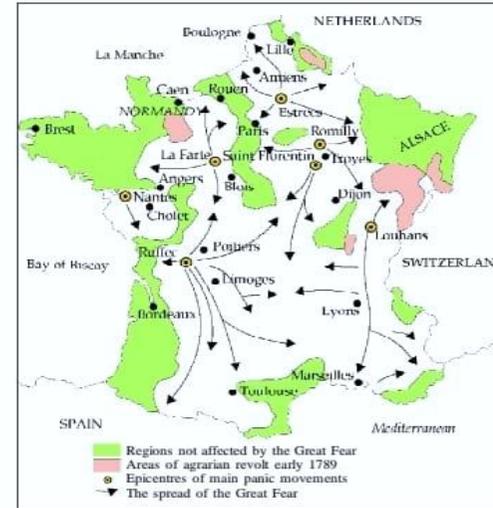


Fig.6 – The spread of the Great Fear.
The map shows how bands of peasants spread from one point to another.

Text Book Page No: 18

Observe the picture and get a clear idea of how bands of peasants spread from one point to another. What is the title of the image?

Read and learn:

New words

Chateau (pl. chateaux) – Castle or stately residence belonging to a king or a nobleman
Manor – An estate consisting of the lord's lands and his mansion

Video



<https://www.youtube.com/watch?v=Mx1Lvjgxpvm>
Source:byjus.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 – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 6

Key Concepts: FRANCE BECOMES A CONSTITUTIONAL MONARCHY

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS

PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS

ASSESSMENT STRATEGIES

MATERIALS REQUIRED

Recapitulation (5 min)

The teacher asks the question to test the prior knowledge of the class-

What was the main object of the draft of the constitution in 1791?

World Map

6.France becomes a Constitutional Monarchy (5 min)

What made Louis XVI to accord recognition to the National Assembly?



Source: Google

Compares the political rights which the chart of the constitution of 1791 gave to the citizens with articles 1 to 6 of the Declaration. (10 min)

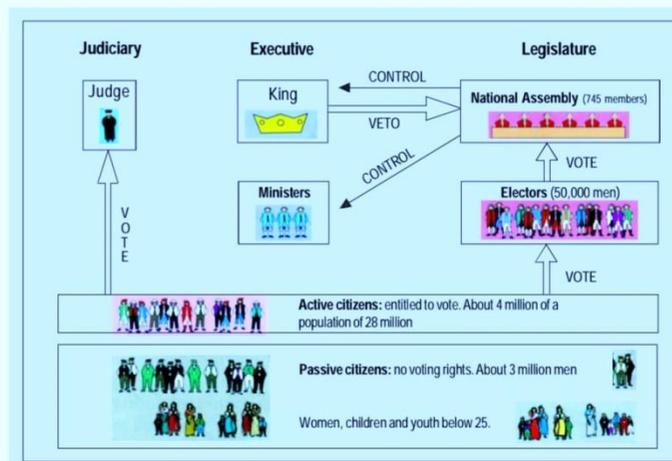


Fig.7 – The Political system under the Constitution of 1791.

Analyses the draft of the constitution prepared by the National Assembly and its main objectives (5 min)

Text Book Page No:20.

Text Book Page No:22.

Observe the above picture. Explain what is it reflecting?

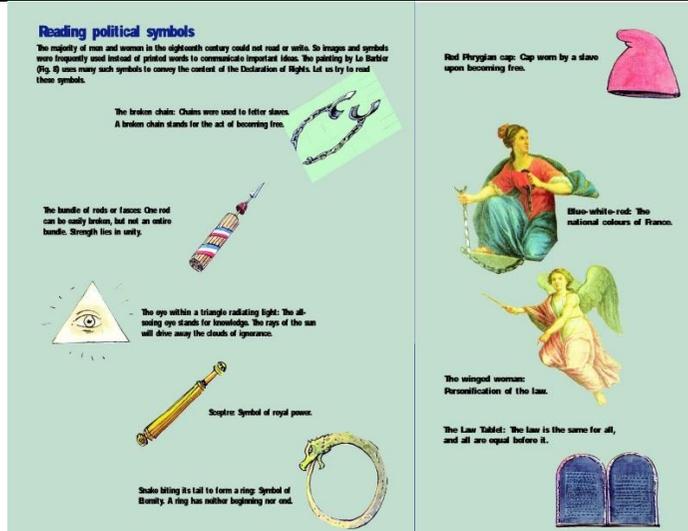
<p>Analyse the features of the Constitution drafted in 1791 in French Society</p> <p>Examines the separation of powers between legislature, executive and judiciary (5 min)</p> <p>Appreciates the values of liberty, equality and fraternity and their relevance in contemporary times (5 min)</p> <p>Imbibe the advantages of a democratic rule over monarchical system</p>	<p>By showing the image explain the students the separation and assignment of powers to different institutions instead of concentration of power in the hands of one person.</p> <p>Discuss the right to vote given to all by National Assembly as compared to the previous situation</p> <p>Made the students read source B and Source C and asking them to analyses the declaration of rights of man and citizen.</p> <p>Discuss about the natural and inalienable rights of men Explain the meanings of Liberty, equality and fraternity as derived from the French Constitution</p> <p>Conclusion: The students will be able to know the features of the French Constitution and understands that the aim of every political association is the preservation of the natural and inalienable rights of man: like liberty, equality and fraternity</p>	<p>Do you know who painted the picture?</p> <p>What is denoted by the two figures on the right and left side of the above image?</p> <p>The Indian Constitution is a borrowed constitution. Try to enlist the ideals that India has borrowed from the French Constitution?</p> <p>Activity : Read the sources-B & C and comment it - given in Pg.No.22</p>	<p>Video</p>  <p>Source:Byjus.com</p>
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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 – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 7
Key Concepts: READING POLITICAL SYMBOLS
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED																																								
<p>Recapitulation (5 min)</p> <p>Reading Political Symbols (5 min)</p> <p>Analyses the reasons for use of images and symbols in France (10 min)</p> <p>Identify the significance of each symbol used in the Constitution of France. (10 min)</p> <p>Identifies symbols with relevant ideas indicated</p> <p>Examine the beneficiaries of the constitution of 1791 (10 min)</p>	<p>The teacher begins the class by asking the questions related to previous knowledge like – Explain the separation and assignment of powers to different institutions instead of concentration of power in the hands of one person.</p> <p>Explain why images and symbols were frequently used in France in 18th Century.</p> <p>Text book reading: Ask the students to read the symbols each as given in the text book and explain the importance of each symbol</p>	<ol style="list-style-type: none"> What are the national colours of France? Identify the symbols which stand for liberty, equality and fraternity. <table border="1" data-bbox="1339 676 1890 1182"> <thead> <tr> <th>S.NO.</th> <th>NAME OF THE SYMBOL</th> <th>DRAW THE POLITICAL SYMBOL</th> <th>SIGNIFICANCE OF THE POLITICAL SYMBOL</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>THE BROKEN CHAIN</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>THE BUNDLE OF RODS AND FASCES</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>THE EYE WITHIN A TRIANGLE RADIATING LIGHT</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>SCEPTRE</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>SNAKE BITING ITS TAIL TO FORM A RING</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>RED PHRYGIAN CAP</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>BLUE-WHITE-RED</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>THE WINGED WOMAN</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>THE LAW TABBLET</td> <td></td> <td></td> </tr> </tbody> </table> <p>Activity: Fill the blanks in the above table after observing the symbols in the text book.</p>	S.NO.	NAME OF THE SYMBOL	DRAW THE POLITICAL SYMBOL	SIGNIFICANCE OF THE POLITICAL SYMBOL	1	THE BROKEN CHAIN			2	THE BUNDLE OF RODS AND FASCES			3	THE EYE WITHIN A TRIANGLE RADIATING LIGHT			4	SCEPTRE			5	SNAKE BITING ITS TAIL TO FORM A RING			6	RED PHRYGIAN CAP			7	BLUE-WHITE-RED			8	THE WINGED WOMAN			9	THE LAW TABBLET			<p>World Map</p>  <p>Source: Google</p>
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8	THE WINGED WOMAN																																										
9	THE LAW TABBLET																																										



Text Book Page No:24 & 26.
Activity: By observing the above picture explain each political symbol with its importance to convey the content of declaration of rights.

- 1) Evaluate the importance of the following years in concern with French Revolution.
- a) 1774- _____
 - b) 1789- _____
 - c) 1791- _____
 - d) 1804- _____
 - e) 1815- _____



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

CLASS – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION

Period No: 8

Key Concepts: FRANCE ABOLISHES MONARCHY AND BECOMES A REPUBLIC

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>Compares Indian Freedom Movement with French Revolution (5 min)</p> <p>France abolishes monarchy and becomes a Republic (5min)</p> <p>Describe the impact of events in France on neighboring countries (5 min)</p> <p>Knows about the national anthem of France La Marseillaise (5 min)</p> <p>Discuss the formation of various clubs including women (5 min)</p> <p>Analyses about Jacobin Club, members of the club and its activities (5 min)</p>	<p>Probing questions about various political symbols used in France to communicate important ideas.</p> <p>Name some freedom fighters What did they do for country. How do people remember freedom fighters? Explain the secret negotiations of Louis XVI with the King of Prussia and other rulers of neighbouring countries.</p> <p>Identify Marseillaise as a national anthem of France</p> <p>Discuss the role of women in the society</p> <p>Analyze the political rights given to the richer sections of the society by the 1791 constitution</p> <p>Explain about Jacobin Club, its members under the leadership of Maximilian Robespierre.</p> <p>Describe the dressing of Jacobins to apart themselves from the fashionable sections of society</p>	<ol style="list-style-type: none"> 1. What is the national anthem of France? 2. What were political clubs? 3. Who was the leader of Jacobin Club? 4. Who were Sans Culottes? <div style="text-align: center;">  </div> <p style="text-align: center;"><i>Fig. 9 – A sans-culottes couple.</i></p> <p>Text Book Page No:28.</p> <ol style="list-style-type: none"> 5. Which new assembly was formed by Jacobins? 	<p>World Map</p>  <p>Source: Google</p> <p>Video the national anthem of France La Marseillaise</p>  <p>Source: YouTube</p>

Understands how France abolished the Monarchy and declared as a Republic (5 min)

Explain the voting of the assembly to imprison the royal family.

- Analyze the voting system of France and the newly elected assembly – Convention.

New words

Convent – Building belonging to a community devoted to a religious life

Describe how monarchy was abolished and France became a Republic.



Text Book Page No:30.

Activity:

Look carefully at the painting and identify the objects which are political symbols of France. Describe your impressions of the female figure of liberty.

Discuss the execution of Louis XVI publicly in 1793 at the place de la Concorde

6. When did Louis XVI executed?

Assignment:

Which groups of French Society would have gained from the Constitution of 1791. Which group would have had reason to be dissatisfied?

Read and learn:

New words

Treason – Betrayal of one's country or government

	<p>Conclusion: France becomes Republic after a great struggle for freedom and it abolished monarchy on 21st September, 1792.</p>		
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TEACHER'S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
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6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

CLASS – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 9
Key Concepts: THE REIGN OF TERROR
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>The Reign of Terror Understands the reasons for referring 1793-94 as Reign of Terror (10 min)</p> <p>Analyses the discovery of guillotine device to behead the person who is against the ruler. (10 min)</p> <p>Describes the Robespierre’s government (10 min)</p> <p>Discuss the conflicting views of liberty (5 min)</p>	<p>Probing questions to check previous knowledge.</p> <ul style="list-style-type: none"> - Explain about Jacobian Club. <p>Activity 1: Elocution on Liberty, Equality and Fraternity (Assign students to teams Provide material to them Allow them prepare arguments and counter-arguments)</p> <p>Explain the Reign of Terror and the policies followed by Robespierre – a policy of severe control and punishment Socio economic conditions of France were analyzed during the reign of Robespierre Discussed about the Guillotine device and why it is used by showing them the picture.</p>	<p>Which time period is known as Reign of Terror and why? Guillotine was invented by whom and for what?</p> <ul style="list-style-type: none"> - Compare the views of Desmoulins and Robespierre. How does each one understands the use of state force? <p>Read Source in the text book and analyses it.</p> <p>Activity : Read the sources-D and comment it - given in Pg.No.32</p>	<p>World Map</p>  <p>Source: Google</p> <p>Time line chart of Reign of Terror</p>

Activity 2: Observe the picture and discuss.



Discussed the two conflicting views on liberty by Desmoulin and Robespierre.



Fig.11 – The revolutionary government sought to mobilise the loyalty of its subjects through various means – one of them was the staging of festivals like this one. Symbols from civilisations of ancient Greece and Rome were used to convey the aura of a hallowed history. The pavilion on the raised platform in the middle carried by classical columns was made of perishable material that could be dismantled. Describe the groups of people, their clothes, their roles and actions. What impression of a revolutionary festival does this image convey?

Text Book Page No:34.

**Observe the above picture.
What means were followed by the revolutionary government to mobilize the loyalty of its subjects?**

TEACHER’S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
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6. Any specific reflections by teacher: (Have to write based on Teacher’s personal observations and experiences)

CLASS – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 10
Key Concepts: A DIRECTORY RULES FRANCE
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>A directory rules France</p> <p>Analyze the reasons for the fall of Jacobin Government (10 min)</p> <p>Understands how a Directory an executive made up of 5 members ruled France (10 min)</p> <p>Describes the political instability of the Directory which paved the way for the rise of a military dictator Napoleon Bonaparte (10 min)</p> <p>Discuss the motivational ideas of liberty equality and fraternity (5 min)</p>	<p>Probing Questions to check the previous knowledge of students:</p> <p>Name some historical figures in the world?</p> <p>What is Reign of Terror and how it came to an end?</p> <p>Explain the formation of a new constitution</p> <p>Explain the Appointment of a Directory made of an executive and 5 members with the help of the image</p> <div data-bbox="658 935 1272 1337" data-label="Diagram"> <p style="text-align: center;">The Directory</p> <ul style="list-style-type: none"> The Framers of the new constitution feared a government that would be determined to achieve "liberty" such as the radical Jacobins as well as one that restored the monarchy and would be similar to the times of the ancient regime. To deal with this they created a new system: 2 chamber legislative assembly- relied on constitutional checks and balances <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>COUNCIL OF 500 -Proposed legislation</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>COUNCIL OF THE ANCIENTS (250 members) -Debated and approved legislation</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>EXECUTIVE BODY- 5 Directors -Chosen by the legislative body, one replaced annually after 2 years.</p> </div> </div> </div> <p>Discuss the inspiring ideals that motivated political movements in France and the rest of the Europe</p>	<p><u>Check for understanding Questions</u></p> <p>Who seized power after Jacobin government?</p> <p>How many Legislative Councils in a new Constitution?</p> <p>What was Directory?</p> <p>How many members are there in a Directory?</p> <p>Is Directory works as safeguard against the concentration of power?</p> <p>When did Napoleon Bonaparte became the Emperor of France?</p>	<p>World Map</p>  <p>Source: Google</p> <p>Picture of Napoleon Bonaparte</p> <p>Chart of The Directory</p>

	<p>during the following century.</p> <p>Explain the reasons for the rise of Napoleon Bonaparte</p> <ol style="list-style-type: none"> 1. Military success 2. Political instability In France 3. Charismatic leadership 4. Reforms and modernization 5. Nationalism 6. Strategic alliance 7. Defeat of rivals. 	<p>Project: Prepare Biography sketch of Napoleon Bonaparte</p>	
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TEACHER’S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
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CLASS – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 11
Key Concepts: DID WOMEN HAVE A REVOLUTION
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>Did women have a Revolution</p> <p>Discuss the participation of women in the events taking place in France (10 min)</p> <p>Describe about the women political clubs and newspapers to voice their interests (10 min)</p> <p>Understand the women’s struggle for equal political rights (10 min)</p> <p>Observes the figure of Parisian women on their way to Versailles (10 min)</p>	<p>Teacher tests the previous knowledge of the students by asking about the reasons for the rise of Napoleon Bonaparte.</p> <p>Discuss the active role of women from the very beginning.</p> <p>Explain the socio-economic conditions of women in French Society.</p> <p>Discuss about women political clubs and newspapers</p> <p>Describe the conditions of women by 1791 constitution in which women are reduced to passive citizens.</p> <p>Explain the laws to improve the lives of women and their struggle for equal political rights.</p> <p>Explain about international suffrage movement</p>	<div data-bbox="1330 651 1890 959" data-label="Image"> </div> <div data-bbox="1330 963 1890 1002" data-label="Caption"> <p><i>Fig. 12 – Parisian women on their way to Versailles. This print is one of the many pictorial representations of the events of 5 October 1789, when women marched to Versailles and brought the king back with them to Paris.</i></p> </div> <p>Text Book Page No:36.</p> <p>What do you understand by observing the above picture?</p> <p>Is it related to the role of women in French Revolution?</p> <p>Why were woman disappointed by the constitution of 1791 in France?</p> <p>How did you justify the closure of women’s clubs by Chaumette</p>	<p>World Map</p> <div data-bbox="1921 724 2136 938" data-label="Image"> </div> <p>Source: Google</p> <p>Video Women’s Role</p> <div data-bbox="1921 1177 2136 1391" data-label="Image"> </div>

	<p>Conclusion: women played a vital role In the French revolution, events like women’s march on Versailles and participation in political clubs. Their involvement in economic hardships, and their revolutionary spirit.</p>	<p>What is international suffrage movement?</p>	<p>Source: YouTube</p>
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TEACHER’S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

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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 – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 12
Key Concepts: The Life of a Revolutionary Woman
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>Read the source E and understands the life of revolutionary woman Olympe de Gouges (10 min)</p> <p>Understands her ideals by the book written by her in 1791 – Declaration of the rights of woman and citizen. (10 min)</p> <p>Reads the basic rights set forth in Olympe de Gouges Declaration (10 min)</p> <p>Compare the manifesto drafted by Olympe de Gouges with the Declaration of Rights</p>	<p>Picture:</p>  <p><small>Fig.12 – Parisian women on their way to Versailles. This print is one of the many pictorial representations of the events of 5 October 1789, when women marched to Versailles and brought the king back with them to Paris.</small></p> <p>Text Book Page No:36.</p> <p>by showing the picture probing questions about it.</p> <ul style="list-style-type: none"> - Is it related to the role of women in French Revolution? - Why were woman disappointed by the constitution of 1791 in France? <p>Read Source E on TB page No:38 and analyze the life of a revolutionary woman Olympe de Gouges</p> <p>Activity1:</p>	<p>What are the basic rights set forth in Olympe de Gouges?</p> <p>Write a brief story on revolutionary women Olympe de Gouges?</p> <p>Describe the condition of the woman in 18th century in France.</p> <p>Project: Collect Pictures of women revolutionaries of French revolution and prepare a short note about them.</p>	<p>World Map</p>  <p>Source: Google</p> <p>Video</p>  <p>Source: Byjus</p>

<p>of Man and Citizen (5 min)</p>	<p>Compare the manifesto drafted by Olympe de Gouges with the declaration of the Rights of Man and Citizen by reading the sources F and C.</p>  <p>Story telling Activity of a revolutionary women Olympe De Gouges.</p> <p>Conclusion: Understands some of the basic rights set forth in Olympe de Gouges Declaration and express their opinion as they are very important to achieve gender equality.</p>	<p>Activity</p> <p>Compare the manifesto drafted by Olympe de Gouges (Source F) with the Declaration of the Rights of Man and Citizen (Source C).</p> <p>Activity: Imagine yourself to be one of the women in Fig. 13. Formulate a response to the arguments put forward by Chaumette (Source G).</p>	
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TEACHER’S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

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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 – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 13
Key Concepts: THE ABOLITION OF SLAVERY
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>Abolition of Slavery Understands the revolutionary social reforms of Jacobin Regime (10 min)</p> <p>Critically examines the triangular slave trade in Europe (10 min)</p> <p>Discuss about the National Assembly Debates about the rights of man (10 min)</p> <p>Analyses the emancipation of slaves(5min)</p>	<p>Probing questions: – What do you know about the life of a revolutionary woman Olympe de Gouges. Who is called slave? Do you know about Negros? What are the crops grown in your area?</p> <p>Activity 1: Preparation of posters on abolition of slavery</p> <p>Explain legislation made against slavery in 1794 and after 10 years reintroduced slavery.</p> <p>Explain how slavery was finally abolished in French colonies in 1848 Discuss about the Convention which legislated to free all slaves in the French overseas possessions. But Napoleon reintroduced Slavery.</p> <p>Explain the final abolition of Slavery in 1848</p>	<p style="text-align: center;">THE EMANCIPATION OF SLAVES</p>  <p>The emancipation of slaves. This print of 1794 describes the emancipation of slaves. The tricolour banner on top carries the slogan: 'The rights of man'. The inscription below reads: 'The freedom of the unfree'. A French woman prepares to 'civilise' the African and American Indian slaves by giving them European clothes to wear</p> <p>Record your impressions of this print. Describe the objects lying on the ground. What do they symbolize? What attitude does the picture express towards the non- European slaves?</p> <p>What is meant by Emancipation?</p> <p>Who are Negroes?</p> <p>Project: Prepare a Timeline chart of French Revolution.</p>	<p>Chart on Slavery Pictures</p> <p>Triangular Slave trade map</p>  <p>Source: Google</p> <p>Video on Abolition of Slavery https://www.youtube.com/watch?v=L1awF5IBT4c</p> <p>Source: Google</p>

Activity 2:
Students work individually or in pairs to match the photo graphs of key figures who worked to end slavery to the correct descriptions of them

Read and learn:

New words

Negroes – A term used for the indigenous people of Africa south of the Sahara. It is a derogatory term not in common use any longer

Emancipation – The act of freeing



TEACHER’S INDIVIDUAL REFLECTIONS: (EVERY PERIOD)

1. Is the lesson appropriately timed? _____
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Napoleon Bonaparte as the Emperor of France (20 mins)

marked a pivotal shift towards championing free expression. The consequences were dual-edged, fostering intellectual growth while presenting challenges in regulating potentially harmful content. This dynamic interplay underscores the ongoing tension between authority and liberty in shaping societal trajectories.

Discussion about Napoleon Bonaparte crowned himself emperor of France.



Fig. 17 – Napoleon crossing the Alps, painting by David.

Activity-2: Group Discussion : Indians who were inspired by the ideas of French Revolution.

Activity-3: Read the following:

Box 2

Raja Rammohan Roy was one of those who was inspired by new ideas that were spreading through Europe at that time. The French Revolution and later, the July Revolution excited his imagination.

'He could think and talk of nothing else when he heard of the July Revolution in France in 1830. On his way to England at Cape Town he insisted on visiting frigates (warships) flying the revolutionary tri-colour flag though he had been temporarily lamed by an accident.'

Susobhan Sarkar, *Notes on the Bengal Renaissance* 1946.

Activity-4: Project work:

1. Find out more about any one of the revolutionary figures you have read about in this chapter. Write a short biography of this person.
2. The French Revolution saw the rise of newspapers describing the events of each day and week. Collect information and pictures on any one event and write a newspaper article. You could also conduct an imaginary interview with important personages such as Mirabeau, Olympe de Gouges or Robespierre. Work in groups of two or three. Each group could then put up their articles on a board to produce a wallpaper on the French Revolution.



Source:

<https://www.youtube.com/watch?v=3nOKIgPUXBE>

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)

IX CLASS – SOCIAL STUDIES
HISTORY – CHAPTER -1 FRENCH REVOLUTION
PERIOD NO.15: ASSESSMENT WORKSHEET- Max.Marks-20

I Multiple Choice Questions: **4x1=4 M**

1. 18th Century French Society was divided into []
a) Castes b)4 estates c)3 estates d)2 estates
2. What is federalism? []
a) To be a crowned king b) Peasants own the land
c) A social system that existed in Europe d) A classless system
3. When was the Bastille Prison stormed? []
a) 14th July 1791 b) 14th July 1789
c) 14th July 1792 d) 14th July 1793
4. Who was the leader of Jacobin Club? []
a) Mirabeau b) Rousseau
c) Maximilien Robespierre d) Napoleon Bonaparte

II Answer the following questions in short. **2x2=4M**

1. Describe the French Division of Society.
2. Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.

III Answer the following questions briefly. **1x3=3M**

3. What was the role of philosophers in the French Revolution?

IV Answer the following: **1x4=4M**

4. What were the main causes of French Revolution?

V Answer the following questions in details: **1x5=5M**

5. Describe the legacy of French Revolution for the people of the world during 19th and 20th centuries.

CLASS – IX HISTORY
Chapter – 1 THE FRENCH REVOLUTION
Period No: 16
Key Concepts: Remedial Teaching

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Remedial Teaching	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)

Class: 9 - History

Chapter 2: Socialism in Europe and the Russian Revolution (No of Periods 15)

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: 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).

Curricular Goal 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.

C6.2 Understands that despite C-6.1 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 equality, 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.

CG-9 Understands and appreciates the contribution of India through history and present times, to the overall field of social science, and the disciplines that constitute it.

C 9.1 know and explains the significant contributions of India to all matters [concepts, explanations, methods studied within the curriculum, in an integrated manner.

9TH HISTORY-CHAPTER 2: SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION

MIND MAPPING – NO. OF PERIODS - 15



PERIOD NO./ TOPIC/SUB TOPIC	CONTENT DOMAINS SPECIFIC LEARNING OUTCOMES	MICRO COMPETENCY INDICATORS
<p>1. The age of social change And</p> <p>Liberals, radicals, and conservatives</p>	<p>LO 1. Recalls of some important socio, political and economic events that changed in Russia.</p> <p>LO 3. Illustrates how different social groups coped with changes in Russia.</p>	<p>C.11 Explain the growth of new indigenous ideas across Russia how they affected the course of Russian history.</p> <p>CG1.2: Traces aspects of continuity and change in different faces of Russian history including cultural trends, social and religious reforms, economic and political transformations.</p>
<p>2. Industrial society and social change And</p> <p>The coming of socialism in Europe</p>	<p>LO 1. Describe economies and livelihoods of social groups.</p> <p>LO6: Explains inter-relationship among livelihood pattern of various social groups</p> <p>LO 1: Recognizes and describes the coming of socialism in Europe.</p>	<p>C1.1: Explains the growth of new ideas and practices across the world how they affected the course of world history.</p> <p>C1.2: Traces aspects of continuity and change in different faces of Russian history including cultural trends, social and religious reforms, economic and political transformations.</p> <p>C1.3: Understands and analyses the concepts and practice of the range of economic systems from free market to entirely state controlled markets.</p>
<p>3. Support for Socialism</p>	<p>LO 3. Analyze the impact of socialism in Europe.</p>	<p>C1.1: Understand and analyses the concepts and practice of the range socialism in Europe.</p>
<p>4. The Russian Revolution</p>	<p>LO 1: Recalls of some important socio, political and economic events that changed in Russian revolution.</p>	<p>C1.1: Explain the growth of socialism in Russia and how socialist were succeeded and formed socialist government in Russia.</p>
<p>5. The Russian Empire in 1914</p>	<p>LO 2: Distinguish different types of government operating across the world.</p>	<p>C1.1: Evaluate the importance of various systems of government in the world.</p>

	<p>LO 2. Compares different monarchies of contemporary times like UK, Saudi Arabia and Bhutan.</p>	<p>C1.2: Understand and analyses the different types of monarchies of the contemporary world. Locate the countries under Russian empire.</p>
<p>6. Economy and Society</p> <p>Socialism in Russia</p>	<p>LO 1. Describes economic, political and social conditions in Russia during the early 20th Century.</p> <p>LO2: Distinguish different types of political parties in Russia connected to socialism.</p>	<p>C1.1: Identifies and analyses the economic, political and social conditions that were evolved in 20th century in Russia.</p> <p>C1.2: Explains the growth of new political parties in Russia and how they affected the course of Russian history.</p>
<p>7. A Turbulent time – the 1905 Revolution</p> <p>The first World War and the Russian Empire</p>	<p>LO 3. Causes and effects of 1905 Russian revolution.</p> <p>LO1: Define the term constitution.</p> <p>LO 12. Empathizes with the people who were affected by wars holocaust etc.</p>	<p>C.3.1: Understand that various forms of inequality, injustice and discrimination have occurred in Russian society and leading to political, social and cultural efforts and struggles, movements and mechanized at various levels towards equity, justice and harmony with varying outcomes and degrees of success.</p> <p>Lo1.1: Appreciates fundamental constitutional values and identifies their significance in Russia.</p> <p>C1.2: Understand and analyses the bad effects of the World War 1 in Russia.</p>
<p>8. The February Revolution in Petrograd</p>	<p>LO 3. Explain the causes and effects of February Revolution.</p>	<p>C2.2: Understand and analyses the impacts of February revolution and downfall of the monarchy and formed a elected government.</p>

<p>After February</p>	<p>LO 1. Describes the economies and livelihood conditions in Russia after February revolution.</p>	<p>C1.3: Critically evaluates the outcomes of February revolution in Russia.</p>
<p>9. The Revolution of October 1917</p>	<p>LO1: Recognizes and describes the outbreak of the Russian revolution in 1917.</p>	<p>C.1.1: Identifies and analyses the Russian revolution in 1917 and setup of power controlled by Bolsheviks.</p>
<p>10. What changed after October?</p> <p>The Civil War</p>	<p>LO1. Recognizes and retrieves facts, figures and narrate the processes of October revolution in Russia. LO 1. Define Nationalization.</p> <p>LO4: Analyses and evaluate information, ex; civil war</p>	<p>C.1.1: Describe course of the October revolution of 1917.</p> <p>C.1.2: Examine the effects of Nationalization by the Bolsheviks in Russia.</p> <p>C4.1: Examines how the proposal of land distribution by the Bolsheviks led to civil war in Russia and the responses of the people of central Asia on Russian revolution.</p>
<p>11. Making a Socialist Society</p>	<p>LO 4: Analyses and evaluate after the civil war.</p>	<p>C.4.1: Explains the steps undertaken to transform Russia into socialist country.</p>
<p>12 Stalinism and Collectivization</p> <p>The global influence of the Russian Revolution and the USSR.</p>	<p>LO 4. Analyses and evaluates the information about Stalinism and collectivization programme.</p> <p>LO 4. Analyses and evaluates the information about the Russian revolution and the USSR.</p>	<p>C.4.1: Critiques Stalin’s collectivism programme and drop inter-linkages between planned economy and collectivization of agriculture.</p> <p>C.4.2: Examines the global influence of the Russian revolution and the USSR and how did other countries adopt to socialism.</p>
<p>13. Mapping Skills</p>	<p>LO 5. Interprets the World Map</p>	<p>C.1: Identifies the countries of Russia, U.S.A, U.K, Japan, France Moscow etc.</p>

14. Assessment	<ul style="list-style-type: none">• 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.
15. Remedial teaching	<ul style="list-style-type: none">• Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment

Note: 1.The teachers should not exclude ‘Activities’ , ‘New words’ and Figures given in the textbook, pertaining to the chapter.

2. Teacher may take an assessment during the lesson.

Class: 9

Chapter - 2: Socialism in Europe and the Russian Revolution

Period No: 01

Key concepts: The Age of social change And Liberals, Radicals and conservatives

Date:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
<p>1. The Age of social change</p> <p>a) Age of social change also known as the Age of Revolution (20Min)</p> <p>2) Liberals, Radicals and Conservatives (20Min)</p> <p>Is Liberals wanted a Nation which tolerated all social differences.</p> <p>LO 1. Recalls of some important socio, political and economic events that changed in Russia.</p>	<p>To test the prior knowledge certain questions will be asked</p> <ol style="list-style-type: none"> 1. How do you feel if your school timings were changed from 5 am to 9 pm 2. What would be your reaction if only Bengali language is being taught in the school? 3. Understand the concept of French revolution? 4. Indian reformer advocates about post-revolutionary in Europe? 5. Name the group that emerged during the age of social change? 	<p>Who is Raja Ram Mohan Ray?</p> <p>State to the examples of worldwide revolution?</p> <p>Define Aristocracy?</p> <p>Name the largest country in terms of area?</p> <p>In the context of the Russia which group is the supporter of women’s suffragette movement?</p>	<p>World Map</p>  <p>Source: Mapsofworld.com, google.com</p> <p>Images / Photos</p>  <p>Source:</p>

<p>LO 3. Illustrates how different social groups coped with changes in Russia.</p> <p>C.11 Explain the growth of new indigenous ideas across Russia how they affected the course of Russian history.</p> <p>CG1.2: Traces aspects of continuity and change in different faces of Russian history including cultural trends, social and religious reforms, economic and political transformations</p>	<p>ACTIVITY 1: Analyze the following table</p> <table border="1"> <thead> <tr> <th>GROUP</th> <th>ACTIVITIES</th> </tr> </thead> <tbody> <tr> <td>Liberals</td> <td>Attending protests for social justice causes volunteering of local charities, writing letter to elected officials</td> </tr> <tr> <td>Conservatives</td> <td>Attending rallies for against abortion.</td> </tr> <tr> <td>Radicals:</td> <td>Organizing boycotts and strikes, participating in direct actions such as sit-ins or blockades spreading information.</td> </tr> </tbody> </table> <p>Analyze it.</p>	GROUP	ACTIVITIES	Liberals	Attending protests for social justice causes volunteering of local charities, writing letter to elected officials	Conservatives	Attending rallies for against abortion.	Radicals:	Organizing boycotts and strikes, participating in direct actions such as sit-ins or blockades spreading information.	<p>DEBATE: (2 groups)</p> <p>Which among the following group was against any kind of political or social change?</p> <ol style="list-style-type: none"> Nationalists Conservatives Liberals Radicals 	<p>assets.ltkcontent.com, google.</p> <p>Video</p>  <p>Source: K12 Mojo: Education for everyone, YouTube.com</p>
GROUP	ACTIVITIES										
Liberals	Attending protests for social justice causes volunteering of local charities, writing letter to elected officials										
Conservatives	Attending rallies for against abortion.										
Radicals:	Organizing boycotts and strikes, participating in direct actions such as sit-ins or blockades spreading information.										

<p>Teachers' reflections and experiences:</p> <ol style="list-style-type: none"> Did I clearly communicate the lesson objectives to the students? How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs? What strategies can I implement to improve classroom management? Did the students actively participate and show interest in the lesson? Did I assess student understanding effectively during the lesson?

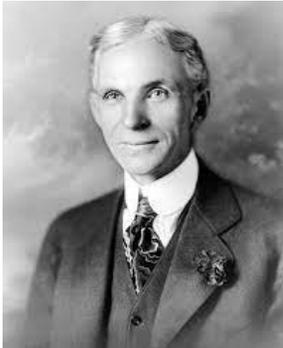
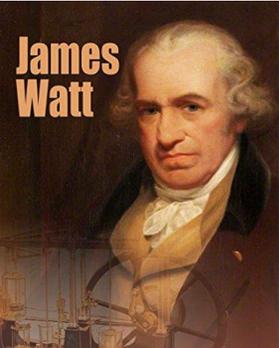
Class: 9

Chapter - 2: Socialism in Europe and the Russian Revolution

Period No: 2

Key concepts: Industrial Society and Social change and the country of Socialism in Europe.

Date:

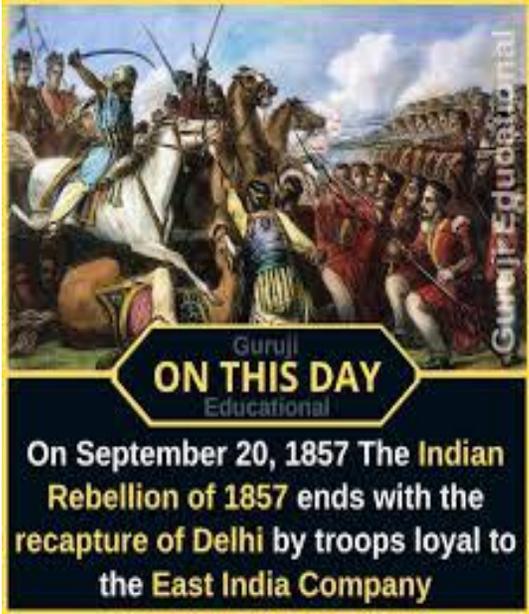
TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Recapitulation (5 Min)</p> <p>2. Industrial society and social change (15 Min)</p> <ul style="list-style-type: none"> • Understand the process of society transformation into industrialization. 	<p><u>Probing questions:</u></p> <p>Name, who suggested the ideas of “tolerance of all religions”?</p> <p>Define the industrial society?</p> <p>Discuss the benefits of industrial society?</p> <p>List some of the most famous industrialists of the industrial revolution?</p> <div data-bbox="594 873 1163 1221" style="display: flex; justify-content: space-around;">   </div> <p>Identify the persons in the image</p> <p><u>Activity 1</u></p> <p>Explore the rise of labour movements (Divided the students into 4 groups)</p>	<ul style="list-style-type: none"> • Define the terms industrial revolution? • Critically evaluates the impact of industrial revolution change on the society? • Explain the merits and demerits of Industrial Revolution? 	<p>World Map</p>  <p>Source: mapsofworld.com</p> <p>Photos and Images in Text Book Pg No:</p>

<p>The coming of socialism in Europe (20 Min)</p> <p>LO 1. Describe economies and livelihoods of social groups.</p> <p>LO6: Explains inter-relationship among livelihood pattern of various social groups</p> <p>LO 1: Recognizes and describes the coming of socialism in Europe.</p> <p>C1.1: Explains the growth of new ideas and practices across the world how they affected the course of world history.</p>	<ol style="list-style-type: none"> 1. What were the working conditions like for factory workers during the industrial revolution 2. What grievances the labor unions seek to address? 3. What strategies did Labor Unions employ to achieve their goals? 4. What impact did labor movements have on social reforms and workers rights? <p>(Comment your views on above activity)</p> <p>Some of the visions of socialists give examples?</p> <p>Who oppose the ideas of private properties?</p> <p>Identify a few thinkers of European socialism?</p> <p><u>ACTIVITY 2</u></p> <p>DEBATE: (between two groups)</p> <p>Distinguish between the capitalist and socialist ideas of private property?</p> <p>Illustrate the social, economic and political factors that contributed to rise of socialism in Europe in the 19th Century.</p>	<p>Interpret the text book picture.</p>  <p><small>Fig. 1 – The London poor in the mid-nineteenth century as seen by a contemporary. From: Henry Mayhew, London Labour and the London Poor, 1861.</small></p> <p>(comment on the pictures)</p> <p>Read and learn:</p> <p>New words</p> <p>Suffragette movement – A movement to give women the right to vote.</p> <p>Define Socialism?</p> <p>Identify the challenges of Socialism?</p> <p>Who advocated the ideas of DAS CAPITAL?</p> <p>Communist manifesto was written by?</p>	<p>Images</p>
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<p>C1.2: Traces aspects of continuity and change in different faces of Russian history including cultural trends, social and religious reforms, economic and political transformations.</p> <p>C1.3: Understands and analyses the concepts and practice of the range of economic systems from free market to entirely state controlled markets.</p>		<p>Prepare a chart based on propagators of Socialism. (display in the classroom)</p> <p>Activity</p> <p>List two differences between the capitalist and socialist ideas of private property.</p>	<p>Charts</p>
<p>Teachers’ reflections and experiences:</p> <ol style="list-style-type: none"> 1. Did I clearly communicate the lesson objectives to the students? 2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs? 3. What strategies can I implement to improve classroom management? 4. Did the students actively participate and show interest in the lesson? 5. Did I assess student understanding effectively during the lesson? 			

<p>LO 3. Analyze the impact of socialism in Europe.</p> <p>C1.1: Understand and analyses the concepts and practice of the range socialism</p>	<ul style="list-style-type: none"> • Name some real-world examples of socialist countries? • Characteristics of socialist political parties? <div style="background-color: #f9e79f; padding: 10px; border: 1px solid #ccc;"> <p>Activity</p> <p>Imagine that a meeting has been called in your area to discuss the socialist idea of doing away with private property and introducing collective ownership. Write the speech you would make at the meeting if you are:</p> <ul style="list-style-type: none"> ➤ a poor labourer working in the fields ➤ a medium-level landowner ➤ a house owner </div>		<p>Videos</p>  <p>Source: Examrace, YouTube.com.</p>
<p>Teachers’ reflections and experiences:</p> <ol style="list-style-type: none"> 1. Did I clearly communicate the lesson objectives to the students? 2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs? 3. What strategies can I implement to improve classroom management? 4. Did the students actively participate and show interest in the lesson? 5. Did I assess student understanding effectively during the lesson? 			

Class: 9
Chapter - 2: Socialism in Europe and the Russian Revolution
Period No: 4
Key concepts: The Russian Revolution
Date:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
<p>Recapitulation (5 Min)</p> <p>1. The Russian Revolution (35 Min)</p> <p>LO 1: Recalls of some important socio, political and economic events that changed in Russian</p>	<p><u>Probing questions:</u></p> <p>Examples of worldwide revolutions?</p> <p>Propagators socialist ideas?</p> <p>Sepoy mutiny in India 1857?</p> 	<p>Trace the period of the Russian revolution?</p> <p>Name the last Tsar was ruled in Russia?</p> <p>Classify the difference between the Monarchy and Aristocracy?</p> <p>Identification and label the places of the outline map of the world.</p>  <ol style="list-style-type: none"> 1. Russia 2. Moscow 3. China 4. India 5. Japan 6. USA 	<p>World Map</p>  <p>Source: mapsofworld.com</p> <p>Videos</p>  <p>Source: Examrace, YouTube.com.</p>

revolution.

C1.1: Explain the growth of socialism in Russia and how socialist were succeeded and formed socialist government in Russia



Fig.3 – Tsar Nicholas II in the White Hall of the Winter Palace, St Petersburg, 1900. Painted by Earnest Lipgart (1847-1932)

Identify the person in the image?

Teachers’ reflections and experiences:

1. Did I clearly communicate the lesson objectives to the students?
2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?
3. What strategies can I implement to improve classroom management?
4. Did the students actively participate and show interest in the lesson?
5. Did I assess student understanding effectively during the lesson?

Class: 9
Chapter - 2: Socialism in Europe and the Russian Revolution
Period No: 5
Key concepts: The Russian Empire in 1914.
Date:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
<p>1. Recapitulation (5 Min)</p> <p>2. The Russian Empire in 1914(35 Min)</p> <p>LO 2: Distinguish different types of government operating across the world.</p> <p>LO 2. Compares different monarchies of contemporary times like UK, Saudi Arabia and Bhutan.</p>	<p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • Identify the last Tsar ruled in Russia? • Capital of Russia? • In which continent Russia is belongs to? • Trace the dominant religion in the Russian empire 1914? • Describe the Russian Empire ruled in 1914? <p>The first war of Indian independence?</p>	<p>Identify the countries around the Russian Empire?</p>  <p>Recognize the nature of the government did the Russian empire had 1914?</p>	<p>World Map</p>  <p>Source: mapsofworld.com</p> <p>Videos</p>  <p>Source: Examrace, YouTube.com.</p>

<p>C1.1: Evaluate the importance of various systems of government in the world.</p> <p>C1.2: Understand and analyses the different types of monarchies of the contemporary world. Locate the countries under</p>	 <p><u>ACTIVITY: 1</u></p> <ul style="list-style-type: none">• Create a Time Line events leading up to the Russian Revolution of 1917		
<p>Teachers' reflections and experiences:</p> <ol style="list-style-type: none">1. Did I clearly communicate the lesson objectives to the students?2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?3. What strategies can I implement to improve classroom management?4. Did the students actively participate and show interest in the lesson?5. Did I assess student understanding effectively during the lesson?			

<p>Class: 9</p> <p>Chapter - 2: Socialism in Europe and the Russian Revolution</p> <p>Period No: 6</p> <p>Key concepts: Economy and Society and Socialism in Russia</p> <p>Date:</p>			
<p>TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS</p>	<p>PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS</p>	<p>ASSESSMENT STRATERGIES</p>	<p>MATERIALS REQUIRED</p>
<p>Recapitulation (5 Min)</p> <p>1. Economy and Society (15 Min)</p> <ul style="list-style-type: none"> • Agriculturalists • Industrialists • Analyses the Industrial Areas • Classification of Workers 	<p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • The author of the Das Capital? • Evaluate the key factors of the Russian Economy? <p>Meet Hemalatha, who used her knowledge in farming to create new opportunities and possibilities for better living? (women farmer)</p> <p>Illustrate the economic policies of the tsarist government impact the farmers in 1914?</p> <p>Notify the few industrialists acquired wealth and influence in the Russian empire?</p> <p><u>ACTIVITY 1</u></p> <p>Evaluate the picture and express the opinion on it?</p>	<p>Full name of the Lenin?</p> <p>Explain the causes and effects of socialism in Russia?</p>	<p>World Map</p>  <p>Source: mapsofworld.com</p> <p>YouTube Videos</p>  <p>Source: Examrace, YouTube.com.</p>

2. Socialism of Russia

- Recognizes the socialists were active in countryside through late 19th Century (20 Min)

LO 1. Describes economic, political and social conditions in Russia during the early 20th Century.

LO2: Distinguish different types of political parties in Russia connected to socialism.

C1.1: Identifies and analyses the economic, political and social conditions that were evolved in 20th century in Russia.

C1.2: Explains the growth of new political parties in Russia and how they affected the course of Russian history.



Fig.5 – Unemployed peasants in pre-war St Petersburg. Many survived by eating at charitable kitchens and living in poorhouses.



Fig.6 – Workers sleeping in bunkers in a dormitory in pre-revolutionary Russia. They slept in shifts and could not keep their families with them.

ACTIVITY 2:

Debate the Pros and Cons of socialism.
(Group A and Group B)

Describe the importance of socialist parties in Russia?

PROJECT WORK:

Worker's strike plays a vital role in improving the lives of the union workers and they continue to be an important tool for worker to demand their rights.

Images

Teachers' reflections and experiences:

1. Did I clearly communicate the lesson objectives to the students?
2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?
3. What strategies can I implement to improve classroom management?
4. Did the students actively participate and show interest in the lesson?
5. Did I assess student understanding effectively during the lesson?

Class: 9 Chapter - 2: Socialism in Europe and the Russian Revolution Period No: 7 Key concepts: A Turbulent Time: The 1905 Russian Revolution and the first World War and the Russian Empire Date:			
TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
<p>Recapitulation (5 Min)</p> <p>1. A Turbulent Time: the 1905 Revolution (15 Min)</p> <ul style="list-style-type: none"> • Workers and Peasants demanded a constitution • Prices of essential goods rose and declination of real wages. • Bloody Sunday • Duma 	<p><u>Probing questions:</u></p> <p>Name some names of propagators of Socialist Ideas?</p> <p>What are the principles of the socialism?</p> <p>Identify the Picture.</p> <div style="text-align: center;">  <p><i>Bhimrao Ramji</i> AMBEDKAR</p> </div> <p>Conclusion: Bhimrao Ramji Ambedkar</p> <p>Critically evaluate the specific Grievances of workers and peasants that led them demand a constitution?</p>	<p>Identifying the underlying causes of Bloody Sunday?</p>	<p>World Map</p> <div style="text-align: center;">  </div> <p>Videos</p> <div style="text-align: center;">  </div> <p>Source: Examrace, YouTube.com.</p>

2. The first World War and the Russian Empire (20 Min)

LO 3. Causes and effects of 1905 Russian revolution.

LO1: Define the term constitution.

LO 12. Empathizes with the people who were affected by wars holocaust etc.

C.3.1: Understand that various forms of inequality, injustice and discrimination have occurred in Russian society and leading to

Recognize the specific factors contributed to the rise in prices of essential goods in the Russian Empire?

Analyze the key factors that led to the establishment of Duma in 1905 Russian Empire?

ACTIVITY: 1

Activity

Why were there revolutionary disturbances in Russia in 1905? What were the demands of revolutionaries?

ROLE PLAY:

Fr. Gopon



Period of world war-1?

Explain the causes and effects of the world war-1?

Classify the different rivalry blocks formed during the world war-1?

ACTIVITY 2

Express your views on it



Fig. 7 – Russian soldiers during the First World War.
The Imperial Russian army came to be known as the 'Russian steam roller'. It was the largest armed force in the world. When this army shifted its loyalty and began supporting the revolutionaries, Tsarist power collapsed.

Interpret the above picture and express your views.

Define Constitution?

Images

<p>political, social and cultural efforts and struggles, movements and mechanized at various levels towards equity, justice and harmony with varying outcomes and degrees of success.</p> <p>Lo1.1: Appreciates fundamental constitutional values and identifies their significance in Russia.</p> <p>C1.2: Understand and analyses the bad effects of the World War 1 in Russia.</p>	<p>Story Telling:</p> <p>Ashoka – Kalinga War in 260 BC</p>  <p>1. Large scale human destruction 2. Changed to Buddhism.</p> <p>Slogans:</p> <p>1. Peace is the best, war is the worst</p> <p>Critically evaluates the nationalism, imperialism and militarism and the alliance system contribute to the outbreak of the world war-1?</p>	<p>Read and learn:</p> <p>New words</p> <p>Jadidists – Muslim reformers within the Russian empire Real wage – Reflects the quantities of goods which the wages will actually buy.</p> <p>Activity</p> <p>The year is 1916. You are a general in the Tsar’s army on the eastern front. You are writing a report for the government in Moscow. In your report suggest what you think the government should do to improve the situation.</p>	
<p>Teachers’ reflections and experiences:</p> <ol style="list-style-type: none"> 1. Did I clearly communicate the lesson objectives to the students? 2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs? 3. What strategies can I implement to improve classroom management? 4. Did the students actively participate and show interest in the lesson? 5. Did I assess student understanding effectively during the lesson? 			

Class: 9 Chapter - 2: Socialism in Europe and the Russian Revolution Period No: 8 Key concepts: The February Revolution in Petrograd and After February. Date:			
TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Prior knowledge (5 Min)</p> <p>1. The February Revolution in Petrograd (15 Min)</p> <ul style="list-style-type: none"> • Understanding that Petrograd led to the Russian Revolution • International Women’s Day in Russia • Understands that soldiers and workers formed Petrograd soviets <p>2. After February</p>	<p><u>Probing questions:</u></p> <ul style="list-style-type: none"> • Identify the largest armed force country in the world? <p>Person in the image:</p>  <p>Summary: National Women’s Day in India.</p> <p>Critically evaluate the formation of the Petrograd soviet in 1917 challenge the authority of the Tsar?</p> <p>Critically evaluates the International Women’s Day celebrated in Russia?</p>	<p>The first Socialist government was established in _____?</p> <p>Define Universal Adult Franchise?</p> <p>Explain the causes of the February revolution in Russia?</p> <p>Analyze the significance of the International Women’s Day developed in Russia overtime?</p> <p>PROJECT WORK: DUMA</p>	<p>World Map</p>  <p>Source: mapsofworld.com</p> <p>Videos</p>  <p>Source: Examrace, YouTube.com.</p>

(20 Min)

- **April theses**
- **Bolsheviks**
- **Provisional Government**

LO 3. Explain the causes and effects of February Revolution.

LO 1. Describes the economies and livelihood conditions in Russia after February revolution.

C2.2: Understand and analyses the impacts of February revolution and downfall of the monarchy and formed a elected government.

C1.3: Critically evaluates the outcomes of February revolution in Russia.

ACTIVITY 1:

- Prepare a Time Line of Women’s Participation in the February Revolution.



Fig.9 – A Bolshevik image of Lenin addressing workers in April 1917.

Interprets the Textual image and comment your views.

Trace the main goal of the Bolshevik party in Russia?

Leader of the Bolshevik party?

Trace out the 3 demands of Lenin?

ASSERTION – REASONING

Question Bank

ASSERTION (A)

In April 1917, the Bolshevik leader Vladimir Lenin returned to Russia from his exile.

REASON (R)

He and the Bolsheviks had not opposed the war since 1914

(Express your views on it)

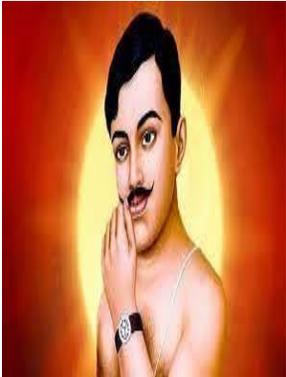
Activity

Look again at Source A and Box 1.

- List five changes in the mood of the workers.
- Place yourself in the position of a woman who has seen both situations and write an account of what has changed.

Images

<p>Teachers' reflections and experiences:</p> <ol style="list-style-type: none">1. Did I clearly communicate the lesson objectives to the students?2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?3. What strategies can I implement to improve classroom management?4. Did the students actively participate and show interest in the lesson?5. Did I assess student understanding effectively during the lesson?			

Class: 9 Chapter - 2: Socialism in Europe and the Russian Revolution Period No: 9 Key concepts: The Revolution of October 1917 Date:			
TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATERGIES	MATERIALS REQUIRED
<p>Recapitulation (5 Min)</p> <p>1. The Revolution of October 1917 (35 Min)</p> <ul style="list-style-type: none"> • Conflicts between provisional Government and the Bolsheviks • Causes of Russian Revolution 1917 • Understanding that Petrograd led to the Russian Revolution • International Women’s Day in Russia • Understands that soldiers and workers formed Petrograd soviets <p>LO1: Recognizes and</p>	<p><u>Probing questions:</u></p> <p>Bolshevik party was led by -----.</p> <p>The “Slogan workers of the world, unit was given by ___”?</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Identify the persons in the image.</p> <p>The most prominent revolutionary leaders during the Indian Independence movement?</p>	<p>Compare and analyze the Gregorian and Julian calendar?</p> <p>Leader of the communist party of China during the Chinese revolution?</p> <p>The Bolsheviks seized power in ----?</p>	<p>World Map</p>  <p>Source: mapsofworld.com</p> <p>Videos</p>  <p>Source; Examrace, YouTube.com.</p>

<p>describes the outbreak of the Russian revolution in 1917.</p> <p>C.1.1: Identifies and analyses the Russian revolution in 1917 and setup of power controlled by Bolsheviks.</p>	<p><u>ACTIVITY 1:</u> (Group Discussions)</p> <p>Divide the students into 4 groups of 8 students. Assign each group one of the following periods of the Russian Revolution.</p> <ul style="list-style-type: none"> • Pre-Revolution (1890-1917) • February Revolution (1917) • October Revolution (1917) • Russian Civil War (1918-1922) 	<p>Look at the Text Book express the significance of Lenin and Trotskii</p> 	<p>Pictures</p>
<p>Teachers' reflections and experiences:</p> <p>Here is a list of self-testing questions that teachers can use to reflect on their teaching after a period of lessons:</p> <ol style="list-style-type: none"> 1. Did I clearly communicate the lesson objectives to the students? 2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs? 3. What strategies can I implement to improve classroom management? 4. Did the students actively participate and show interest in the lesson? 5. Did I assess student understanding effectively during the lesson? 			

<p>LO1. Recognizes and retrieves facts, figures and narrate the processes of October revolution in Russia.</p> <p>LO 1. Define Nationalization.</p> <p>LO4: Analyses and evaluate information, ex; civil war</p> <p>C.1.1: Describe course of the October revolution of 1917.</p> <p>C.1.2: Examine the effects of Nationalization by the Bolsheviks in Russia.</p> <p>C4.1: Examines how the proposal of land distribution by the Bolsheviks led to civil war in Russia and the responses of the people of central Asia on Russian revolution.</p>	<p>Significant the causes for the Russian Civil War?</p> <p>Describe the goals of the Whites and other anti-Bolsheviks forces?</p> <p>Identify the role of foreign powers in the Russian Civil War?</p> <p><u>GROUP DISCUSSION:</u> The Civil War:</p> <p><u>ACTIVITY 1:</u></p> <p>Divide the class students into group of 8 students.</p> <p>1. Assign each group one of the following topic to research</p> <ol style="list-style-type: none"> Political changes after the October revolution Economic changes after the October revolution social changes after the October revolution Cultural changes after the October revolution Rise of the Soviet Union. <p>Discuss:</p> <div style="background-color: #fce4ec; padding: 5px;"> <p>New words</p> <p>Autonomy – The right to govern themselves</p> <p>Nomadism – Lifestyle of those who do not live in one place but move from area to area to earn their living</p> </div>	<p>The two main fictions in the Russian civil war-----?</p> <p><u>Assignment:</u></p> <p>Why did people in Central Asia respond to the Russian Revolution in different ways?</p> <p>MAP POINTING:</p> <div style="text-align: center;">  </div> <p>Locate and label the parts of USA, UK, France, Japan and Russia.</p> <div style="background-color: #ffcc80; padding: 5px; margin-top: 10px;"> <p>Activity</p> <p>Read the two views on the revolution in the countryside. Imagine yourself to be a witness to the events. Write a short account from the standpoint of:</p> <ul style="list-style-type: none"> ➤ an owner of an estate ➤ a small peasant ➤ a journalist </div> <p>Activity: Read and evaluate the sources and Box items given in the text book</p>	<p style="text-align: center; font-size: 1.2em;">World Map</p>
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<p>Teachers' reflections and experiences:</p> <ol style="list-style-type: none">1. Did I clearly communicate the lesson objectives to the students?2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?3. What strategies can I implement to improve classroom management?4. Did the students actively participate and show interest in the lesson?5. Did I assess student understanding effectively during the lesson?			

<p>Class: 9</p> <p>Chapter - 2: Socialism In Europe and The Russian Revolution</p> <p>Period No: 11</p> <p>Key Concepts: Making a Socialist Society.</p> <p>Date:</p>			
<p>TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS</p>	<p>PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS</p>	<p>ASSESSMENT STRATERGIES</p>	<p>MATERIALS REQUIRED</p>
<p>Recapitulation (5 Min)</p> <p>1. Making a Socialist Society (35 Min)</p> <p>LO 4: Analyses and evaluate after the civil war.</p> <p>C.4.1: Explains the steps undertaken to transform Russia into socialist country.</p>	<p><u>Probing questions:</u></p> <p>Define Civil War?</p> <p>What is the period of Civil War?</p> <p>Which Country is the Mother Land of Socialism?</p> <p>Define Nationalization?</p> <p>Critically evaluates the five-year plans played a key role in the Soviet Economy?</p> <p>Explain the Soviet Government approached the Social Welfare programmes?</p>	<p>Define the symbol of Socialism?</p> <p>Evaluate the five-year plans in India?</p> <p>Evaluate the five-year plans in Russia?</p> <p>Define the first Socialist Country in World?</p> <p>Define the propagators of Socialist ideas in India?</p> <p>Activity: Read and evaluate the sources and Box items given in the text book</p>	<p>World Map</p>  <p>Source; mapsofworld.com</p> <p>YouTube Videos</p>  <p>Source: Examrace, YouTube.com.</p>

Teachers' reflections and experiences:

1. Did I clearly communicate the lesson objectives to the students?
2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?
3. What strategies can I implement to improve classroom management?
4. Did the students actively participate and show interest in the lesson?
5. Did I assess student understanding effectively during the lesson?

<p>Class: 9</p> <p>Chapter - 2: Socialism In Europe and The Russian Revolution</p> <p>Period No: 12</p> <p>Key Concepts: Stalinism and Collectivization and The Global Influence of the Russian Revolution and The USSR</p> <p>Date:</p>			
<p>TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS</p>	<p>PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS</p>	<p>ASSESSMENT STRATERGIES</p>	<p>MATERIALS REQUIRED</p>
<p>Recapitulation (5 Min)</p> <p>1. Stalinism and Collectivization (15 Min)</p> <p>2. The Global influence of the Russian Revolution and the USSR (20 Min)</p>	<p><u>Probing questions:</u></p> <p>Define Nationalization</p> <p>Define USSR?</p> <p>Explain the main goals of Stalin’s Collectivization policies</p> <p>Critically evaluates the reactions of the peasantry to collectivization</p> <p>Describe the role of KULAKS in Collectivization Policy?</p> <p>Appreciate the concept of Collectivization on Agricultural production</p>	<p>4. Define Kolkhoz</p> <p>5. Describe the impact of Collectivization on the lives of peasants?</p> <p>6. Define Kulaks?</p> <p>ACTIVITY 1(Data Analysis)</p> <p>Create a Time Line of Stalin’s collectivization programme ?</p> <p>Explain the immediate consequences of the Russian Revolution?</p> <p>Define the term deported?</p>	<p>World Map</p>  <p>Source: mapsofworld.com</p> <p>Videos</p>  <p>Source: Examrace, YouTube.com.</p>

<p>LO 4. Analyses and evaluates the information about Stalinism and collectivization programme.</p> <p>LO 4. Analyses and evaluates the information about the Russian revolution and the USSR.</p> <p>C.4.1: Critiques Stalin’s collectivism programme and drop inter-linkages between planned economy and collectivization of agriculture.</p> <p>C.4.2: Examines the global influence of the Russian revolution and the USSR and how did other countries adopt to socialism</p>	<p><u>INTERPRETS THE TEXTUAL PICTURES IN PAGE 88 FIG. 18</u></p> <p>Express your views on it.</p> <ol style="list-style-type: none"> 1. The rise of communism and Revolutionary movements 2. The cold War and the Global Rivalry 3. Describe the Global impact of the Soviet Union. 	<p><u>ACTIVITY 2</u></p> <p>Write the statement of the Paragraph given in the text book page 96.</p> <p>Activity</p> <p>Compare the passages written by Shaukat Usmani and Rabindranath Tagore. Read them in relation to Sources C, D and E.</p> <ul style="list-style-type: none"> ➤ What did Indians find impressive about the USSR ? ➤ What did the writers fail to notice? 	
<p>Teachers’ reflections and experiences:</p> <ol style="list-style-type: none"> 1. Did I clearly communicate the lesson objectives to the students? 2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs? 3. What strategies can I implement to improve classroom management? 4. Did the students actively participate and show interest in the lesson? 5. Did I assess student understanding effectively during the lesson? 			

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Teachers' reflections and experiences:

1. Did I clearly communicate the lesson objectives to the students?
2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?
3. What strategies can I implement to improve classroom management?
4. Did the students actively participate and show interest in the lesson?
5. Did I assess student understanding effectively during the lesson?

Class: 9

Chapter - 2: Socialism In Europe and The Russian Revolution

Period No: 14

Key Concepts: Assessment

Date:

ASSESSMENT PLAN (Model Questions)

- | | | |
|------|---|--------------------|
| I) | Answer the following questions in detail: | 2 x 2 =4 M |
| | 1) What were the social, economic, political conditions in Russia before 1905? | |
| | 2) Why did the Tsarist Autocracy collapse in 1917? | |
| II) | Answer the following questions in detail. | 1 x 5 = 5 M |
| | 3) What were the main changes brought about by the Bolsheviks immediately after the October Revolution? | |
| III) | Answer the following questions briefly: | 1 x 4 =4 M |
| | 4) Why did people in Central Asia respond to the Russian Revolution in different ways? | |
| IV) | Answer the following in short: | 1 x 3 =3 M |
| | 5) List out two differences between the Capitalist and Socialist ideas of private property? | |
| | Multiple choice questions: | 4 x 1 = 4 M |
| | 6) Society before the 18 th century in Europe was divided into | |
| | a) Caste and classes b) Estates and orders | |
| | c) Liberals, Radicals and conservatives d) Religious and orders | |
| | 7) On which of the following issues did liberals and radicals differ? | |
| | a) Property and privileges b) Dynastic rule | |
| | c) Individual Rights d) Representative form of Government | |
| | 8) Socialist: | |
| | a) Favored private property b) Were against private property | |
| | b) Favored individual controlled property d) Regarded private property as a solution of all problems | |
| | 9). Who wrote the book "The Communist Manifesto," which laid the foundation for socialist ideas? | |
| | a) Karl Marx and Friedrich Engels b) Vladimir Lenin c) Joseph Stalin d) Leon Trotsky | |

Class: 9

Chapter - 2: Socialism In Europe and The Russian Revolution

Period No: 15

Key Concepts: Remedial Teaching.

Date:

Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Assessment strategies	Material required
<p>This will be to revise the above concepts only for those who didn't understands properly</p>	<p>Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment</p>		
<p>Teachers' reflections and experiences:</p> <ol style="list-style-type: none"> 1. Did I clearly communicate the lesson objectives to the students? 2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs? 3. What strategies can I implement to improve classroom management? 4. Did the students actively participate and show interest in the lesson? 5. Did I assess student understanding effectively during the lesson? 			

9th Class - Lesson Plan - HISTORY



Chapter: 3 - NAZISM AND THE RISE OF HITLER

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 and Competencies

I. 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, 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**
- **C-2.5 Recognizes 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**

CHAPTER: 3 - NAZISM AND THE RISE OF HITLER - MIND MAPPING- Periods-15



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
Period-1 Introduction	LO 3: Explain the Nazism and the rise of Hitler in Germany	3.1: Explain Nazi ideology was similar to Hitler's world view
Period-2 Birth of the Weimar republic	LO 1: Recognizes about the birth of the Weimar Republic and failures	1.1: Locates Hitler attacked the Soviet Union places in June 1941
Period-3 The effects of the war	LO 3: Explain about the changes came after the World War one	3.1: Analyses the 2nd world war ended in May 1945 with Hitler's defeat
Period-4 Political radicalism and economic crisis	LO 4: Analyses the impact of political radicalism and economic crisis	4.1: Assesses the Japan supported Hitler's and bombed USA base at Pearl harbour
Period-5 The years of depression	LO 3: Understands the effect of the depression in 1929 throughout the world	3.1: Explain the role of the media in the promoting Nazi propaganda
Period-6 Hitler's rise to power the destruction of democracy	LO 4: Analyses that Hitler's views about the democracy	4.1: Explains victories and defeats Hitler believed that a strong Nazi society, ideology to the children.
Period-7 Reconstruction	LO 9: Construct views the effort of Hitler 2 reconstruct the nation	9.1: Historical events and personalities about the Hitler were a power full speaker passionate speech and promises inspired German people
Period-8 The Nazism world view- the establishment state of racial state	LO 1: Recognises that Nazism is based on Racial supremacy	1.1: Identifies the different theories behind Nazism
Period-9 The racial utopia	LO 2: Classifies the steps to death	2.1: Distinguishes the steps for the persecution of Jews.
Period-10 Youth in Nazi Germany the Nazi cult of mother hood	LO 3: Explain the Nazi schooling	3.1: Analyses Jung Volk
Period-11 The art of propaganda	LO 4: Analyses the impact of the propaganda of Nazism	4.1 Examine the role of Media
Period-12 Ordinary people and the crimes against humanity	LO 4: Analyses and evaluate the feelings of ordinary people	4.1 Explains the different writings of ordinary people of Germany.
Period-13 Knowledge about the holocaust	LO 12: Shows sensitivity towards Jews in Nazism.	12.1: Empathises Jews situation in Nazi Germany 12.2: Appreciate the people who resisted against Nazism

Period-14 Assessment	To review what worked well in the ideas and thoughts into presentation – transition process and identify any areas for improvement and plan to revise the process for those children who needed.
Period-15 Remedial teaching and mapping	Summarises and reteaches the lesson with simple tools for those who couldn't do well in assessment.

- Note:** 1.The teachers should not exclude ‘Activities’ , ‘New words’ and Figures given in the textbook, pertaining to the chapter.
2. Teacher may take an assessment during the lesson.

Class: 9 History
Chapter - 3: NAZISM AND THE RISE OF HITLER
Period No: 01
Key concepts: Introduction
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>Introduction: To check the previous Knowledge.</p> <p>1. Revision of Concepts related to Nazism and the rise of Hitler</p> <p>LO 3: Explain the Nazism and the rise of Hitler in Germany</p> <p>C:3.1 Analyses the impact of the revise prior concepts such as Nazism in Germany, Aryans and the great race etc., to develop interest in the topic and understand prior knowledge of students.</p> <p>Background</p>	<p>Probing questions to introduce the Lesson: Activity: Show some pictures of Rulers in Present Days. i.e., KIM Photo from North Korea</p>  <ul style="list-style-type: none"> ✧ Can you identify this person ✧ Who is he? ✧ What was his specialty? ✧ Can you know this type of supreme power of leaders in German History? ✧ Identify Story telling of HELMUTH ✧ Identify story of Adolf Hitler . <p>Summarize:</p> <ul style="list-style-type: none"> ✧ Explain the world history and the major events 	<ol style="list-style-type: none"> 1. Who is Hitler? 2. Do you know why such circumstance occur? 3. How did Hitler become so power full? 4. What is the Hitlers determination? 5. Who were the allies in the World War 1? 	<p>Video</p>  <p>Source: Pebbles CBSE Board Syllabus, YouTube.com https://www.youtube.com/watch?v=zRs4n8AxMg</p> <p>Atlas</p>

Peace and crime against humanity



1. World war 1
 2. World war
- ✧ Explain Hitler rise to power, born in 1889 in Austria, Hitler's spent his youth in poverty.
 - ✧ Understand Germany a mighty power, Hitlers, Nazis there ideas.
 - ✧ Germany surrenders to allies international military tribunal at Nuremberg 11 leading nazis to death

New words

Genocidal – Killing on large scale leading to destruction of large sections of people

Conclusion:

Russia
France - Allies - USA, UK
Vs
Germany
Italy - Axis – Japan

6. Helmuth was ----- when he heard his father had shot himself?

Read and learn:

New words

Allies – The Allied Powers were initially led by the UK and France. In 1941 they were joined by the USSR and USA. They fought against the Axis Powers, namely Germany, Italy and Japan.



0966CH03

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? _____
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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: 9 History
Chapter - 3: NAZISM AND THE RISE OF HITLER
Period No: 02
Key concepts: Birth of the Weimar republic
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>1. Recapitulation (5 mins)</p> <p>LO 2: Recognize about the birth of the Weimar Republic and failures C:2.1 Recall name and Places of the Weimar Republic sign on the Versailles treaty-it lost the confidence of the people.</p> <p><u>The central powers:</u></p> <p>Understanding a national assembly</p>	<p>Testing Prior knowledge by probing questions:</p>  <p>1. Who is he?</p> <p>2. What is the Hitler determination?</p> <p>3. Who is the Dictator Dilemma?</p> <p>Activity: Discuss about Dictatorship - Find out names of some Dictators in History.</p>	<p>1. What is the birth of the Weimar republic?</p> <p>2. Which country defeated in first World War-I?</p> <p>3. Why was the article 48 of the Weimar republic consider harmful for the republic?</p> <p>4. According to the nazis which people were to be regarded as desirable?</p>	<p>Video</p>  <p>Source: Pebbles CBSE Board Syllabus, YouTube.com https://www.youtube.com/watch?v=zAfkNSymbLQ</p>

Versailles treaty

Summarize:

- ✧ Explain the Germans a power full empire in the early years of the 20th century
- ✧ Understanding the national assembly met at Weimar and established a democratic constitution with a federal.
- ✧ Discuss structure Germans defeat at the end of the 1st world war.
- ✧ Analyse the peace treaty at Versailles with the allies



Text book Page no: 102

Conclusion:

- ✧ Observe the Germany territories.
1. Explain 13% Of its territories 75% of its iron.
 2. Understand 26% of coal to France, Poland, Denmark and Lithuania.

5. Who is the present Germany president?

6. Who is power in Germany?

7. What was the treaty for world war one?

Globe

Wall Maps
(World &
India)



Birth of the
Weimar republic

<https://www.youtube.com/watch?v=OOS7egh3mc>

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Teachers' reflections and experiences:

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Class: 9 History
Chapter - 3: NAZISM AND THE RISE OF HITLER
Period No: 03
Key concepts: The Effects of The War
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>1. Recapitulation (5 mins)</p> <p>LO 3 : Explain about the changes came after the world war one</p>	<p>Prior Knowledge:</p> <ol style="list-style-type: none"> Which country defeated in 1st World War one? According to the Nazis which people to be regarded as desirable? <p>Summarize:</p> <ul style="list-style-type: none"> ✧ Explain conflict situation cause more mortality and disability then any major disease ✧ Analyse flattened cities and towns destroyed bridges and railway road scorched the country side ✧ Discuss the shortage food fuel and all kinds consumer products persisted. <div style="display: flex; justify-content: space-around;">  </div>	<ol style="list-style-type: none"> Which nation war the axis power during World War 2? The first world war did not leave a deep imprint on European society and polity(T/F)? What are the main effects of war? What war of the effects world war? 	<div style="text-align: center;">  <p>The Effects of The War</p> </div> <p>https://en.wikipedia.org/wiki/World_War_I</p>

The Impact of World war-1 on Germany

Territories Taken Away from Germany by Allies after World War I



Conclusion: The First World War's effects on Germany were devastating and multi-layered. It inflicted immense human loss, economic hardship, and social unrest, leaving a legacy of trauma and instability that resonated for decades.

Teachers' reflections and experiences:

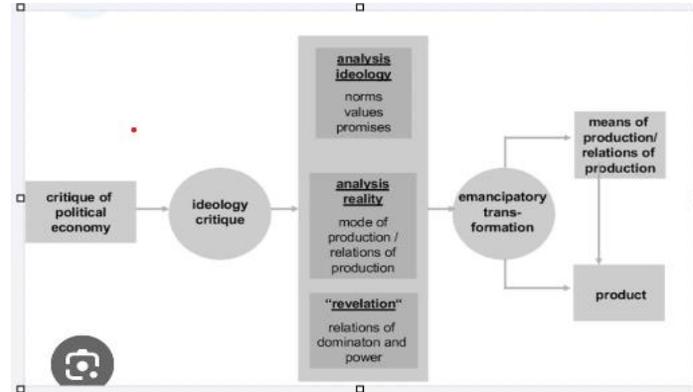
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6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 9 History
Chapter - 4: NAZISM AND THE RISE OF HITLER
Period No: 04
Key concepts: Political Radicalism and Economic Crisis
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>Recapitulation</p> <p>LO 4: Analyse the impact of political radicalism and economic crisis C 4.1 : Assesses the Japan supported Hitlers and bombed USA base at Pearl harbor</p> <p>Radical solution</p>	<p>Prior knowledge</p> <ol style="list-style-type: none"> 1. What are the main effects of war? 2. Which nation were the axis power during World War 2? <p>Activity: Draw connection between political Radicalism and economical crisis</p> <p>Activity-1</p> <p>Explain about the picture.</p>  <p style="text-align: center;">Text Book Page No:106</p> <ul style="list-style-type: none"> ✧ Understand the picture of uprising of the Spartacist league on the pattern of the Bolshevik revolution in Russia ✧ Examine in 1923 Germany refused to pay and the French occupied its leading industrial area Ruhr to claim their coal. 	<p>Observe the paper clip:</p>  <p style="text-align: center;">Text Book Page No:106</p> <ol style="list-style-type: none"> 1. What is the meaning of political radicalism? 2. What was economic crisis in Germany? 3. Why did Germany start minting paper currency? 	<p>Pictures</p> <div style="text-align: center;">  <p>Political Radicalism And Economic Crisis</p> </div> <p>https://www.youtube.com/watch?v=BrqwG0kvQTM</p> <p>Atlas</p>

- ❖ Explain the political radicalization was only heightened by the economic crisis of 1923.
- ❖ Analyses the political atmosphere in Berlin was changed with demands for soviet style governance.

Conclusion:



- ❖ Understand the militant nationalists craved for radical solution, political radicalization was only heightened by the economic crisis of 1923.

4. What is the difference between radicalism and radicalization?

Read and learn:

New words

Deplete – Reduce, empty out

Reparation – Make up for a wrong done

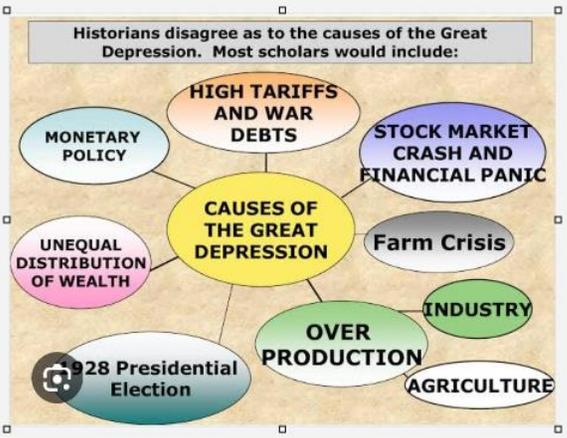
Globe

Wall Maps
(World &
India)

Teachers’ reflections and experiences:

1. Is the lesson appropriately timed? _____
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3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
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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: 9 History
Chapter - 4: NAZISM AND THE RISE OF HITLER
Period No: 05
Key concepts: The years of Depression
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>1.Revision (5 mins)</p> <p>LO 2: Classifies the effect of the depression in 1929 throughout the world.</p> <p>C 2.1: Compares the role of the media in the promoting Nazi propaganda</p> <p>Investments and industrial recoveries</p>	<p>Prior Knowledge:</p> <ol style="list-style-type: none"> 1. What are the features of Nazism? 2. Who is Hitler? <p>Activity: 1</p>  <p>Is it right Classification of Depression - Discuss (Group Activity)</p>	<ol style="list-style-type: none"> 1. How did the German economy recover? 2. How many million shares sell? 3. Which sector is the back bone of German economy? 4. Which period is known as the year of depression? 5. What is wall street exchange and in which year it takes place ? 	 <p>The years of Depression</p> <p>https://www.youtube.com/watch?v=boV_7owxKUo</p> <p>Pictures</p> <p>Atlas</p>

Proportional representation

SUMMARY :

- ❖ German investment and industrial recovery were totally dependent on short term loans, largely from the USA.



Fig.6 – Sleeping on the line. During the Great Depression the unemployed could not hope for either wage or shelter. On winter nights when they wanted a shelter over their head, they had to pay to sleep like this.

- ❖ Explain a fall in crises people made fantastic efforts to sell their shares
- ❖ One single day 24th October 13 million shares were sold.
- ❖ Industrial production was reduced to 40% of the 1929 level.
- ❖ Explain made achieving a majority by any one

Conclusion:

- ❖ Party a near possible task
- ❖ Compares different types of the economic crises affected most countries across the world (1929-1939).

Read and learn:

New words

Wall Street Exchange – The name of the world's biggest stock exchange located in the USA.

Why did the Small businessmen, the self-employed and retailers were fear of proletarianization?

New words

Proletarianisation – To become impoverished to the level of working classes.

Globe

Wall Maps
(World & India)

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
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6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 9 History
Chapter - 3: NAZISM AND THE RISE OF HITLER
Period No: 06

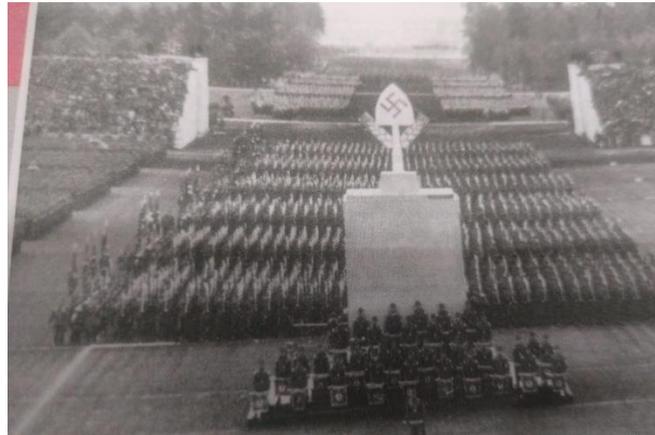
Key concepts: Hitler rise to power the destruction of democracy
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>1.Recapitulation (10 mins) LO 4: Analyses that Hitlers views about the democracy C 4.1: Explains victories and defeats Hitler believed that a strong Nazi society, ideology to the children</p> <p>Rise to power of Hitler</p>	<p>Prior Knowledge:</p> <p>1. What we observe in below picture?</p>  <p>2. Which period known as the year of depression?</p> <p>Activity: 1 Draw the flow chart of the Nazi and the rise of Hitler</p> <p>Summarize:</p> <ul style="list-style-type: none"> ❖ Evaluates Hitler planned to seize control of Bavaria much to Berlin and capture power. ❖ Analyses in 1928 the Nazi party got no more then 2.6% votes in the Reichstag the German parliament 	<p>1. When did Hitler born?</p> <p>Read and learn:</p> <div style="background-color: #e0f2f1; padding: 5px; border: 1px solid #ccc;"> <p>New words</p> <p>Propaganda – Specific type of message directly aimed at influencing the opinion of people (through the use of posters, films, speeches, etc.)</p> </div> <p>2. What is the plan of Hitler?</p> <p>3. How did Hitler rise to power?</p>	<p>Pictures</p> <p>https://www.youtube.com/watch?v=eCLnsdX4qKM</p>  <p>Hitler rise to power the destruction of democracy</p> <p>Atlas</p> <p>Globe</p>

Significance of rituals and spectacle



- ✧ Explain Nazi propaganda stirred hopes of a better future.
- ✧ The Hitler devised a new style of politics the significance of ritual and spectacle in mass mobilizations.



- ✧ **Conclusion:**
Analyse on 3rd march 1933 the famous enabling ACT was passed.
- ✧ Examine special surveillance and security forces were created to control and order society in way that the Nazis.

Some important dates
August 1, 1914
First World War begins.
November 9, 1918
Germany capitulates, ending the war.
November 9, 1918
Proclamation of the Weimar Republic.
June 28, 1919
Treaty of Versailles.
January 30, 1933
Hitler becomes Chancellor of Germany.
September 1, 1939
Germany invades Poland. Beginning
Second World War.
June 22, 1941
Germany invades the USSR.
June 23, 1941
Mass murder of the Jews begins.
December 8, 1941
The United States joins Second World War.
January 27, 1945
Soviet troops liberate Auschwitz.
May 8, 1945
Allied victory in Europe.

4. What do they tell us about nazi propaganda?
5. How Hitler destroys democracy in Germany?

Read and evaluate:

New words

Concentration camp – A camp where people were isolated and detained without due process of law. Typically, it was surrounded by electrified barbed wire fences.

Wall Maps
(World & India)

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
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6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 9 History
Chapter - 3: NAZISM AND THE RISE OF HITLER
Period No: 07
Key concepts: Reconstruction
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>1. Prior concepts (15 mins)</p> <p>LO 9: Construct views the effort of Hitler to reconstruct the nation</p> <p>C 9.1: Historical events and personalities about the Hitler was a power full speaker passionate speeches and promises inspired German people</p> <p>League of nation in 1933</p> <p>Hiroshima on 6th august 1945</p>	<p>Prior Knowledge:</p> <ol style="list-style-type: none"> 1. What are the main effects of war? 2. How did Hitler rise to power? <p>Activity: Prepare a Mind map about Adolf Hitler.</p> <p>Summary</p> <ul style="list-style-type: none"> ✧ Germany was not an original member of the league of nation when it was established in 1920 ✧ The president Woodrow Wilson has part of his 14 points plan and also re occupied the Rhineland in 1936 ✧ The German government announced its withdrawal from the league of nation  <p><i>Fig. 11 – Expansion of Nazi power: Europe 1942.</i></p>	<p>Understand the news clip</p> <ol style="list-style-type: none"> 1. Who proposed the league of nation? 2. What was Germany relationship with the league of nation? 3. Who left the league of nation in 1933? 4. Why did Japan attract pearl harbour?  <p>5. How many people</p>	<p>Pictures</p>  <p>Reconstruction</p> <p>https://www.youtube.com/watch?v=SIO2amr2NA</p> <p>Atlas</p> <p>Globe</p> <p>Wall Maps (World & India)</p>

	<p>✧ The Hitler and bombed the US base at pearl harbour the US entered the 2nd world war (2403 died).</p> <p><u>Conclusion:</u></p> <p>✧ The war ended in May 1945 with Hitlers defeat and the US dropping of the atom bomb on Hiroshima in Japan.</p> <p>✧ Bomb effected 1,40,000 people an estimated</p> <p>✧ The imperial Japanese navy conducted a surprise aerial assault and pearl harbour.</p>	<p>died in Hiroshima?</p> <p>6. How many did at pearl harbour?</p> <p>7. Did pearl harbour lead to Hiroshima?</p>	
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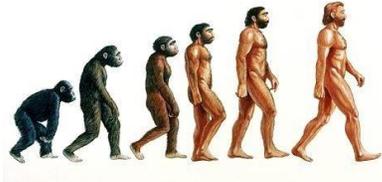
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Class 9: History
Chapter 3: Nazism and the Rise of Hitler
Period No: 08

Key concept: The Nazism worldview and the establishment of the racial state

Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>Recapitulation (5 min)</p> <p>Nazi Ideology. (15 Min)</p> <p>LO 1: Recognises that Nazism is based on Racial supremacy</p> <p>C 1.1 Identifies the different theories behind Nazism</p>	<p>Testing prior knowledge</p> <p>What was Hitler’s ideology?</p> <p>What was Hitler’s slogan?</p> <p>Who was Helmuth and what was his fear?</p> <p>Explain some crimes committed by Hitler.</p> <p>Analysis the reason for the establishment of racial state.</p> <p>Discussion on Nazism:</p> <div style="text-align: center;">  </div> <p>What does this picture explain?</p> <p>Who taught in this theory?</p>	<p>What were the main features of Hitler’s geo political concept?</p>	<div style="text-align: center;">  </div> <p>Vi deo about Nazi Ideology</p>

Establishment of the Racial State
(10 Min)

Mahatma Gandhi's letter to Hitler. (10 Min)

Hitler's Racism borrowed from thinker like Charles Darin and Herbert spencer.

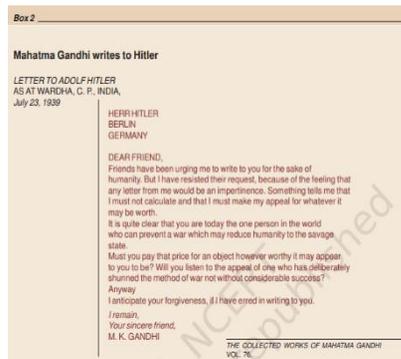
Explains the Nazi argument:

- "The most vital race would survive, and the weak one would perish".
- "Able to understand the concept of Lebensraum."
- Which act made Hitler the dictator of Germany?

- Recall the story of Helmuth and knows the fact about why his father shot himself.

- Students able to understand who were desirables and who were undesirables
- Understand about the Euthanasia program.

Activity 1: Observe the letter and answer the questions:



World map

- Define Euthanasia.

- What was the book written by Hitler?

Project work : collect the information of Adolf Hitler and prepare a scrap book

Activity

Read Sources A and B

- What do they tell you about Hitler's imperial ambition?
- What do you think Mahatma Gandhi would have said to Hitler about these ideas?

1. What was Gandhi's ideology?
 2. What is Hitler's ideology?
 3. What were the punishments imposed by Germany by the Treaty of Versailles?
- Students are able to understand the differences between Hitler's ideology and Gandhi's ideology and appreciate Gandhi.

Summary: Nazi ideology was synonymous with Hitler's worldview. He thought the German race that is Aryan race, was finest and they had power to dominate the world.

Discuss with students-

New words

Gypsy – The groups that were classified as 'gypsy' had their own community identity. Sinti and Roma were two such communities. Many of them traced their origin to India.
 Pauperised – Reduce to absolute poverty
 Persecution – Systematic, organised punishment of those belonging to a group or religion
 Usurers – Moneylenders charging excessive interest; often used as a term of abuse

- What was Hitler's ambition?
- Why did Gandhi write a letter to Hitler?

Activity: Read and evaluate

New words

Nordic German Aryans – One branch of those classified as Aryans. They lived in north European countries and had German or related origin.

Define the words Nordic German Aryans, Gypsy, usurers etc.

Germans belong to which race?

Teachers' reflections and experiences:

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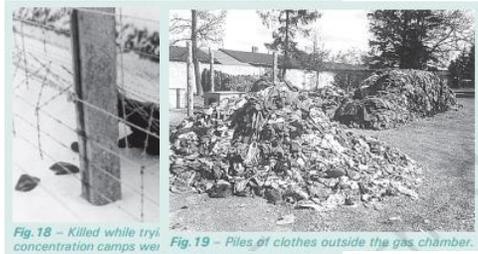
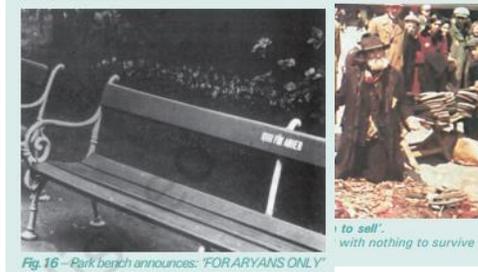
Class 9: History
Chapter 3: The Nazism and the Rise of Hitler
Period No: 9
Key concept: The racial Utopia
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>Recapitulation (5 min)</p> <p>Racial Utopia (15 Min)</p> <p>LO 2: Classifies the steps to death C 2.1 Classify the steps for the persecution of Jews.</p>	<p>Texting prior knowledge.</p> <ul style="list-style-type: none"> ➤ What is genocidal war? ➤ What is the immediate cause for the World War II ➤ In Which year Hitler attacked on Poland <p>Recognizes the reasons for Hitler attack on Poland.</p> <ul style="list-style-type: none"> ➤ Recall the race of Germans. ➤ Identifies who were desirable and undesirable in Nazi Germany. ➤ Able to understand the meaning of word of Ghettos. 	<ul style="list-style-type: none"> ➤ Who were called desirables in Nazi Germany? ➤ Who were called undesirable? <p>Explain the features of Nazi's thinking.</p> <p>What are Nuremberg laws?</p>	<p>World map</p> <p>Picture</p>

Steps to death

1. Exclusion
2. Ghettoization
3. Annihilation
(20 Min)

Activity: Observe these pictures and answer the following questions:



1. What is citizenship?
2. What did Nuremberg laws do to the undesirables?
3. What are the legal measures for Jews?

Students understand what are Ghettos and identifies the different steps used by the Hitler to persecute the Jews.

Do you support Hitler's ideology? Why? Why not?

Video on Auschwitz:



Activity: Read the 'STEPS TO DEATH' in the Pg. No's: 128 & 130 and do the given below activity.

Activity

See the next two pages and write briefly:

- What does citizenship mean to you? Look at Chapters 1 and 3 and write 200 words on how the French Revolution and Nazism defined citizenship.
- What did the Nuremberg Laws mean to the 'undesirables' in Nazi Germany? What other legal measures were taken against them to make them feel unwanted?

Images

	<p>Do you think is it correct to persecute Jews like this?</p> <p>Summary:</p> <p>Hitler's ideology of racial supremacy and killings of other races like Jews was very inhumane.</p>	<p>What are Ghettos?</p> <p>Why Hitler targeted Jews?</p>	
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Teachers' reflections and experiences:

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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 9: History
Chapter 3: The Nazism and the Rise of Hitler
Period No: 10
Key concept: Youth in Nazi Germany
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>1.Recapitulation (5 min)</p> <p>Youth in Nazi Germany (15 Min)</p> <p>LO 3: Explain the Nazi schooling</p> <p>C 3.1 Analyses Jung Volk</p>	<p>To test their prior knowledge teacher, ask these questions.</p> <ol style="list-style-type: none"> 1. In which year great depression took place? 2. Which treaty was made after the World War I? 3. What were the punishments imposed on Germany by Versailles Peace Treaty? <p>Students recall the economic Conditions of Germany after world war I.</p> <p>Today’s children are tomorrows --- complete the sentence.</p> <ul style="list-style-type: none"> - So, Hitler felt Nazi Society could be established by teaching children Nazi ideology- - Students able to understand the main aim behind Nazi schooling. - Who are undesirables in Germany. - Nazi Schooling was based on Racial Science. 	<p>Observe the pictures: What it depicts?</p>  <p><i>Fig.23 – Classroom scene depicting a lesson on racial anti-Semitism. From Der Giftpilz (The Poison Mushroom) by Ernst Hiemer (Nuremberg: der Sturmer, 1938), p.7. Caption reads: ‘The Jewish nose is bent at its point. It looks like the number six.’</i></p>  <p><i>Fig.24 – Jewish teacher and Jewish pupils expelled from school under the jeers of classmates. From Trau keinem jud auf gruner Heid: Ein Bilderbuch fur Gross und Keom (Trust No Jew on the Green Heath: a Picture Book for Big and Little), By Elvira Bauer (Nuremberg: Der Sturmer, 1936).</i></p> <p>Suppose, if you were a student sitting in one of these classes,</p>	<p>Pictures related to Nazism.</p> <p>Video on Nazi schooling</p> 

<p>Youth Organization (10 min)</p> <p>Nazi Cult of Motherland (10 min)</p>	<p>Explains the word Jung Volk. In which year the youth League of the Nazi was founded?</p> <p>New words</p> <p>Jungvolk – Nazi youth groups for children below 14 years of age.</p> <p>Understands the Nazi schooling was based on racial Science..... Youth in Germany if they like or not until death they have to serve for the Hitler.</p> <p>Activity: Read the sources (Textbook page no: 134) and answer the question:</p> <p>Source: C _____</p> <p>All boys between the ages of six and ten went through a preliminary training in Nazi ideology. At the end of the training they had to take the following oath of loyalty to Hitler: 'In the presence of this blood banner which represents our Fuhrer I swear to devote all my energies and my strength to the saviour of our country, Adolf Hitler. I am willing and ready to give up my life for him, so help me God.' <i>From W. Shirer, The Rise and Fall of the Third Reich</i></p> <p>Source: D _____</p> <p>Robert Lay, head of the German Labour Front, said: 'We start when the child is three years old. As soon as he even starts to think, he is given a little flag to wave. Then comes school, the Hitler Youth, military service. But when all this is over, we don't let go of anyone. The labour front takes hold of them, and keeps hold until they go to the grave, whether they like it or not.'</p> <p>What it conveys?</p>	<p>how would you have feet towards Jews.</p> <p>Have you ever thought of the stereotypes of other communities that people around you believe in? How have they acquired them?</p> <p>Read the source and answer the question.</p> <p>Source E _____</p> <p>In an address to women at the Nuremberg Party Rally, 8 September 1934, Hitler said: We do not consider it correct for the woman to interfere in the world of the man, in his main sphere. We consider it natural that these two worlds remain distinct...What the man gives in courage on the battlefield, the woman gives in eternal self-sacrifice, in eternal pain and suffering. Every child that women bring to the world is a battle, a battle waged for the existence of her people.</p> <p>Do you think women should confine themselves for eternal pain and suffering? what is your opinion?</p>	
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Activity: Observe the pictures.



Fig.25 - 'Desirable' children that Hitler wanted to see multiplied.



Fig.26 - A German-blooded infant with his mother being brought from occupied Europe to Annexed Poland for settlement.

Explain the role of women in Nazi Society

What Hitler Said in 1933 about women compare and contrast the treatment of mothers who support Nazianz and who were not.

Summary: According to the Nazi Ideology the fight for equal rights for men and women was wrong. Woman had to maintain the purity of race and teach Nazi ideology to their Children.

Activity

Look at Figs. 23, 24, and 27. Imagine yourself to be a Jew or a Pole in Nazi Germany. It is September 1941, and the law forcing Jews to wear the Star of David has just been declared. Write an account of one day in your life.



Video on Life of Women in Nazi Germany

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)

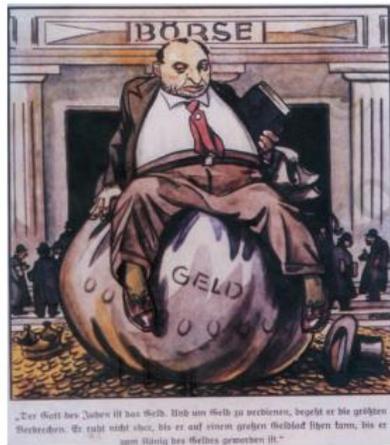
Class 9: History
Chapter 3: The Nazism and the Rise of Hitler
Period No: 11
Key concept: The art of Propaganda
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>Recapitulation (5 Min)</p> <p>The Art of Propaganda 20 min</p> <p>LO 4: Analyses the impact of the propaganda of Nazism</p> <p>C 4.1. Examine the role of Media</p>	<p>Probing Questions:</p> <ol style="list-style-type: none"> 1. Who was desirable in Germany? 2. Who were called undesirables? 3. What was the role of German women in Nazi ideology? <p>Understands the words special treatment, final solutions, euthanasia, selection, and disinfection.</p> <p>What is Evacuation?</p> <p>Activity :</p>  <p><small>Fig. 14 – This is one of the freight cars used to deport Jews to the death chambers.</small></p>	<p>Activity: Read the Sources E & F and Comment it.</p> <p><i>Source E</i> _____</p> <p>In an address to women at the Nuremberg Party Rally, 8 September 1934, Hitler said:</p> <p>We do not consider it correct for the woman to interfere in the world of the man, in his main sphere. We consider it natural that these two worlds remain distinct...What the man gives in courage on the battlefield, the woman gives in eternal self-sacrifice, in eternal pain and suffering. Every child that women bring to the world is a battle, a battle waged for the existence of her people.</p> <p><i>Source F</i> _____</p> <p>Hitler at the Nuremberg Party Rally, 8 September 1934, also said:</p> <p>'The woman is the most stable element in the preservation of a folk...she has the most unerring sense of everything that is important to not let a race disappear because it is her children who would be affected by all this suffering in the first place...That is why we have integrated the woman in the struggle of the racial community just as nature and providence have determined so.'</p>	<p>Pictures related to Hitler's Propaganda</p>

Activity
(15 Min)

1. What is this vehicle used for?
 2. What were the gas chambers called?
- Students able to understand how Hitler persecuted the Jews.

Activity : Observe the Poster.



*Fig. 28 – A Nazi poster attacking Jews.
Caption above reads: 'Money is the God of Jews. In order to earn money he commits the greatest crimes. He does not rest, until he can sit on a big sack of money, until he has become the king of money.'*

What do you think this Poster is trying to depict?

Activity

How would you have reacted to Hitler's ideas if you were:

- > A Jewish woman
- > A non-Jewish German woman

1. What were the mass killings called?

2. What words were used instead of kill or murder?

3. Jews were referred to --

Video on Hitler propaganda:



Activity: observe the below poster

What do they tell us about Nazi propaganda?

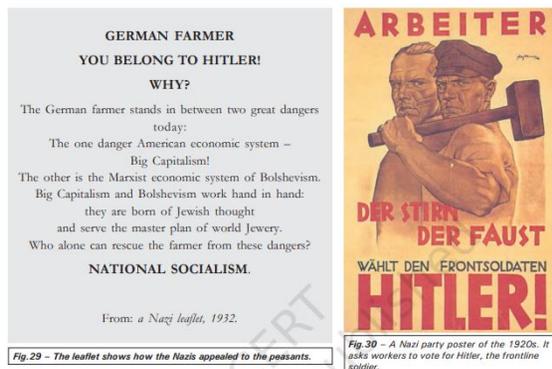


Fig. 29 - The leaflet shows how the Nazis appealed to the peasants.

Fig. 30 - A Nazi party poster of the 1920s. It asks workers to vote for Hitler, the frontline soldier.

1. What is the role of media?
2. What are the things coming under media?
3. What was the infamous film?

Summary: Hitler used media for promoting Nazi Propaganda or spreading Nazi ideas and was made to create hatred for Jews. Jews were referred to vermin and rats pests.

Activity

Look at Figs. 29 and 30 and answer the following:

What do they tell us about Nazi propaganda? How are the Nazis trying to mobilise different sections of the population?

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 9: History
Chapter 3: The Nazism and the Rise of Hitler
Period No: 12

Key concept: The Ordinary People and crimes against Humanity
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>Recapitulation (5 Min)</p> <p>Ordinary People to Nazism (20 Min)</p> <p>LO 4: Analyses and evaluate the feelings of ordinary people</p> <p>C 4.1 Explains the different writings of ordinary people of Germany.</p>	<p>What are your opinions about Nazism?</p> <p>Do you Support Hitler?</p> <p>Activity : Discussion on Nazism</p> <p>What was the House of Jews called?</p>	<p>Who wrote the poem First they came for the communists? There was no one left who could stand up form.</p> <p>What was ordinary people reaction towards Hitler’s Nazism?</p>	<p>Pictures</p> <p>Documentary on “The Nazis: A Warning from History”</p> <p>Video on Jews life in Nazism:</p> 

People's dreams in Nazi Germany
(15 Min)

'First they came for the Communists,
Well, I was not a Communist –
So I said nothing.
Then they came for the Social Democrats,
Well, I was not a Social Democrat
So I did nothing,
Then they came for the trade unionists,
But I was not a trade unionist.
And then they came for the Jews,
But I was not a Jew – so I did little.
Then when they came for me,
There was no one left who could stand up for me.'

Student read the words of Pastor Neimoeller and understands his attitude towards communists, Jews, and others.

Activity 9: observe the below figure

Box 1

Was the lack of concern for Nazi victims only because of the Terror? No, says Lawrence Rees who interviewed people from diverse backgrounds for his recent documentary, 'The Nazis: A Warning from History'.

Erna Kranz, an ordinary German teenager in the 1930s and a grandmother now, said to Rees:

'1930s offered a glimmer of hope, not just for the unemployed but for everybody for we all felt downtrodden. From my own experience I could say salaries increased and Germany seemed to have regained its sense of purpose. I could only say for myself, I thought it was a good time. I liked it.'

Why does Erna Kranz say, 'I could only say for myself?'

How do you view her opinion?

Pictures

Images

	<ol style="list-style-type: none"> 1. Who wrote the book “Third Reich of Dreams”? 2. What were the physical features of Jews? 3. What Charlotte wrote about Jews in her book? <p>Summary: Every German was not a Nazi. Many organized active resistances to Nazism, and many were passive out lookers. Nazism troubled Jews in their dreams, also. Jews died many deaths even before they reached the gas chambers.</p>	<p>Jews died many deaths even before they reached the gas chambers. Explain?</p>	
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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 9: History
Chapter 3: The Nazism and the Rise of Hitler
Period No: 13
Key concept: Knowledge about the Holocaust
Date:

Topic/Sub Topic, Learning Outcomes & Indicators	Pedagogical Process/ Teaching Learning Process	Assessment Strategies	Materials Required
<p>Recapitulation (10 Min)</p> <p>Holocaust (20 Min)</p> <p>LO 12: Shows sensitivity towards Jews in Nazism.</p> <p>C 12.1 Empathises Jews situation in Nazi Germany</p> <p>C 12.2 Appreciate the people who resisted against Nazism</p>	<p>Probing questions:</p> <p>What are concentration camps?</p> <p>What is Auschwitz?</p> <p>What are Ghettos?</p> <p>What is the meaning of the final Solution?</p> <p>What is the Genocidal War?</p> <ol style="list-style-type: none"> 1. In which year 2nd world war ended? 2. Which forces were defeated in the 2nd world war? 3. What happened to Hitler after he was defeated in the 2nd world war? 4. What did Jews want before they die? 5. How did the Jews preserve the documents? 	<p>What is the Holocaust?</p> <p>“A Ghetto had said to another that he wants to outline the war just for half an hour” why?</p>	<p>Pictures & videos related to Holocaust.</p> <p>Video on Holocaust.</p> 

Activity
(10 Min)

The Nazi killing operation was called Holocaust.

Activity: Observe the below pictures and answer the questions



Fig.31 – Inhabitants of the Warsaw ghetto collected documents and placed them in three milk cans along with other containers. As destruction seemed imminent, these containers were buried in the cellars of buildings in 1943. This can was discovered in 1950.



Fig.32 – Denmark secretly rescued their Jews from Germany. This is one of the boats used for the purpose.

1. What did they depict?
2. Where did the Jews preserve their documents?
3. What are the tributes to those who resisted Nazism?

Summary: Still today the memories of Holocaust live on the memories, fiction, poetry, documentaries and museums.

This is a warning to those who watched in silence.

Project:

Collect the pictures related to Holocaust.

Pictures

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)

9th History - Chapter – 3: The Nazism and the Rise of Hitler

Period No: 14 Assessment Plan (Model Questions)

Work sheet (20 Marks)

Class 9: History

Chapter: The Nazism and the Rise of Hitler

Choose the correct option

1x4=4M

1. Why was the famous ‘Enabling Act’ passed?
 - a. To establish autocratic rule in Germany.
 - b. To establish dictatorship in Germany
 - c. To establish Democracy in Germany
 - d. To establish socialism.
2. What was the name given to the Gas chambers by Nazis?
 - a. Environment friendly
 - b. Pollutant
 - c. Ghetto
 - d. Disinfection areas.
3. Which science was to justify Nazi ideas of race?
 - a. Racial Science
 - b. Political science
 - c. Community Science
 - d. Religious Science
4. What refers to the secret state police of German?
 - a. Gypsy
 - b. Gestapo
 - c. Jacobins
 - d. Jews

Two Marks Questions

2x2=4M

5. Which Youth Organizations were formed under Nazi Germany?
6. Describe the problems faced by the Weimar Republic?

Three Marks Questions

3x1=3M

7. Discuss why Nazism became popular in Germany in 1930?

Four Marks Questions

4x1=4M

8. Map Pointing:

On the outline map of Europe mark the following territories under German Empire

- a. Poland
- b. France
- c. Belgium
- d. Germany



Five Marks Questions

5x1=5M

(Answer any one of the questions)

9. “The Treaty of Versailles was humiliating on the German” give reason to support to our answer?
10. Discuss why Nazism became popular in Germany by 1930.

Class 10 - Civics
Chapter - 3 The Nazism and the Rise of Hitler
Period - 15
Remedial Teaching
Date:

Learning outcomes	Teaching-Learning Process	Pointers for Formative Assessment	TLMs
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Remedial plan after teaching the regular classes as per requirements.	Summarizes and Re-teach the lesson with simple tools for those who could not well in assessment		
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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)

NAME OF THE LESSON: **4. FOREST SOCIETY AND COLONIALISM**NO OF PERIODS: **05****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:

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):

Goal 1: Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture and the bio-diversity of the region.

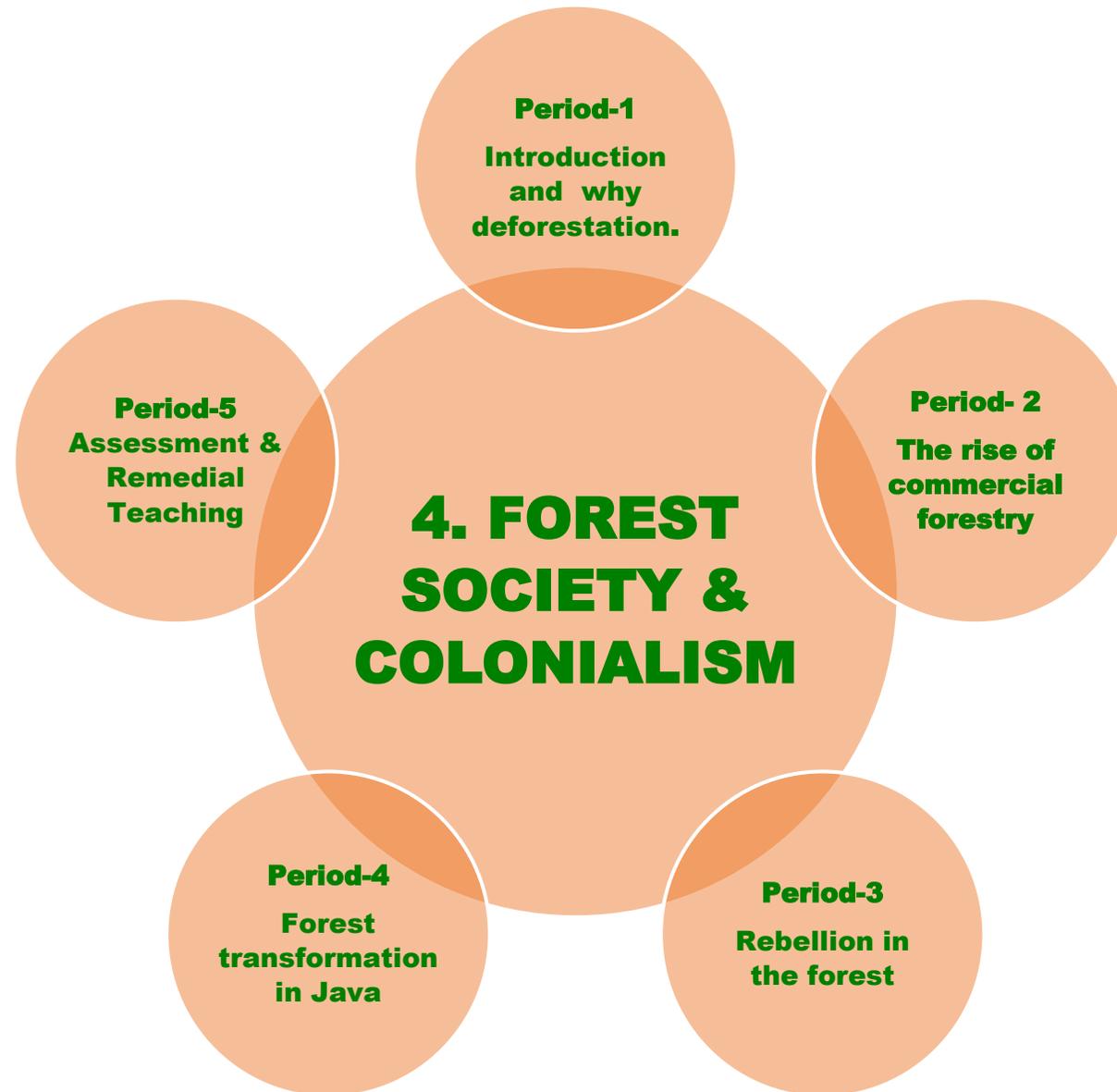
Competency:

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-1: Explains important Geographical concepts, characteristics of key landforms and their origin and other physical factors of a region.

C-2: Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and the special environment that resulted in practices of nature conservation..



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
Period-1 Introduction and why deforestation.	LO1: Recognises how the lands converted into cultivable. LO3: Understands the factors responsible for deforestation LO3: understands the role of colonialism LO1 Recognises the sleepers and expansion of railway network	1.1: Explain the causes of deforestation 3.1: Evaluate the developments made by colonialism, effects the deforestation 3.2: Describe the spread of trade and railways
Period- 2 The rise of commercial forestry	LO1: Recognises how the people were affected in forest LO3: Understands that the proper system was needed for the conservation of forest	1.1 : Describe the forest acts 3.1: Explains the new trade, employment and services 3.2: Evaluate the rules are framed to prevent falling of trees and restricted grazing
Period-3 Rebellion in the forest	LO1: Recognises the location of Bastar LO2: Compares the different communities	1.1: Identifies and locates the borders of Chhattisgarh in India map 1.2: Describe the suppression of rebellion 2.1: Classifies the different communities with common customs and beliefs
Period-4 Forest transformation in Java	LO1: Recognises Java is famous rice-producing island In Indonesia LO3: Understands the war and deforestation LO12: Appreciates the skilled tribes of the Kallang’s of Java	1.1: Describe how the Kallang’s were suppressed to gain control 3.1: Explain the impact of two world wars 3.2: Explain about blandongdiensten system and new trade 12.1: Appreciate the Samin’s challenge
Period-5 Assessment & Remedial teaching	<ul style="list-style-type: none"> • 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 teachers should not exclude ‘Activities’ , ‘New words’ and Figures given in the textbook, pertaining to the chapter.

2. Teacher may take an assessment during the lesson.

CLASS 9: INDIA & THE CONTEMPORARY WORLD
CHAPTER 4: FOREST SOCIETY & COLONIALISM
Period No: 01
KEY CONCEPTS: INTRODUCTION & WHY DEFORESTATION
Date:

Period / Sub-topic	Teaching-Learning Process	Strategies That Will Be Used to Check For Understanding/ Worksheets/ Questions/ Assignments	Material required
<p>Introduction [10 Min]</p> <p>Why deforestation</p>	<p>Posing questions:</p> <ol style="list-style-type: none"> 1. Name some forest products. 2. What is the shelter for wild animals? 3. Identify all the things that you see in the classroom. <p>Discuss the disappearance of forest</p> <p>Conclusion: Clearing a forest is deforestation, for the purpose of converting the land for agriculture, urban or industrial use, fuel, railways -wood and timber.</p> <p>Explain the causes of deforestation in India.</p>	<p>- Define deforestation.</p> <p>Activity:</p>  <p>- What do you observe in the above picture?</p> <p>Why deforestation is taking place?</p>	<p>Chart on Deforestation</p> <p>Video</p>  <p>Source: learning junction, YouTube.com https://www.youtube.com/watch?v=-</p>

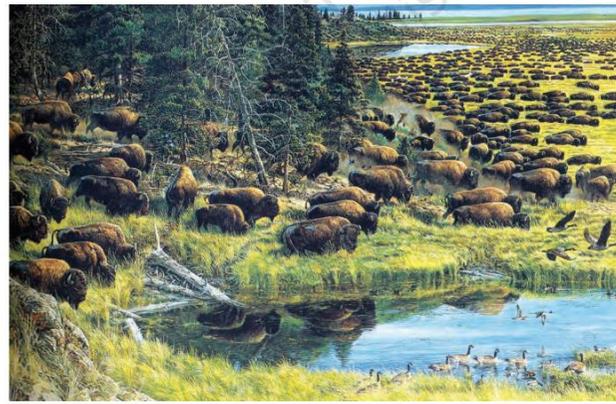


Fig. 2 – When the valleys were full. Painting by John Dawson. Native Americans like the Lakota tribe who lived in the Great North American Plains had a diversified economy. They cultivated maize, foraged for wild plants and hunted bison. Keeping vast areas open for the bison to range in was seen by the English settlers as wasteful. After the 1860s the bison were killed in large numbers.

- Agriculture
- Logging
- Mining
- Climate change
- Population growth
- Commercial activities.

Land to be improved.

Discuss 1/6th of the landmass under cultivation in India.

- Q) Have you ever seen the railway tracks
- Q) What did you observe in between the tracks?

Sleepers on the track & plantations

Interprets between 1700 and 1995_13.9 million square km of forest or 9.3 percent of total area was cleared for industrial uses, cultivation, pastures & fuel and food.

GROUP DISCUSSION:

The spread of railways from 1850s till

1. Which crop they cultivated?
2. Which animals were killed in large number?

Read and learn :

New words

Sleepers – Wooden planks laid across railway tracks; they hold the tracks in position

How much area is under cultivation in India?



Name the forest in Chhattisgarh?



Video on deforestation.

<https://www.youtube.com/watch?v=-01T9e6VDWU>

01T9e6VDWU

modern world.
Source: pg.no 162

What do elders have in the morning?

OBSERVE THE PICTURE from
pg.no :164, Analyze and discuss.



Fig.8 – Pleasure Brand Tea.

Activity: Students do the activity with
using reading the source-B

Source B

'The new line to be constructed was the Indus Valley Railway between Multan and Sukkur, a distance of nearly 300 miles. At the rate of 2000 sleepers per mile this would require 600,000 sleepers 10 feet by 10 inches by 5 inches (or 3.5 cubic feet apiece), being upwards of 2,000,000 cubic feet. The locomotives would use wood fuel. At the rate of one train daily either way and at one maund per train-mile an annual supply of 219,000 maunds would be demanded. In addition a large supply of fuel for brick-burning would be required. The sleepers would have to come mainly from the Sind Forests. The fuel from the tamarisk and Jhand forests of Sind and the Punjab. The other new line was the Northern State Railway from Lahore to Multan. It was estimated that 2,200,000 sleepers would be required for its construction.'

E.P. Stebbing, *The Forests of India*, Vol. II (1923).

Activity

Each mile of railway track required between 1,760 and 2,000 sleepers. If one average-sized tree yields 3 to 5 sleepers for a 3 metre wide broad gauge track, calculate approximately how many trees would have to be cut to lay one mile of track.

Teacher's Reflections and Experiences:

Here is a list of self-testing questions that teachers can use to reflect on their teaching after a period of lessons:

1. Did I clearly communicate the lesson objectives to the students?
2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?
3. What strategies can I implement to improve classroom management?
4. Did the students actively participate and show interest in the lesson?
5. Did I assess student understanding effectively during the lesson?

CLASS 9: INDIA & THE CONTEMPORARY WORLD
CHAPTER 4: FOREST SOCIETY & COLONIALISM
Period No: 02
KEY CONCEPTS: THE RISE OF COMMERCIAL FORESTRY
Date:

Period / Sub-topic	Teaching-Learning Process	Strategies That Will Be Used to Check For Understanding/ Worksheets/ Questions/ Assignments	Material required
<p>Testing the prior knowledge</p> <p>The rise of commercial forestry</p>	<p>By probing questions:</p> <ul style="list-style-type: none"> • Who ruled our country before independence? • How the forests were used by the British? • How they used our resources for their economic development? <p>Discuss</p> <p>-Indian forest act 1865</p> <p>-plantation one type of trees was planted in straight rows .</p> <p>-classification of forest:</p> <p>a) reserved forest</p> <p>b) protected forest</p> <p>c) village forest</p> <p>Pg.no 166, observe the scientific forestry and discuss.</p> <p>New words</p> <p>Scientific forestry – A system of cutting trees controlled by the forest department, in which old trees are cut and new ones planted</p>	<p>ACTIVITY: comment on scientific forestry.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Fig.9 - One aisle of a managed poplar forest in Tuscany, Italy.</i></p> <p><i>Poplar forests are good mainly for timber. They are not used for leaves, fruit or other products. Look at the straight lines of trees, all of a uniform height. This is the model that 'scientific' forestry has promoted.</i></p> </div> <p>How the lives of the people affected?</p> <p>What is social forestry?</p>	<p>Video</p>  <p>Source: Forestryconnect, YouTube.com https://www.youtube.com/watch?v=XDr0e3TL6Q4</p>

How were the lives of people affected

ACTIVITY: If you were the government of



India in 1862 and responsible for supplying the railways with sleepers and fuel on such a large scale , what were the steps you would have taken ?

How the forest department used the trees?



Fig. 12 – Collecting mahua (Madhuca indica) from the forests. Villagers wake up before dawn and go to the forest to collect the mahua flowers, which have fallen on the forest floor. Mahua trees are precious. Mahua flowers can be eaten or used to make alcohol. The seeds can be used to make oil.

Poster on Forestry

Which flowers are used to make Alcohol and oil?

1. What does the little fisherman carry?

Name the tribes in Assam, Jharkhand and Chhattisgarh?

Activity

Children living around forest areas can often identify hundreds of species of trees and plants.

How many species of trees can you name?

Recognizes the hardship of the villagers.

Discuss the hardship of the villagers



Fig. 17 – The little fisherman.
Children accompany their parents to the forest and learn early how to fish, collect forest produce and cultivate. The bamboo trap which the boy is holding in his right hand is kept at the mouth of a stream – the fish flow into it.

Conclusion: forest rules often regulate land use to protect ecosystem, limiting cultivation in certain areas while intended for cultivation.

Discuss and share the ideas with students on the **Source-D**

Activity: Read and Evaluate

Source C

Baigas are a forest community of Central India. In 1892, after their shifting cultivation was stopped, they petitioned to the government:

'We daily starve, having had no foodgrain in our possession. The only wealth we possess is our axe. We have no clothes to cover our body with, but we pass cold nights by the fireside. We are now dying for want of food. We cannot go elsewhere. What fault have we done that the government does not take care of us? Prisoners are supplied with ample food in jail. A cultivator of the grass is not deprived of his holding, but the government does not give us our right who have lived here for generations past.'

Verrier Elwin (1939), cited in Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*.

Source D

Rubber extraction in the Putumayo

'Everywhere in the world, conditions of work in plantations were horrific.

The extraction of rubber in the Putumayo region of the Amazon, by the Peruvian Rubber Company (with British and Peruvian interests) was dependent on the forced labour of the local Indians, called Huitotos. From 1900-1912, the Putumayo output of 4000 tons of rubber was associated with a decrease of some 30,000 among the Indian population due to torture, disease and flight. A letter by an employee of a rubber company describes how the rubber was collected. The manager summoned hundreds of Indians to the station:

He grasped his carbine and machete and began the slaughter of these defenceless Indians, leaving the ground covered with 150 corpses, among them, men, women and children. Bathed in blood and appealing for mercy, the survivors were heaped with the dead and burned to death, while the manager shouted, "I want to exterminate all the Indians who do not obey my orders about the rubber that I require them to bring in."

Michael Taussig, 'Culture of Terror-Space of Death', in Nicholas Dirks, ed. *Colonialism and Culture*, 1992.

(source-Text book)

(source-Text book)

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Teacher's Reflections and Experiences:
Here is a list of self-testing questions that teachers can use to reflect on their teaching after a period of lessons:

1. Did I clearly communicate the lesson objectives to the students?
2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?
3. What strategies can I implement to improve classroom management?
4. Did the students actively participate and show interest in the lesson?
5. Did I assess student understanding effectively during the lesson?

**CLASS 9: INDIA & THE CONTEMPORARY WORLD
CHAPTER 4: FOREST SOCIETY & COLONIALISM**

Period No: 03

KEY CONCEPTS: REBELLION IN THE FOREST

Date:

Period / Sub-topic	Teaching-Learning Process	Strategies That Will Be Used To Check For Understanding/ Worksheets/ Questions/ Assignments	Material required
<p>Recapitulation</p> <p align="center">Rebellion in the forest</p> <p align="center">Fears of the people</p>	<p>Probing question: Q) who was the charismatic leader from Andhra Pradesh? Q) who fought against Britishers for the welfare of tribals?</p> <p>Discuss Bastar is located in the southernmost part of Chhattisgarh and borders with AP, Odisha and Maharashtra.</p>  <p>Who is guarding the camp against rebels?</p> <ol style="list-style-type: none"> Where was the 1910 rebellion first started? 	<p>Project work: collect the information of</p> <ol style="list-style-type: none"> Siddhu from kanu Santhal from paraganas Birsa munda from Chotanagpur Alluri Sitharama Raju from Andhra Pradesh and prepare a scrap. <p>Explain the role of headmen?</p>  <p>Discuss Gundadhur from village Nethanar played an important role in the movement.</p>	<p>Video</p>  <p>Source: Sai Praveen, YouTube.com. https://www.youtube.com/watch?v=cuAGV22hFFY</p>

2. Identify the places Kankar, Bastar and Dantewada in the map

Source E

'Bhondia collected 400 men, sacrificed a number of goats and started off to intercept the Dewan who was expected to return from the direction of Bijapur. This mob started on the 10th February, burnt the Marenga school, the police post, lines and pound at Keslur and the school at Tokapal (Rajur), detached a contingent to burn Karanji school and captured a head constable and four constables of the State reserve police who had been sent out to escort the Dewan and bring him in. The mob did not maltreat the guard seriously but eased them of their weapons and let them go. One party of rebels under Bhondia Majhi went off to the Koer river to block the passage there in case the Dewan left the main road. The rest went on to Dilmilli to stop the main road from Bijapur. Buddha Majhi and Harchand Naik led the main body.'

Letter from DeBrett, Political Agent, Chhattisgarh Feudatory States to Commissioner, Chhattisgarh Division, 23 June 1910.

Read the **Source-E**
Understands the people of Bastar organized themselves and revolted against the British rule.

Activity: Read the Source -F

The story of the forest and people of Bastar don't end here? Evaluate and comment on it.

Source F

Elders living in Bastar recounted the story of this battle they had heard from their parents:

Podiyami Ganga of Kankapal was told by his father Podiyami Tokeli that:

'The British came and started taking land. The Raja didn't pay attention to things happening around him, so seeing that land was being taken, his supporters gathered people. War started. His staunch supporters died and the rest were whipped. My father, Podiyami Tokeli suffered many strokes, but he escaped and survived. It was a movement to get rid of the British. The British used to tie them to horses and pull them. From every village two or three people went to Jagdalpur: Gargideva and Michkola of Chidpal, Dole and Adrabundi of Markamiras, Vadapandu of Baleras, Unga of Palem and many others.'

Similarly, Chendru, an elder from village Nandrasa, said:

'On the people's side, were the big elders - Mille Mudaal of Palem, Soyekal Dhurwa of Nandrasa, and Pandwa Majhi. People from every pargana camped in Alnar tarai. The paltan (force) surrounded the people in a flash. Gunda Dhur had flying powers and flew away. But what could those with bows and arrows do? The battle took place at night. The people hid in shrubs and crawled away. The army paltan also ran away. All those who remained alive (of the people), somehow found their way home to their villages.'

Teacher's Reflections and Experiences:

Here is a list of self-testing questions that teachers can use to reflect on their teaching after a period of lessons:

1. Did I clearly communicate the lesson objectives to the students?
2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?
3. What strategies can I implement to improve classroom management?
4. Did the students actively participate and show interest in the lesson?
5. Did I assess student understanding effectively during the lesson?

CLASS 9: INDIA & THE CONTEMPORARY WORLD
CHAPTER 4: FOREST SOCIETY & COLONIALISM
Period No: 04
KEY CONCEPTS: FOREST TRANSFORMATION IN JAVA.
Date:

Period / Sub-topic	Teaching-Learning Process	Strategies That Will Be Used To Check For Understanding/ Worksheets/ Questions/ Assignments	Material required
<p>TESTING THE PREVIOUS KNOWLEDGE</p> <p>The woodcutters of java</p> <p>Dutch scientific forestry</p>	<p>POSING QUESTIONS: What is the capital of Indonesia? Name some major islands of Indonesia?</p> <p>Summarize: -Java is famous in rice producing island -Dutch started forest management -they want timber from java -Podu cultivation</p> <p>Discuss the life of Kallang’s tribes.</p> <p>Discuss -Forest laws enacted by Dutch -punishment towards villagers -explain Blandongdiensten system</p>	<p>Why Dutch want timber from java?</p> <p>Explain how Dutch suppressed their uprising of Kallang’s?</p> <p>Explain how they managed forests for shipbuilding and railways?</p>	<p>Video</p>  <p>Source: Sai Praveen, YouTube.com. https://www.youtube.com/watch?v=M10xvHsBigI</p> <p>Chart on Blandongdiensten system</p>

Activity: Observe the picture and interpret (source NCERT Text book pg.no190)



Fig. 23 – Indian Munitions Board, War Timber Sleepers piled at Soolay pagoda ready for shipment, 1917.

The Allies would not have been as successful in the First World War and the Second World War if they had not been able to exploit the resources and people of their colonies. Both the world wars had a devastating effect on the forests of India, Indonesia and elsewhere. The forest department cut freely to satisfy war needs.

Teacher's Reflections and Experiences:

Here is a list of self-testing questions that teachers can use to reflect on their teaching after a period of lessons:

1. Did I clearly communicate the lesson objectives to the students?
2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?
3. What strategies can I implement to improve classroom management?
4. Did the students actively participate and show interest in the lesson?
5. Did I assess student understanding effectively during the lesson?

9TH HISTORY CHAPTER-4. FOREST SOCIETY AND COLONIALISM

WORK SHEET -Max.Marks-20

Multiple choice questions:

1. Name the river which flows across Bastar from east to west? 4M
a) Ganga b) Yamuna c) Indravati d) Narmada
2. The Imperial Forest research institute was set up at:
a) Hardwar b) Dehradun c) Shimla d) Srinagar
3. The demand for -----crops incurred in the 19th century in Europe?
a) Plantation b) Food C) Cash d) Commercial
4. Duering the period of industrialisation ----percent of the world area was cleared for industrial uses?
C) 5.4% b) 9.3% c)7.6% d) 8.3%

Short Answer Questions: 4M

1. What is Forestry?
2. What were the defects of scientific forestry technics?

Brief Answer Questions: 3M

3. Who were Kallang's any 4 characteristics of this community?

Detailed Answer Questions:

4. How did the British explore the forest resources of India for their economic growth? 4M
5. Why did the people of Bastar rise in revolt against the British? Explain. 5M

CLASS 9: INDIA & THE CONTEMPORARY WORLD

CHAPTER 4: FOREST SOCIETY & COLONIALISM

Period No: 05

KEY CONCEPTS: SUMMATIVE ASSESSMENT & REMEDIAL TEACHING

Date:

Period / Sub-topic	Teaching-Learning Process	Strategies That Will Be Used to Check For Understanding/ Worksheets/ Questions/ Assignments	Material required
Assessment & Remedial teaching	<ul style="list-style-type: none">• 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		
<p>Teacher's Reflections and Experiences: Here is a list of self-testing questions that teachers can use to reflect on their teaching after a period of lessons:</p> <ol style="list-style-type: none">1. Did I clearly communicate the lesson objectives to the students?2. How can I improve the variety and effectiveness of my teaching methods to cater to different learning styles and needs?3. What strategies can I implement to improve classroom management?4. Did the students actively participate and show interest in the lesson?5. Did I assess student understanding effectively during the lesson?			

CLASS: IX

SUBJECT: SOCIAL SCIENCE PART: HISTORY



NAME OF THE LESSON: 5 – PASTORALISTS IN 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, 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-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-2.2 Explains and analyses the chronology of human life from its beginnings to nomadism to settled life and other phases of human civilization

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 Recognizes 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

9th History-5 – PASTORALISTS IN THE MODERN WORLD MIND MAPPING (10 Periods)



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
Period-1 Introduction & Pastoral communities in Mountain: - Gujjar Bakarwals.	LO 4: Analyze the situations that have created Nomadic society LO 1: Recognize the Pastoral communities in the mountains of Jammu & Kashmir, Himachal Pradesh, the Garhwal and Kumaon and the Himalayas.	4.1: Analyze their nature of seasonal movements 1.1: Describe pastoralist movement on the mountainous region.
Period- 2 Pastoral communities in Mountain: - Gaddi Shepherds, Bhotias, Sherpas and Kinnauris	LO 1: Recognize the Pastoral communities in the mountains of Jammu & Kashmir, Himachal Pradesh, the Garhwal and Kumaon and the Himalayas. LO1: Learns about Gaddi Shepherds, Bhotias, Sherpas and Kinnauris	1.1: Describe pastoralist movement on the mountainous region. 1.2: Identify and locate the places of their movement on an outline map of India
Period-3 Pastoral Nomads and their Movements on the Plateaus, Plains and Deserts	LO3: Understands The Dhangars pastoral communities in Maharashtra and their movements, The Gollas, Kurumas, Kurubas of Karnataka and Andhra, The Banjaras of Uttar Pradesh, Punjab, Madhya Pradesh, Maharashtra and Rajasthan and The Raikas of Rajasthan desert and the Maldharis of Rann of Kutch in Gujrat. LO2: Differentiates the nature of seasonal movements and life style of Pastoralists in India	3.1: Explains about Pastoralists on the Plateaus, Plains and Deserts 2.1: Compares the Pastoralists movements and lifestyle on the Plateaus, Plains and Deserts.
Period-4 Colonial rule and Pastoral Life	LO3: Understands the motive of colonial authority to generate more income from various lands in India LO1: Recognises the inner motive of the colonial rule in India.	3.1: Critical evaluation about The Colonial Measures to collect revenue, regulate the movement of Pastoralists 1.1 Describe the motive of colonial rule on Pastoral life of India
Period-5 Effects of Colonial changes on the Lives of Pastoralists and ways by which	LO 3: Understand The impact of colonial rule on Pastoral Life.	3.1: Identify The colonial laws like the Waste Land Rules, the Forest Acts, the Criminal Tribe Act and Grazing Tax. 3.2: Evaluate the impact of colonial measures, affecting the lives and the change in their lifestyle.

Pastoralists cope with these changes (Period-5)		3.3: Explain about the decline of Pasture 3.4: Illustrate the situations that have created Nomadic society
Period-6 Pastoralism in Africa	LO 1: Learns about The Pastoralism in Africa LO 4: Analyses the changes happened to Maasai pastoralists during colonialism.	1.1: Identify Pastoralist communities in Africa and their location. 4.1: Critically evaluate the Maasai community under colonial rule.
Period-7 Where have the grazing land gone	LO3: Understand the effects of colonial measures on the lives of Massai community and the change in Maasai lifestyle.	3.1: Examine the how the colonial laws impacted livelihood in pastoral communities of Africa.
Period-8 The borders are closed and When Pasture dry	LO3: Understand the impact of colonial measures, affecting the lives and the change in Maasai lifestyle. LO2: Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes.	3.1: Evaluation of the impact of Border closing on Massai community. 2.1: Distinguish the effect of Pastures drying on the Pastoralists
Period-9 Not all were equally affected Conclusion	LO 3: Understanding the unequal effects of colonial rule on Massai society. LO 6: Draws interlinkages between Pastoralism and modern world LO 12: Appraise the contribution of Pastoralists to the modern economy.	3.1: Analyze the impact of colonialism on Pastoral societies in comparison to Massai society. 6.1: Enumerate the different process through which transformation of livelihood occur in the modern world C3: Appreciate developments within pastoral societies in different places in India.
Period-10 • Assessment and • Remedial Teaching	<ul style="list-style-type: none"> 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 teachers should not exclude ‘Activities’, ‘New words’ and Figures given in the textbook, pertaining to the chapter.

2. Teacher may take an assessment during the lesson.

Class: 9 - History
Chapter: 5-Pastoralists in the Modern World
No. of period: 01

Key concepts: Introduction & Pastoral communities in Mountain: - Gujjar Bakarwals.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
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✓ Introduction and Prior concepts
10 mins

Posing Question:

- Have you seen any nomadic or Pastoral communities in your area?
- Why Do you think they move from places to places?

Conclusion by introducing the meaning of the Words

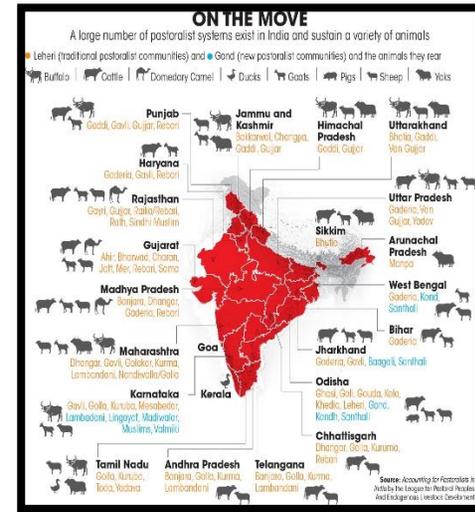
- **Pastoralism**: “the raising and herding of Farm animals”
- **Pasture**: an open field on which live stock is kept for feeding.
- **Nomads**: Members of a society or class who herd animals from pasture to pasture.

Activity:1

Discussion about Village livelihood – Agriculture – Poultry – Dairy Farming etc.

Activity:2

Showing pictures Pastoral communities in Mountains and discuss about grazing.



Observe the Map

1. Identify the animals reared in different in different states of India.
2. Find out the names of Pastoralists in India.

<https://www.downtoearth.org.in/news/environment/greener-pastures-how-indian-pastoralists-are-being-aided-to-return-to-their-traditional-livelihood->

India Map

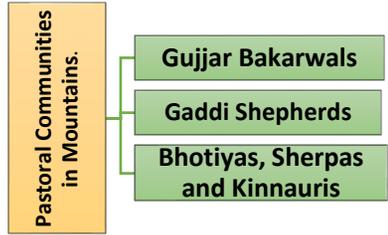


Source:
downtoearth.org.in, Google.com

Chart of Pastoral communities in India

Digital Reading

- ✓ Learns about the Pastoral Communities in Mountains.
10 mins



Identification of Pastoral Communities in Mountains.
Discussion about Gujjar Bakarwals, Gaddi Shepherds, Bhotias, Sherpas and Kinnauris

- Location & areas they move
- Reasons for their movement
- Animals they rear
- Time of movement
- Life style
- Why they are called as Pastoral community

Activity:3

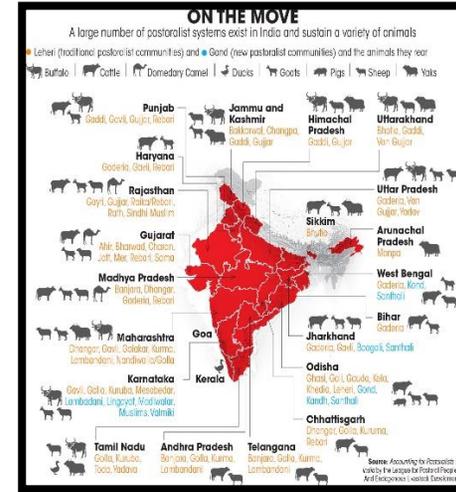
A comparative discussion over Gujjar, Gaddi Shepherds, Bhotiyas, Sherpas and Kinnauris



- ✓ They are found in Jammu & Kashmir and moving from the high mountains to low hills of Shivalik and vice-versa due to cold and snow.
- ✓ The Gujjar cattle herders, in winter came down to dry

A: Gujjar Bakarwals
20 mins

85231
Source : Google



- Locate mountainous areas like: Jammu & Kashmir, Himachal Pradesh, Uttarakhand, Sikkim and other Himalayan region
- Identify the states and prepare a table that shows where Gujjar Bakarwals, Gaddi Shepherds, Bhotias, Sherpas and Kinnauris are present.
- Appreciate Pastoralism, a way of life and livelihood and an Economic activity undertaken by many poor and backward people in different parts of India and the outer world.



Source: downtoearth.org.in, Google.com

Video



Source: Examrace, YouTube.com

Chart of Pastoral Communities in Mountains

forests of Bhabar (below the foothills of Himalayas). In summer they moved to the Buggyals, the vast meadows in high mountains and their winters in the 'Bhabar', A dry forested area below the foothills of Garhwal and Kumaon.



Text book Page No: 196
Analyze the above 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? _____

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

Class: 9 - History
Chapter: 5-Pastoralists in the Modern World

No. of period: 02

Key concepts: Pastoral communities in Mountain: - Gaddi Shepherds, Bhotias, Sherpas and Kinnauris

Date:

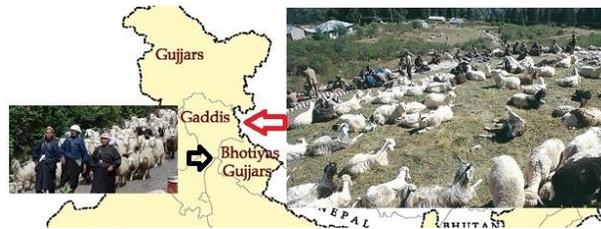
Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process	Pointers for formative assessment	Material required
<p>Recapitulation 10 mins</p> <p>Gaddi Shepherds 20 mins</p>	<p>Posing Questions:</p> <ul style="list-style-type: none"> - What comes to mind when you think of pastoral communities? - What types of economic activities are traditionally associated with pastoral communities in mountainous regions? <p>Activity-1: Learning New words</p> <div style="background-color: #f9e79f; padding: 5px; border: 1px solid #ccc;"> <p>New words</p> <p>Bhabar – A dry forested area below the foothills of Garhwal and Kumaun</p> <p>Bugyal – Vast meadows in the high mountains</p> </div> <p align="center">Text Book Page No:198</p>	<ul style="list-style-type: none"> ➤ What is Kafila? ➤ What is Bhabar? ➤ What is Bugyal? ➤ What is Dhars? ➤ What is Mandap? ➤ Where do we find the Bhotiyas? ➤ Which state is created out of the Garhwal and Kumaon region? <p>https://abhimanyusir.blogspot.com/2023/06/pastoralist-in-modern-world-class-9_12.html Source: abhimanyusir.blogspot.com</p> <ul style="list-style-type: none"> ➤ How can you Distinguish between Gujjar Bakarwals, Gaddi Shepherds, Bhotias, Sherpas and Kinnauris? 	<p>Chart of Pastoral Communities in Mountains</p> <p>Digital reading</p>  <p>Source: abhimanyusir.blogspot.com</p> <p>India Map</p>

C: Bhotias, Sherpas and Kinnauris

10 mins



- ✓ The Gaddi Shepherds spent their winter in the low hills of Shivalik range. In summer (by April) they moved upward and stayed Lahul and Spiti and engaged in cultivating their land. After melting of the snow, they moved to higher mountain meadows called “Dhars”. When cold began (by September) they return back and stayed in Lahul & Spiti, reaping their summer harvest and showing their winter crop. Also, they used to shear their sheep here.



- ✓ The pattern of cyclical movement between summer and winter pastures was typical of many pastoral communities of the Himalayas, including the Bhotiyas, Sherpas and Kinnauris. All of them had to adjust to seasonal changes and make effective use of available pastures in different places.

Activity-2

Observe the following picture and write a short note on Gaddi Shepherds.



Text book Page No: 198



Source:
downtoearth.org.in,
Google.com

Teachers' reflections and experiences:

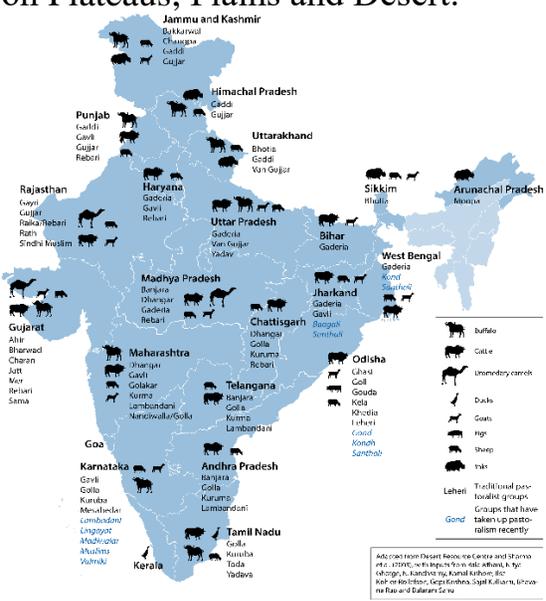
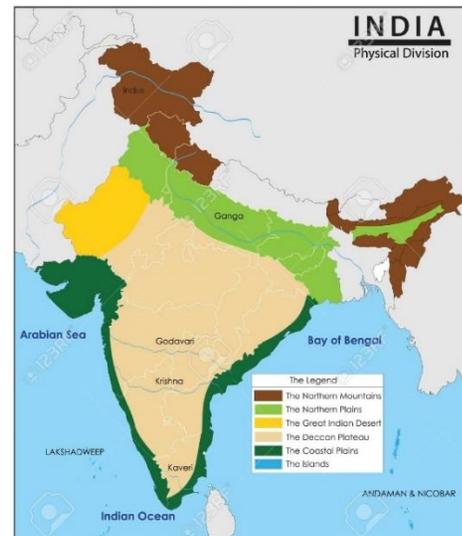
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does 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: 9 - History
Chapter: 5-Pastoralists in the Modern World
No. of period: 03

Key concepts: Pastoral communities on Plateaus, Plains and Deserts.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>✓ Testing Prior skills/knowledge 5 Mins</p> <p>✓ Identify the facts about Pastoral Communities on Plateaus, Plains and Desert. (35 Mins)</p>	<p>Posing Questions:</p> <ul style="list-style-type: none"> ✓ What do you mean by Pastoralism? ✓ Why did they move from the high mountains to low Shivalik range? <p>Activity: 2</p> <ul style="list-style-type: none"> ✓ Identification of Pastoral Communities on Plateaus, Plains and Desert.  <p><small>Map of India showing various pastoral communities and their traditional animals across different states. Legend includes: Buffalo, Goat, Unimontary camel, Daks, Sheep, Yak, and Traditional pastoralist groups that have taken up pastoralism recently.</small></p>	<p>Activity:1</p> <ul style="list-style-type: none"> ✓ Identify the following Physical Division of India <ol style="list-style-type: none"> 1. The Northern mountains 2. The Plains 3. The Desert 4. The Plateaus  <p><small>Physical map of India showing major physical divisions: Northern Mountains, Northern Plains, Great Indian Desert, Deccan Plateau, Coastal Plains, and Islands.</small></p> <p>https://i.pinimg.com/originals/49/46/69/494669453c897ed97c46ca406d66723f.jpg</p>	<p>India Map</p>  <p>Source: eu.boell.org, Google.com.</p> <p>Physical map of India</p>  <p>Source: i.pinimg.com, Google.com.</p>

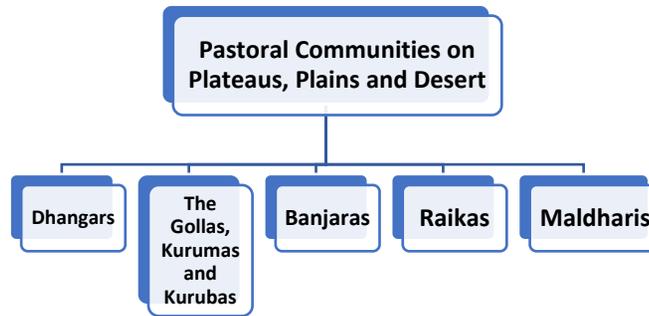
A: Dhangars
10 mins

B: The Gollas,
Kurumas and Kurubas
10 mins

C: Banjaras
5 mins

Activity: 4

Discussion about the following



- Displaying Maharashtra on the map and talk about the Dhangars, who are mostly sheep herders and also few are buffalo herders. During monsoon they stayed in the central Plateau, a dry region with low rainfall covered with thorny scrubs. Here they use to sow Bajra and graze their flock. After harvesting bajra they began their movement westward. By October they reached Konkan, a flourishing agricultural tract with high rainfall and rich soil.
- Displaying Karnataka & Andhra Pradesh on the Map where the Gollas cattle herders and Kurumas and Kurubas, who are rearing both sheep and goats. They lived near the woods, cultivated patches of land and engaged in some petty trades. Their movements are taking place due to the monsoon and dry season. In dry season they moved to the coastal area and during monsoon they return back to the dry plateaus
- Explain about the northern plains and the other areas where the movement of Banjaras have

Activity: 3: Read and Learn

New words

Kharif – The autumn crop, usually harvested between September and October

Rabi – The spring crop, usually harvested after March

Stubble – Lower ends of grain stalks left in the ground after harvesting

Text Book Page No: 200

- What do you know about Dhangar Pastoralists?
- What defined the movement of the Gollas in central plateau?
- Who are Banjaras?

Chart on Pastoral communities on Plateaus, Plains and deserts.

Political Map of India

D: Raikas
5 Mins

E: Maldharis
5 Mins

taken place. They moved long distances in search of good pasture land, selling plough cattle and other goods to villagers in exchange for grain and fodder.

- By displaying the desert areas of Rajasthan where the Raikas found. During monsoon they stayed in their villages engaged in cultivation but by October they moved other areas in search of pasture. One group of Raikas known as Maru Raikas herded camels and another group reared sheep and goat. The Maru Raikas settlement is called Dhandi.
- Pointing the Rann of Kutch area discuss about the herders live in that area called Maldharis. Their movement depend up on availability of rainfall and pastures.

Activity: 6: Reading Text Book

Activity

Read Sources A and B.

- Write briefly about what they tell you about the nature of the work undertaken by men and women in pastoral households.
- Why do you think pastoral groups often live on the edges of forests?

Text Book Page No: 196 & 202.

Summary: A: The work undertaken by men and women in pastoralist groups is essential for their survival and well-being. They play complementary roles in managing livestock, ensuring food security, and maintaining cultural traditions.

Activity: 5 Observing Picture



Text Book Page No: 200

- Which pastoralists are found in Deserts of Rajasthan?
- What is the settlement of Maru Raikas?

Activity: 7

Project: Compare the different pastoralist communities found on Plateaus, Plains and Desert in India.

Video



Source: Pebbles
CBSE Board
Syllabus,
YouTube.com
<https://www.youtube.com/watch?v=huJVapHgCHQ>

B: Living on the edges of forests allows pastoral groups to strike a balance between utilizing forest resources and maintaining their traditional way of life. This symbiotic relationship ensures the sustainability of both the communities and the ecosystems they inhabit.

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: 9 - History
Chapter: 5-Pastoralists in the Modern World
No. of period: 04
Key concepts: Colonial rule and Pastoral Life.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED										
<p>✓ Introduction Testing Prior skills/knowledge 10 Mins</p> <p>✓ Critical evaluation about The Colonial Measures to collect revenue, regulate the movement of Pastoralists 10Mins</p>	<p>Posing Questions</p> <ul style="list-style-type: none"> ❖ Name the Pastoralists are found in the plains of India? ❖ Which Pastoralists are found in plateaus of India? ❖ Who were ruling over India before Independence <p>Activity: 1 Discussion over how the Britishers moved from trade and territory to revenue collection in India.</p> <div style="text-align: center;">  <p>British In India</p> </div> <ul style="list-style-type: none"> ○ Explanation about How these changes affected the lives pastoralists? <p>Activity 2 Group Discussion over Waste land rules and Forest acts</p> <ul style="list-style-type: none"> ○ From mid-19th century Waste Land Rules were enacted in various parts of India. Now lands were given to select individuals for clearing and 	<ul style="list-style-type: none"> ○ Collect information about colonial rule in India and express your views about that. ○ Was the British rule beneficial to Indian Pastoralists? Why? <p>Activity: 2</p> <div style="background-color: #e0f2f1; padding: 5px;"> <p>Activity</p> <p>Write a comment on the closure of the forests to grazing from the standpoint of:</p> <ul style="list-style-type: none"> ➤ a forester ➤ a pastoralist </div> <p style="text-align: center;">Text Book Page No: 208</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Forester</th> <th style="width: 50%;">Pastoralist</th> </tr> </thead> <tbody> <tr> <td>Forest Regeneration</td> <td>Loss of Livelihood</td> </tr> <tr> <td>Soil Conservation</td> <td>Loss of Traditional Knowledge and practice</td> </tr> <tr> <td>Watershed protection</td> <td>Increased costs and Hardships</td> </tr> <tr> <td>Biodiversity conservation</td> <td>Lack of consultation and participation</td> </tr> </tbody> </table>	Forester	Pastoralist	Forest Regeneration	Loss of Livelihood	Soil Conservation	Loss of Traditional Knowledge and practice	Watershed protection	Increased costs and Hardships	Biodiversity conservation	Lack of consultation and participation	<p>Video</p> <div style="text-align: center;">  </div> <p>Source: PuStack Social Science, YouTube.com https://www.youtube.com/watch?v=tBlwiqyNfQU&t=14s</p>
Forester	Pastoralist												
Forest Regeneration	Loss of Livelihood												
Soil Conservation	Loss of Traditional Knowledge and practice												
Watershed protection	Increased costs and Hardships												
Biodiversity conservation	Lack of consultation and participation												

<ul style="list-style-type: none"> ✓ Able to identify the Waste Land Rules and Forest Acts 10 Mins ✓ Understand the Criminal Tribes act 5 Mins ✓ Learns about Imposition of Grazing Tax 5 Mins 	<p>cultivation and also for settlement.</p> <ul style="list-style-type: none"> ○ Explanation about Forest Acts <ul style="list-style-type: none"> ○ Reserved-No pastoral activity. ○ Protected-some customary grazing rights were granted but movements strictly restricted. ○ Main Purpose was to increase revenue collection. ○ The Nomadic people are suspected as criminals and to control them many communities of crafts man, traders and pastoralists were classified as criminal tribes by the Criminal Tribe Acts. ○ Discuss about the effects Grazing Tax introduced by the British in the Mid-19th Century. 	<ul style="list-style-type: none"> ○ Analyze the effects of Waste land rules and Forest acts? ○ Collect information about the harassment by British Forest officials to pastoralists and prepare a chart. <p>https://www.youtube.com/watch?v=3ZydvxjWxsU Source: YouTube</p>	<p>Videos</p>  <p>Source: PW Solutions, YouTube.com, https://www.youtube.com/watch?v=3ZydvxjWxsU</p>
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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: 9 - History
Chapter: 5-Pastoralists in the Modern World
No. of period: 05

Key concepts: Effects of Colonial changes on the Lives of Pastoralists and ways by which Pastoralists cope with these changes.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>✓ Introduction and Testing Prior skills/knowledge 10 Mins</p> <p>✓ Analyze The impact of colonial rule on Pastoral Life. (30 mins)</p> <ul style="list-style-type: none"> Recognizes the Effects of Colonial changes on the lives of Pastoralists. 15 Mins 	<p>Posing Questions</p> <ul style="list-style-type: none"> Why did the British introduce 'Waste land rules?' What restrictions were imposed by the colonial Government on the Indian Pastoralists? <p>Activity: 1 Debate over the Positive and Negative impacts of colonial rule on Pastoral Life.</p> <div data-bbox="520 946 1161 1279" style="border: 1px solid #ccc; padding: 5px;"> <p style="text-align: center;">Changes Affect the Lives of Pastoralists</p> <ul style="list-style-type: none"> These measures led to a serious shortage of pastures. When grazing lands were taken over and turned into cultivated fields, the available area of pastureland declined. Similarly, the reservation of forests meant that shepherds and cattle herders could no longer freely pasture their cattle in the forests. As pasturelands disappeared under the plough, the existing animal stock had to feed on whatever grazing land remained. This led to continuous intensive grazing of these pastures.  </div>	<p>Do you support the restrictions imposed by the British on the Pastoralists? Why or why not?</p> <p>Enumerate the effects of colonial rule on Pastoral Life.</p> <div data-bbox="1224 857 1713 1206" style="background-color: #e0f2f1; padding: 10px;"> <p>Activity</p> <p>Imagine you are living in the 1890s. You belong to a community of nomadic pastoralists and craftsmen. You learn that the Government has declared your community as a Criminal Tribe.</p> <ul style="list-style-type: none"> Describe briefly what you would have felt and done. Write a petition to the local collector explaining why the Act is unjust and how it will affect your life. </div> <p>How do you think the Pastoralists cope with the changes brought by the British rule?</p>	<p>Video</p>  <p>Source: SumitaEducomp , YouTube.com</p> <p>Chart on the Positive and Negative impacts of colonial rule on Pastoral Life.</p>

- Appreciate the Ways by which Pastoralists cope with these changes
15 Mins

Positive
<ul style="list-style-type: none"> • Protection of forest • Control of Grazing • Expansion of Government Revenue

Negative
<ul style="list-style-type: none"> • Shortage of Pastures • Restriction to enter into pastures • Grazing taxes • Underfeeding of cattle

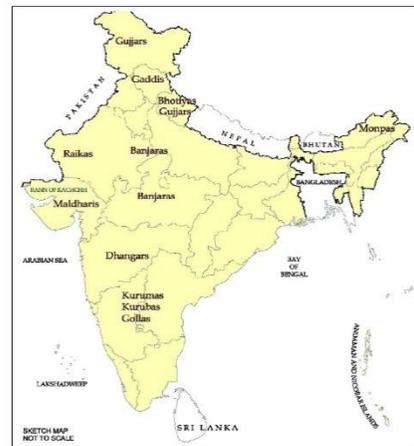
Discussion about the ways by which Pastoralists cope with the colonial changes

- Pastoralists reduce the number of Cattle in their herds.
- Some Pastoralists discovered new pastures and stopped moving to old pastures.
- Some richer pastoralists buying land and settling down, giving up their nomadic life.
- Many poor pastoralists borrowed money from money lenders to survive.
- Some of them became labourers.

Activity: 2

Project: Identify the pastoralists in India in the following Map and make a list of Pastoralists.

Also include who are not mentioned in this chapter



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: 9 - History
Chapter: 5-Pastoralists in the Modern World
No. of period: 06
Key concepts: Pastoralism in Africa
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>✓ Introduction 10 mins</p> <p>✓ Learns about The Pastoralism in Africa 20 mins</p>	<p>Posing questions: 1). Which is the second largest continent of the World? 2). Which Pastoralists are found in Africa? 3). Which colonial powers were there in Africa?</p> <p>Activity-1: Observation and locating the major Pastoralist communities in Africa using the following Map</p>  <ul style="list-style-type: none"> ▪ Bedouins ▪ Berbers ▪ Massai ▪ Somali ▪ Boran ▪ Turkana etc. <p>Text Book Page No:218</p>	<ul style="list-style-type: none"> ○ Which continent is called as Dark continent? ○ Collect information about the other pastoralists in Africa and other parts of the World. 	<p>World Map</p>  <p>Source: https://upload.wikimedia.org/wikipedia/commons/7/71/1700_CE_world_map.PNG Google.com</p> <p>Africa Map</p>  <p>Source:</p>

<p>✓ Knows about the changes happened to Maasai pastoralists during colonialism. 10 mins</p>	 <ul style="list-style-type: none"> ▪ Explain about the Beliefs of Massai community on Farming 	<ul style="list-style-type: none"> ○ What is meaning of Maasai? ○ Enumerate the changes in the beliefs of Massai community 	<p>Google.com</p> <p>Chart on Pastoralists in Africa</p>
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Teachers’ reflections and experiences:

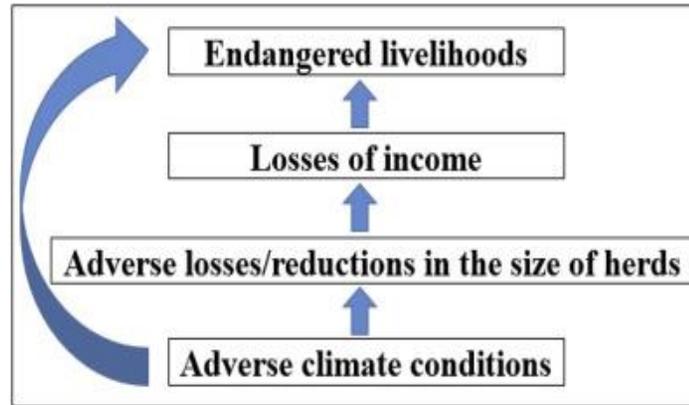
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does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

- ✓ Examine the how the colonial laws impacted livelihood in pastoral communities of Africa.
35 Mins

Activity: 1

Discussion about continuous loss of grazing lands.



Narration of how the colonial powers fought among themselves for territory in Africa and the final division of Maasai land between British Kenya and German Tanganyika in 1885. Expansion of cultivation, creation of Games reservation, national Parks, quite settlement, special reserve not only affected the lives of the Maasais but also pushed them to the labour market. The Maasai society consisting of the elders and the warriors was destroyed creating to divisions as rich and poor pastoralists under colonialism.

Activity: 2

Debate over the effects of turning grazing lands into cultivated field.

- Imagine that you have been asked by a famous Magazine to write an article about the life and customs of the Massai in the Pre-Colonial Africa. Write the article giving it an interesting Title.

- Give reasons to explain why the Massai community lost their grazing lands.

Video



Source: Pebbles
CBSE Board
Syllabus,
YouTube.com
<https://www.youtube.com/watch?v=6XoOmf23uDo>

Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
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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: 9 – History
Chapter: 5-Pastoralists in the Modern World
No. of period: 08

Key concepts: The borders are closed & When Pastures dry.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>✓ Testing Prior skills/knowledge 10 Mins</p> <p>✓ Learning about the impact of Border closing on Massai community. 15 mins</p>	<p>Posing questions</p> <ul style="list-style-type: none"> ❖ What was the main occupation of Massai community? ❖ What happened to the Massai community during the colonial rule?  <p>Activity: 1 Discussion about the pastoral groups who were forced to live within the boundaries of special reserves. -not allowed to move out without special permits. -Not allowed to trade and enter the markets in White areas.</p>	<ul style="list-style-type: none"> ○ Does the loss grazing land affect the Massai community? How? ○ ‘Pastoralists were not allowed to enter the markets in White areas.’ Explain its impact on the Pastoralists of Africa. 	<p>Map of Africa</p>  <p>Source:Google.com</p>

<p>✓ Recognizes the effect of Pastures drying on the Pastoralists 15 mins</p>	<p>-These affected both their Pastoral and Trading activities.</p> <p>Discussion about When Pastures dry</p>  <p>After the drought of 1933 and 1934, almost half of the cattle died.</p>	<p>Explain your views about drought prone areas and the problems people face in that area.</p>	
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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: 9 - History
Chapter: 5-Pastoralists in the Modern World
No. of period: 09
Key concepts: Not all were Equally Affected and Conclusion.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>✓ Testing Prior skills/knowledge 5 Mins</p> <p>✓ Understanding the unequal effects of colonial rule on Massai society. 20 mins</p>	<p>Discussion about the problems of Pastoral communities due to colonial rule.</p> <div style="text-align: center;"> <pre> graph TD MS[Massai society] --> E[Elders] MS --> W[Warriors] E --- E1[-ruling group] E --- E2[-settle disputes] W --- W1[-Protection of tribe] W --- W2[-organised cattle raids] </pre> </div> <p>Understands the Massai society structure. Activity: 1 Discussion about the changes in Massai society under colonial government. -The traditional difference based on age between the Elder and Warriors was disturbed. -A new distinction between the Wealthy and poor pastoralists was developed,</p>	<p>○ What is your opinion on colonial rule?</p> <div style="text-align: center;"> </div> <p>Text Book Page No:228 Activity: 3 Observe Picture and answer the following Questions.</p> <ul style="list-style-type: none"> ○ Who were Elders? ○ Who were Warriors? ○ Who were Rich pastoralists? ○ Who were the colonial masters of Maasai land? <p>○ Which areas were created out</p>	<p>World map</p> <div style="text-align: center;"> </div> <p>Chart on Massai society structure.</p> <p>Map of Africa</p>

<p>✓ Conclusion 15 mins</p> <ul style="list-style-type: none"> - Draws interlinkages between Pastoralism and modern world - Appraise the contribution of Pastoralists to the modern economy. 	<p>Activity:2 A group discussion to analyze how Pastoralists adapt to the new changes.</p> <ul style="list-style-type: none"> - Change the path of annual movement - Reduction in cattle number - Pressure for rights to enter in new areas etc. <p>Discussion Comparison between Pastoralism and Modern life</p>	<p>of Maasai Land?</p> <ul style="list-style-type: none"> ○ How could Massai warriors prove their manliness? <p>There are many similarities in the way in which the modern world forced changes in the lives of Pastoral communities in India and East Africa. Write about any two examples of changes which were similar for Indian Pastoralists and the Massai herders.</p>	 <p>Source: Google.com India Map</p>  <p>Source: Google.com</p>
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Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
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Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

9th HISTORY-5 – PASTORALISTS IN THE MODERN WORLD

No. Period: 10 - WORK SHEET FOR ASSESSMENT

Multiple Choice Questions

1. In what ways lives of Gujjar Bakarwals of Jammu and Kashmir similar to that of Gaddi shepherds of Himachal Pradesh?

- (a) They both have a similar cycle of seasonal movement
- (b) They both spend their winters on low hills of Siwalik range, grazing their herds in dry scrub forests
- (c) In April, they begin their upward journey again for their summer grazing grounds
- (d) All the above

2. Dhangars were an important pastoral community of

- (a) Gujarat (b) Maharashtra (c) U.P. (d) Assam

3. The title Maasai derives from _____ and two special features of this tribe are

- (a) The word in Maa 'Maasai' means 'My People'
- (b) They are nomadic and pastoral, and depend on milk and meat for subsistence
- (c) High temperature and low rainfall have made their land dry, dusty, and extremely hot with droughts being a common feature.
- (d) All the above

4. Why did the colonial state want to transform all grazing lands into cultivated farms?

- (a) Land revenue was one of the main sources of its finance
- (b) It could produce more jute, cotton, wheat and other agricultural produce that were required in England
- (c) Both (a) and (b)
- (d) None of the above.

Answer the following questions in short.

- 5. How did the life of pastoralists change under the colonial rule?
- 6. How did the pastoralists cope with the changes brought by the British through various laws?

Answer the following questions briefly.

- 6. Discuss the main characteristic features of pastoralism.

Answer the following questions in detail.

8. Imagine that you have been asked by a famous Magazine to write an article about the life and customs of the Massai in the Pre-Colonial Africa. Write the article giving it an interesting Title.

(OR)

Mapping Skills

9. Locate and label the following items on the given map of India with appropriate symbols.

- 1) Monpas 2) Gujjars 3) Gaddis

10. Locate and label the following items on the given map of Africa with appropriate symbols.

- 1) Herero 2) Berbers

Class: 9 - History
Chapter: 5-Pastoralists in the Modern World
No. of period: 10
Key concepts: Assessment and Remedial Teaching.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
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- 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:

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? _____
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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)

SOCIAL SCIENCE

GEOGRAPHY

CLASS: 9 LESSON PLAN: GEOGRAPHY

CHAPTER-1: INDIA - SIZE AND LOCATION

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

CLASS-9 CHAPTER-1 INDIA: SIZE AND LOCATION

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):

Goal 1: Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and 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.

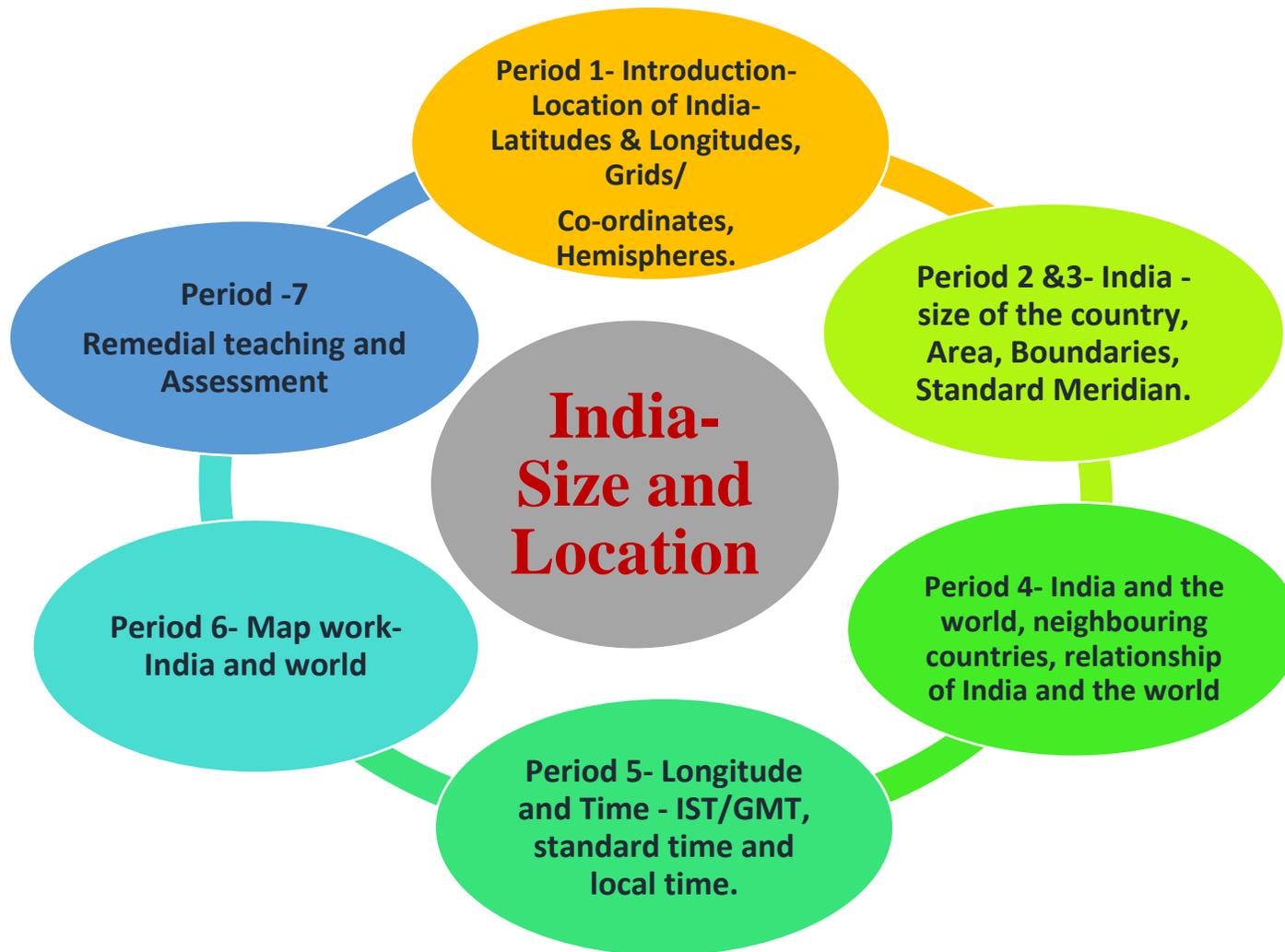
Competencies (Illustrative):

C-1: Locates physiographic regions of India and climatic zones of the world on a globe/map.

C-2: Explains important geographical concepts, characteristics of key landforms and its origin and other physical factors of a region.

9th GEOGRAPHY CHAPTER-1-INDIA - SIZE AND LOCATION MIND MAPPING

NO OF PERIODS: 08



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
1- Introduction- Location of India	LO1: Recognizes the location of a place using Latitudes and Longitudes. LO2: Differentiates Latitudes and Longitudes. LO1: Recognizes Hemispheres and Directions.	1.1. Describes prior concepts such as – latitude and longitudes, hemispheres, grid systems etc. to develop interest in the topic and understand prior knowledge of students 1.2 Identify the Directions and its uses. 2.1 Compares the uses of Latitudes and longitudes in locating places. 1.3 Identify Location of India on Hemispheres.
2- Period 2 &3- India - size of the country, Area, Boundaries, Standard Meridian.	LO1: Recognizes and retrieves facts, figures with respect to India's size, location, and neighbouring countries.	1.1 States the location, extent, size, shape, and the neighbouring countries of India. 1.2. Propose alternative solutions for the problems that arise due to the size & location. 1.3. Justify the reasons for the differences in climatic conditions, local and standard time.
4-India and World	LO3: Explains how location of India influenced the exchange of ideas and commodities. LO4: Analyze the strategic position of India in south Asia.	3.1 States the geographic boundaries separating India from its neighbouring countries. 3.2 Explains the role played by various passes and sea ports in trade and communication related activities in India. 3.3 Explains the strategic location of India with respect to world trade. 4.1 To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture 4.2 Critically analyses the role of opening of Suez Canal in improvement of foreign trade.
5- Period 5- Longitude and Time - IST/GMT	LO6: Draws interlinkages of latitude and longitude with the distance between places, variation in the duration of day and night with seasons and time.	6.1 Draws interrelationship between ground distance between two places on the earth 2. Duration of day and night with seasons and time and their latitudinal and longitudinal extension. 6.2 Draws interlinkages between latitude of a place and its variation in the duration of day and night with seasons. 6.3 Draws interrelationship between the longitude of a place and its local time.
6- Map work	LO1: Interprets world map and India map	1.1 Identifies / locates and labels on World Map: important latitudes, longitudes, standard meridian, continents, seas, Oceans and neighbouring countries etc. 1.2 Identifies / locates and labels on India Map: Geographic features demarcating India's extent (Ex.Plateaus, Rivers, Himalayas in the north, the important seas in the east, west and south, the strait separating India from Sri Lanka), States and union territories with their capitals, islands etc.
Period – 7 Work Sheet Assessment (20 Marks) A and Remedial teaching.	<ul style="list-style-type: none"> 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 teachers should not exclude 'Do you know? and Find out' given in the textbook, pertaining to the chapter.

2. Teacher may take an assessment during the lesson

Class: 9
Chapter: India Size & Location
Period No: 01

Key concepts: Period 1- Introduction- Location of India

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Recognition of directions in the map 5 Mins</p> <p>2. Differentiate latitudes & longitudes 10 Mins</p>	<p>The teacher will start the lesson with a discussion to check for prior knowledge: Probing questions</p> <ul style="list-style-type: none"> - What do you mean by directions? How many directions are there - What are the hemispheres? - What do you mean by latitudes and longitudes? - What is the difference between latitudes and longitudes? <p>Activity 1 – Globe activity- detail out Using globe students will be asked to identify the following:</p> <ul style="list-style-type: none"> - Equator- 0-degree latitude- Name the countries through which the Equator passes. - Tropic of Cancer- 	<p>1. What do we call 0-degree latitude?</p> <p>2. Students will be asked to locate a place on hemispheres.</p> <p>3. Students will be asked to locate the countries by using directions.</p> <p>4. Group Discussion: The uses of Google Map.</p>	<p>1. India Map  Source: Google</p> <p>2. World Map  Source: Google</p> <p>3. Video on Latitudes  Source: YouTube</p>

3. Identify the exact location using grid system.

10 Mins

4. Differentiate 4 hemispheres.

5 Mins

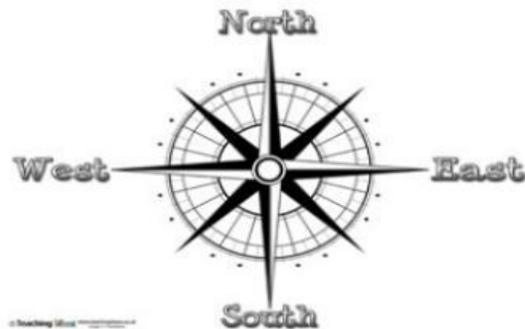
5. Location of India

10 Mins

Activity 2

Identification by using pictures

2.1: Directions



2.2: Hemispheres



Activity 3:

Use Google Earth or GeoGebra to explain the location of India.

5. Find out longitudinal and latitudinal extent of your state.

6. What is the Eastern most longitude of India?

https://www.youtube.com/watch?v=LzRkyFE_wCE



7. Name the important latitude that divides the world into North and south.

8. Name the important latitude that divides India into North and south.

3. Globe

4. Atlas

5. Google Map



6. Google Earth



Video: Mapping Skills

India is in the Northern hemisphere (Figure 1.1) the main land extends between latitudes $8^{\circ}4'N$ and $37^{\circ}6'N$ and longitudes $68^{\circ}7'E$ and $97^{\circ}25'E$. The Tropic of Cancer ($23^{\circ} 30'N$) divides the country into almost two equal parts. To the southeast and southwest of the mainland, lie the Andaman and Nicobar islands and the Lakshadweep islands in Bay of Bengal and Arabian Sea respectively.

Do You Know?

- The southernmost point of the Indian Union- 'Indira Point' got submerged under the sea water in 2004 during the Tsunami.

9. Group Activity:

Using Atlas, the students are asked to write location of India.



Figure 1.1 : India in the World



Source: YouTube

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: 9
Chapter: India Size and Location
Period No: 02 & 03
Key concepts Period 2 &3- India -size of the country

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<ul style="list-style-type: none"> ● Testing Prior skills/knowledge (5 mins.) ● Recognizes and retrieves the fact. India is the 7th Largest country in the world in terms of area. (10 mins) 	<ul style="list-style-type: none"> ● Activity-1: Use map of India and identify the longitudinal and latitudinal extent of India 	<ul style="list-style-type: none"> ● What is the geographical area of India? ● What is the percentage of the total geographical area of India in the world? <p>https://www.youtube.com/watch?v=B7Cf7jwlguc Source: YouTube</p> <ul style="list-style-type: none"> ● Activity: Identify the 7 largest countries in the world map. ● And find How many times each country is greater than India? 	<p>India Map</p>  <p>Source: Byjus</p> <p>Video</p>  <p>Source: YouTube</p>

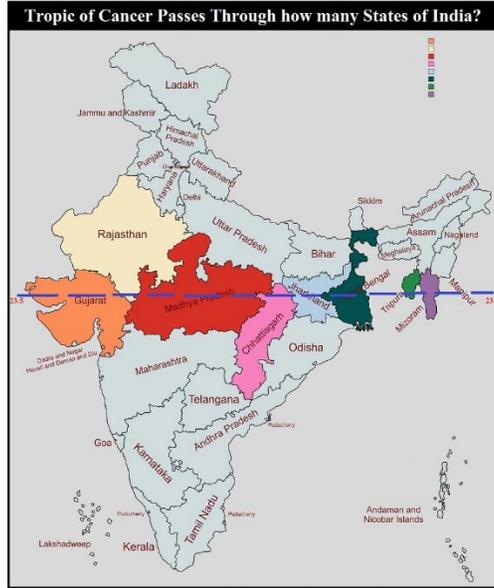
- Classifies and compares facts and figures.

3.1 Appreciate that India is one of the Top 10 largest countries in the world in terms of Area.

(10 Mins)

- Identify the facts:
 - Land boundary of India
 - Total length of the coast line.

- Through how many states does the tropic of cancer passes?

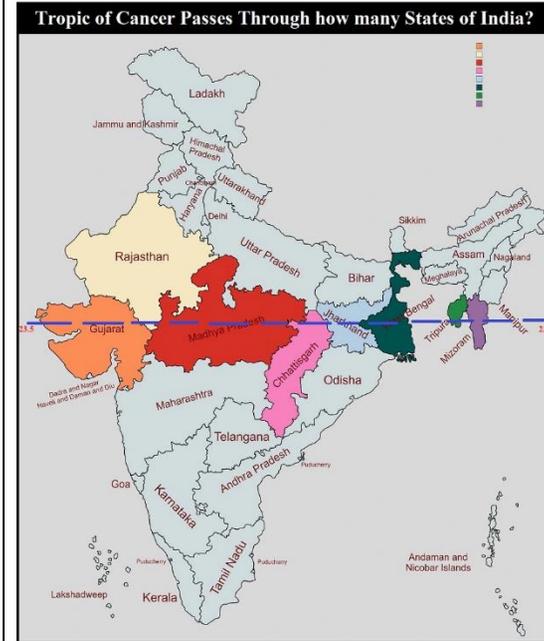


- Discuss and explain the size of India with the help of world political map and India political map



- Activity-2:** what is area of Greenland? Why it looks much larger on Map as compared to India.

- List out the states through which the tropic of cancer passes in India.



- Which is the seventh largest country in the world in terms of area?

Video: Mapping Skills



Source: YouTube

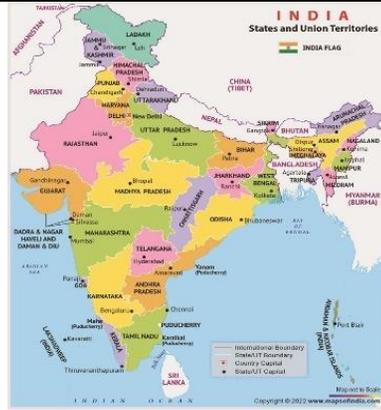
Picture



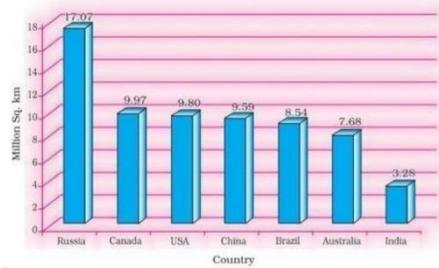
Source: Google

- .3. Compares the Island groups.

(15 mins)



- **Activity-3:** Explain the 7th largest country in the world by picking 7 students with different height.

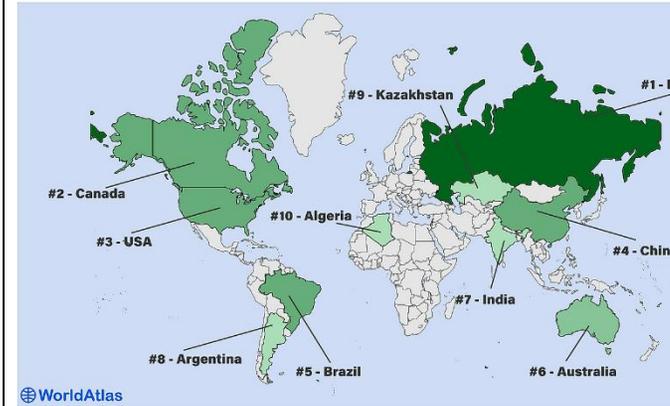


- Discuss and explain the land boundary and coastline and Island groups.



- Testing Prior Knowledge (5 min)
- Identify the following fact: The young fold mountains in India.
- Analyze the formation of the Himalayas

- Activity:2 Using world map Locate the 7 largest countries in the world in terms of area.



- Compare the area of India with its neighbors
- What is the length of land boundary of India?
- What is the Length of the coastline of India?
- Which young fold mountains are present in the Northern India?

India Map



Source:
Mapsofindia.com
Video



Source:
YouTube
Google Earth

- Compares North India and South India
- Identify the fact that southern part of India is a peninsula
- Identifies the seas towards the East and West of India

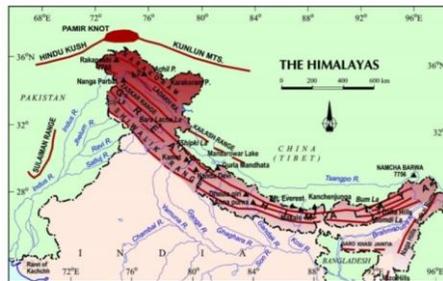
- Analyze the East-West and North-South extent of India. (15 Mins)

- Identify the States and standard Meridian of India.

- Use google Earth to explain the land boundary and coastline and Island groups

<https://earth.google.com/web/@23.10212314,79.44300534,-1492.66348412a,9860619.81859446d,35y,0h,0t,0r/data=OgMKATA>

- Name the four directions.
- Name the different land forms.
- Name the Important mountains in India.
- Explain the formation of Himalayas through an activity.



- Discuss about the East-West and North-South extent of India.



- Compare the natural boundary and political boundary of India,
- Evaluate the role of Himalaya in determining natural boundary to India.
- Evaluate the concept of Indian Subcontinent.
- Evaluate the of impact of Himalaya on life and livelihood of people of India.
- Evaluate the impact of size and extent of India on its climatic and natural diversity.
- Why is the difference between the durations of day and night hardly felt at Kanyakumari and not so in Kashmir?
- Why are Himalayas called young fold mountains?

Find out

- Why 82°30'E has been selected as the Standard Meridian of India?
- Why is the difference between the durations of day and night hardly felt at Kanniyakumari but not so in Kashmir?

- What is a peninsula?



Physical Map of India



Source: freeworldmaps.net

India Map



Source: Byju's.com

- Analyze the length of Day and Night w.r.t Latitudes. (15 mins)

- Appreciate the distinct position of India as a subcontinent in Asia (5 Mins)



- Discussion over position of India in Asia

- From which latitude India begins to taper?

- How does India's location help it connect with different parts of Asia and the world?

<https://www.mapsofworld.com/>

Source: Google

World Map



Source:
Google

Video: India's strategic Locations

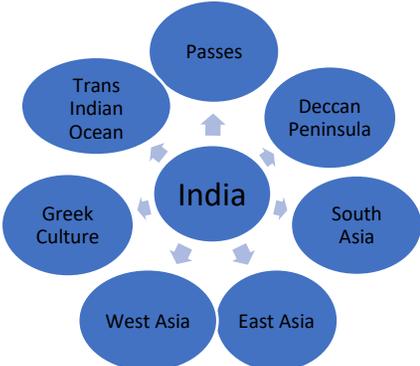


Source:
YouTube

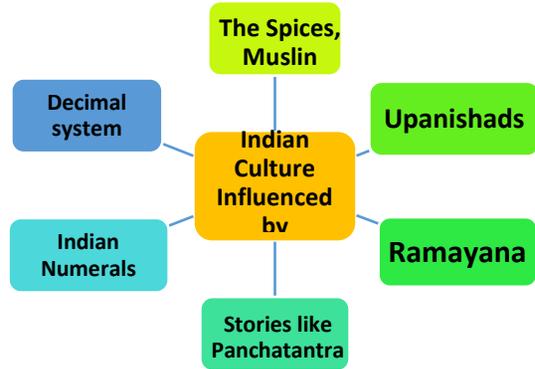
Teachers' reflections and experiences:

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: 9
Chapter: India Size and Location
Period No: 04
Key concepts: India and the World.
Date:

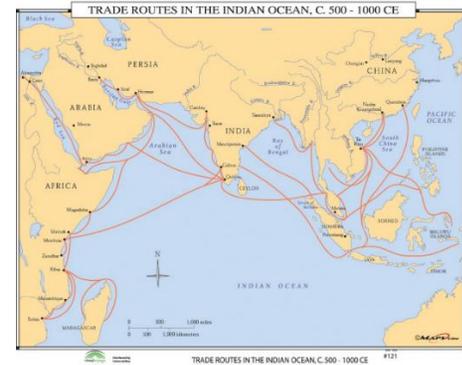
TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<ol style="list-style-type: none"> 1. The students learn Physical features in their surroundings. (5mins) 2. They will be able to Compares different data related to population and size of the world countries (15 mins) 3. Recognizes the strategic location of India in the world. (10 mins) 	<p>Key Indicators:</p> <ol style="list-style-type: none"> 1. States the Geographic boundaries separating India from its neighbouring countries. 2. Explain the role played by various passes and seaports in Trade and communication related activities in India. 3. Evaluate the location of India as important land and maritime trade route 4. Explain the strategic location of India with respect to World trade. <div style="text-align: center;">  </div> <p>https://www.youtube.com/watch?v=HIjUYHfkXgA Source: YouTube.com</p>	<ol style="list-style-type: none"> 1. Compare the life styles of Indian people with one or two neighbouring countries? 2. Collect information about strategical importance of India in World. 3. Project work: <ul style="list-style-type: none"> • How the stories of Ramayana and Mahabharata, Ideas of Buddhism has travelled the world. • Trade relations and routes during Indus valley, ancient and medieval time. 4. Critically analyze the role of opening of Suez Canal in improvement of foreign trade. 	<p>Globe</p> <p>Atlas</p> <p>Video</p>  <p>Source: YouTube</p> <p>World Map</p> 

4. Recognize the nature India as a subcontinent, its natural boundaries and its continuing relations with rests of world with maritime and land routes.. (10 mins.)



Activity 1. Map work
 1.1. Observe The world map and locate the India.
 1.2. Find trade routes, straights and passes connect India to the world.
Activity 2. Group discussion about Population and the area of the World countries.

5. The central location of India at the head of Indian Ocean is considered of Great significance. Why?



India Trade Routes map



Important Points on Chart of Population and Size

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: 9
Chapter: India Size and Location
Period No: 05

Key concepts: Period 5- Longitude and Time - IST/GMT

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Identify longitudes and hemispheres</p> <p>2. Recognise IST</p> <p>3. Understand the concept of local time and standard time</p> <p>4. Calculate the time difference between two places</p> <p>6. Appreciate importance of standard meridian of India</p> <p>7. Comprehend the significance of Greenwich meridian</p>	<p>Checks prior knowledge by asking few questions by showing world map.</p>  <p>*How many longitudes are there? *What is Prime Meridian? *What is IST? *Identify Eastern and Western Hemisphere *What is meant by international date line? https://en.m.wikipedia.org/wiki/File:World_Time_Zones_Map.png Source: YouTube.</p> <p>Explain the meaning and significance of Greenwich meridian and standard time.</p> <p>Explain about the earth's rotation with an activity by involving few students.</p> <p>Draw a graph on the card boards to explain EGA and WLS.</p>	<p>1. Expand IST.</p> <p>2. Why 0° longitude called as Greenwich meridian?</p> <p>3. What is meant by local time?</p> <p>4. Calculate the time, if the time at 0° longitude is 4:00am what will be the time at (a) 8° W (b) 35° W</p>	<p>Globe</p> <p>World map</p>  <p>Video on Longitudes</p>  <p>Source: YouTube</p>

8. Understand EGA and WLS

Explain the time difference in different countries with an activity.

9. Able to identify time zone.

Activity: Divide the class into 4 groups and name each group as follows;

Group	Country
Group A	Bangladesh
Group B	India
Group C	Canada
Group D	Japan

Ask the students to find standard meridian of their assigned countries to calculate time of different places with respect to London by answering the following:

A football match is telecasted in London at 12 noon. What time will be the match telecasted in those countries?

Standard meridian of the countries

Bangladesh 90°E India 82°.30°E

Canada 75°W Japan 135°E

5. Calculate the time, if the time at 0° longitude is 7:00 am what will be the time at

(a) 2° E (b) 26° E

[https://en.m.wikipedia.org/wiki/File:World Time Zones Map.png](https://en.m.wikipedia.org/wiki/File:World_Time_Zones_Map.png)

Source: Google

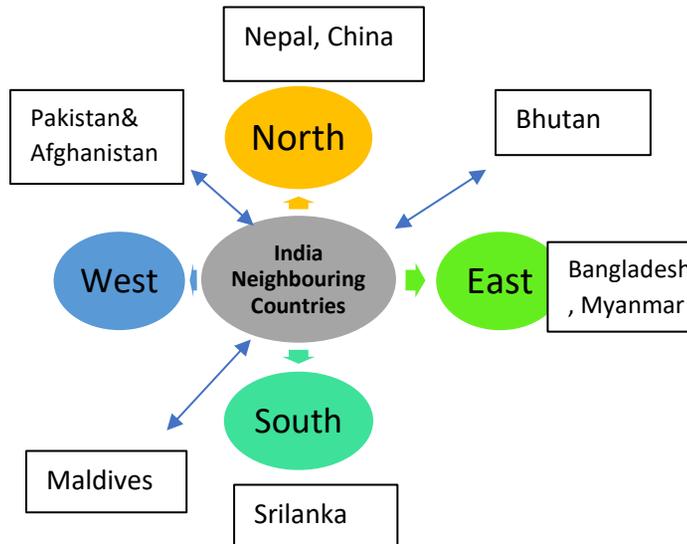
Teachers' reflections and experiences:

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: 9
Chapter: India Size and Location
Period No: 06
Key concepts: Mapping Skills.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Prior concepts (15 mins)</p> <p>2. Explanation of Indian states and Union territories. (20 mins)</p> <p>3. Identification of Boundaries of India. (5mins)</p>	<p>Activity 1: Mind mapping</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="background-color: #ffe6e6; padding: 10px; margin-top: 10px;"> <p>Do You Know? Before 1947, there were two types of states in India — the provinces and the Princely states. Provinces were ruled directly by British officials, who were appointed by the Viceroy. Princely states were ruled by local, hereditary rulers, who acknowledged sovereignty in return for local autonomy.</p> </div>	<ol style="list-style-type: none"> 1. How many states are there in India? 2. Name group of Islands in the Arabian sea. 3. How many states of India have common frontiers with Nepal? 4. Identify the first state where sun rises at fist in India? 5. Draw India map and locate states and capitals. 	<p>India map</p> <div style="text-align: center;">  </div> <p>PPT</p>

Activity 2: Identification of Direction wise neighbouring countries of India



Find out

- The number of Union Territories along the western and eastern coasts.
- Area-wise which is the smallest and which is the largest state?
- The states which do not have an international border or lie on the coast.
- Classify the states into four groups each having common frontiers with (i) Pakistan, (ii) China, (iii) Myanmar, and (iv) Bangladesh.

6. Which Island countries are our southern Neighbours?

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: 9 Geography
Chapter-1: India Size and Location
No. of periods: 07
Key concepts: Remedial Teaching & Assessment
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Remedial Plan after teaching the regular classes as per requirements	<ul style="list-style-type: none"> • 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:

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 FOR ASSESSMENT

Max.Marks:20

Multiple Choice Questions

1. Which of the following countries has Longest Coastal line along the Indian Ocean?
a) Myanmar b) Pakistan c) Bangladesh d) India
2. Find the Incorrect match
a) West Bengal – Border with Bangladesh
b) Gujarat – Border with Pakistan
c) Bihar - Border with China
d) Uttarakhand - Border with Nepal
3. The Northern most longitude of India is..... a) 97°25E b) 8°4 E c) 82°32 N d) 37°6 N
4. The North-South distance of India is
a) 3214km b)3333km c)2933km d) 2565km.

Answer the following questions in short.

5. Which is the seventh largest country in the world in terms of area?
6. Which Indian states border Three countries?

Answer the following questions briefly

7. Why is Indian Ocean named after our country? Give three reasons.

Answer the following questions in detail.

8. Have you ever used Google maps? Express your views about the uses of Google maps?

OR

Mapping Skills

11. Locate in India Map.
a) Tropic of cancer b) IST c) The Eastern most state of India
d) National capital territory e) Lakshadweep

LESSON PLAN: GEOGRAPHY

CLASS-9 CHAPTER- 2: PHYSICAL FEATURES OF 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 lays 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, 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 AND COMPETENCIES:

CG-4: Develops an understanding of the inter-relationship between human beings and how they influence the livelihoods, culture, and biodiversity

Of the region

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

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

C-3: Draws inter linkages between various components of the physical environment such as climate and relief, climate and vegetation.

CHAPTER- 1 PHYSICAL FEATURES OF INDIA

PERIODS:08

Period:1
Introduction- Major Physiographic Divisions

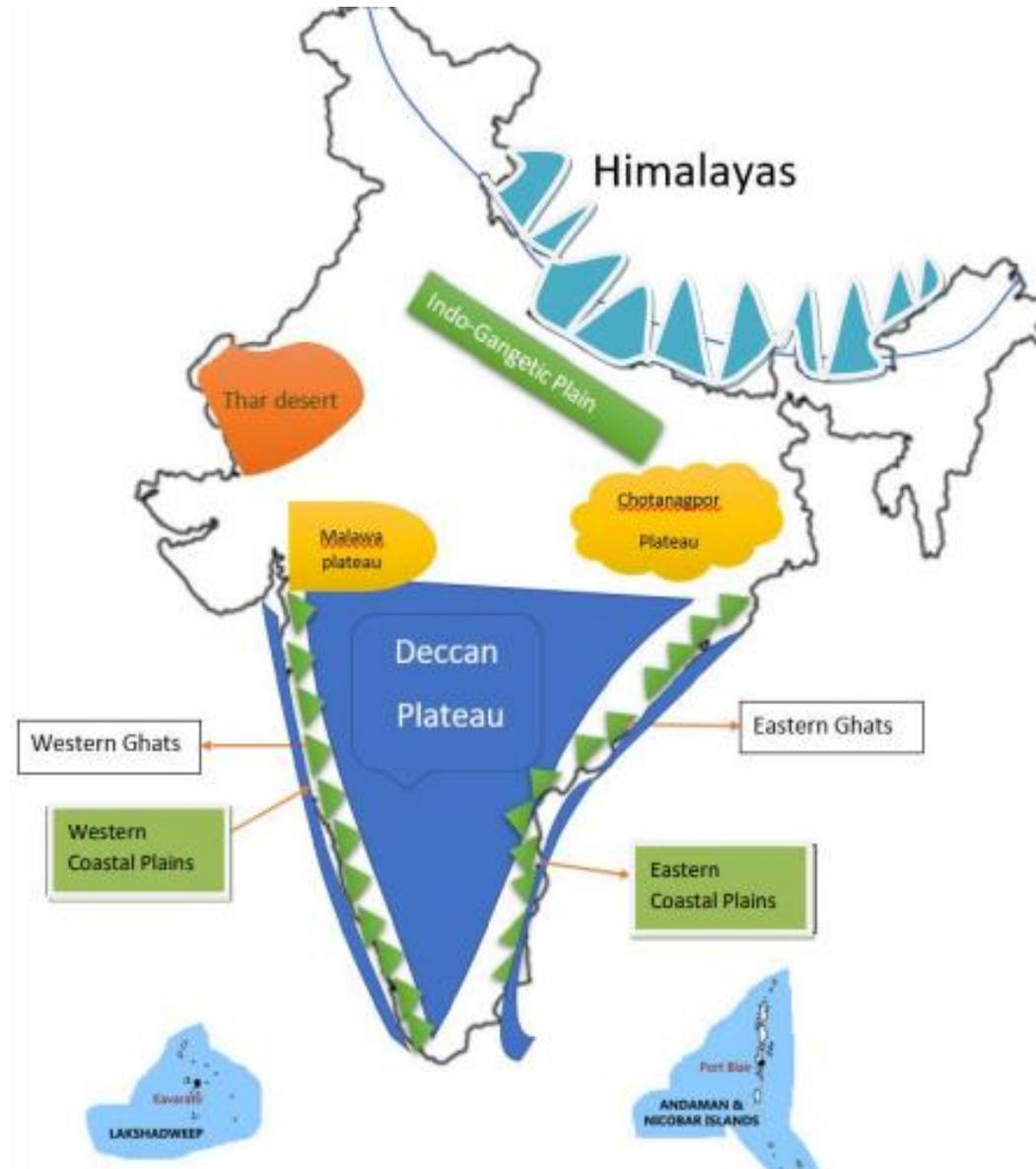
Period:2
The Himalayan Mountain System

1. Himadri

Period:3
The Himalayan Mountain System

2. Himachal
3. Shivaliks

Period:4
The Northern plain



Period:5
Peninsular Plateau

Period:6
The Indian Desert, The Coastal Plains

Period: 7
The Islands

Period:8
Assessment & Remedial Teaching

PERIOD NO AND TOPIC / SUB-TOPIC	LEARNING OUTCOMES	INDICATORS (FROM LEARNING FRAME WORK CBSE 2023 CURRICULAM)
P-1. Introduction - Major Physiographic Divisions	L02: Classifies and compares facts, data, and figures, with regards to physical divisions of India.	C2.1: Classifies physical features in the surroundings and compare them with physical features of other places C2.2: Names the major physiographic features and divisions of India.
P-2. The Himalayan Mountain System 1. Himadri	L03: Explains the cause and effect relationship between phenomena, events, and their occurrence. L02: Classifies and compares the different physiographic divisions in the Himalayan Mountain System.	C3.1: Explains the formation of the physiographic divisions of India. C2.1: Compares Himalayas with the rest of the mountain ranges and hills found in India.
P-3. The Himalayan Mountain System -2. Himachal 3. Shivaliks	L02: Classifies and compares the different physiographic divisions in the Himalayan Mountain System.	C2.1: Compares: Western Himalayas (Kashmir & Himachal Himalayas, Kumaon Himalayas) with Eastern Himalayas (Nepal & Assam Himalayas)
P-4. The Northern plain	L12: Appreciate the fertile lands formed through the deposition of alluvial in a vast river basin. L02: Classifies and compare the different types of alluvial soils and their features.	C12.1: Identifies and examines that the northern plain has been formed by the interaction of three main rivers Indus, Ganga and the Brahmaputra C2.1: Compares: Bhangar and Khadar alluvials Bhabar and Terai region
P-5. The Peninsular Plateau	L01: Recognises the facts regarding formation and divisions of Peninsular Plateau. L02: Classifies and compares the different hills present in peninsular plateau	C1.1: Constructs views and ideas on the movement of tectonic plates and division of Peninsular Plateau into Malwa, Chota-Nagpur & Deccan plateaus. C2.1: Compares: Western Ghats and Eastern Ghats
P-6. The Indian Desert, The Coastal plains	L12: Appreciates the vast physiographic diversities present across India. L02: Classifies and compares the difference in relief features like coastal plains.	C12.1: Identifies and examines the differences in topography and its relation to existence of vast bio-diversity in India C2.1: Compares: West Coastal Plain and East Coastal Plain
P-7. The Islands	L03: Explains the cause and effect relationship between the size of the islands and their origin.	C3.1: Analyses that the Lakshadweep Islands are of coral origin so they are smaller in size & Andaman & Nicobar Islands are of volcanic origin so large in size.
P-8 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 'Do you know?' and 'Find out' given in the textbook, pertaining to the chapter.

2. Teacher may take an assessment during

Chapter: 2 Physical Features of India

Period No. : 01

Key Concepts : Major physiographic Divisions

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing the previous knowledge /skills. 5Mins</p> <p>Introduction - Major Physiographic Divisions</p> <p>L02: Classifies and compares facts, data, and figures, with regards to physical divisions of India. (35 Mins)</p> <p>C2.1: Classifies physical features in the surroundings and compare them with physical features of other places</p> <p>C2.2: Names the major physiographic features and divisions of India.</p>	<p>Checks prior knowledge by asking few questions -.</p> <ol style="list-style-type: none"> 1. Where do we live? 2. Have you seen the higher area on the earth surface? Name some higher areas. 3. What are the lower areas on the land surface? 4. How are plains different from plateaus? <p>(Connect this to begin the topic- Major Physiographic Divisions)</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*</p> <p>Activity-1 Interpretation of Map</p>  <p>Locate the following physical features in the above map. (1) The Himalayan Mountains</p>	<p>Activity1: Read the physical features of Andhra Pradesh? Locate them in a map.</p>  <ol style="list-style-type: none"> 1) Where are these mountains located? Explain. 2) What is the specialty of these mountains? 3. How many types of physical features are there? 	<p style="text-align: center;">Physical Features of India</p>  <p style="text-align: center;">0968CH02</p> <p style="text-align: right;">India Relief Map</p>

	<p>(2) The Northern Plains (3) The Peninsular Plateau (4) The Indian Desert (5) The Coastal Plains (6) The Islands</p> <p>Summarize: Comprehend showing the India relief map- The physical features of India can be grouped under the six major physiographic features and divisions of India.</p> <p>.</p>	<p>Discussion: Which physical features are better suitable for living?</p>  <p>Project work: Ask the students to draw the India map, locate, and label the physical features with respective names.</p>	
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Teachers’ Reflections and Experience:

- 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 students to practice the skill? _____

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

Chapter: 2 Physical Features of India

Period No: 02

Key Concepts : Himalayan Mountain System: Part-1 Himadri

Date:

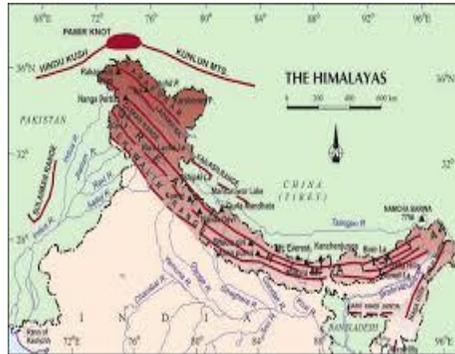
TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing the previous knowledge /skills. 5M</p> <p>2 . The Himalayan Mountains (Himadri)</p> <p>L03: Explains the cause and effect relationship between phenomena, events, and their occurrence.</p> <p>C3.1: Explains the formation of the physiographic divisions of India.</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <p>1) Name the physical features of India. 2) What are the world highest mountains formed in India?</p> <p>Probing questions to start new topic</p> <p>1) Which are very cool places in India? 2) Have you ever been the coolest places in our India? 3) What is the boundary like fort formed naturally on the northern side of our India?</p> <p>(Connect this to begin the topic- The Himalayan Mountains (Himadri))</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*</p> <p>Activity -2 Group discussion: Ask students to discuss how Himalayas influence the climate of India.</p> <p>(Connect this to begin the topic- The Formation of Himalayan rivers)</p>	<p>1) Which is the second highest peak in the world? 2) Where is Mt Kanchenjunga located? 3) Identify the name of the countries where the highest peaks are located?</p>  <p>1) How are Himalayas formed? 2) Explain the advantages of Himalayas as the natural boundary of India. 3) Name the states where are the highest peaks of India are located.</p> <p>Activity: Find out location of Mussoorie, Nainital, Ranikhet from your atlas</p>	<p>Video of formation Himalayas by plat tectonic theory</p> <p>https://ncert.nic.in/textbook/pdf/iess102.pdf</p> <p>QR CODE</p>  <p>Himalayan Mountains</p> <p>(Must watch the Himalaya’s video Link:</p> <p>https://www.youtube.com/watch?v=-</p>

L02: Classifies and compares the different physiographic divisions in the Himalayan Mountain System.

C2.1: Compares Himalayas with the rest of the mountain ranges and hills found in India.

Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)

Activity-3 : Picture Reading
Observe the below picture, Identify and name the states through which Himalayas are passing.



Activity-4 : Picture Reading

Observe the below picture and Identify the Highest peaks in the world and name the highest peaks in India.

Peak	Country	Height in metres
Mt. Everest	Nepal	8848
Kanchenjunga	India	8598
Makalu	Nepal	8481
Dhaulagiri	Nepal	8172
Nanga Parbat	India	8126
Annapurna	Nepal	8078
Nanda Devi	India	7817
Kamet	India	7756
Namcha Barwa	India	7756
Gurla Mandhata	Nepal	7728



Activity : Picture Reading

Observe the picture and try to figure-out what are the reasons for the snow-fall in high-altitude mountains.

Find out

- The names of the glaciers and passes that lie in the Great Himalayas.
- The name of the states where the highest peaks are located.

[hTVNidxg2s](https://www.hTVNidxg2s.com)

	<p>Summarize: Comprehend how plate tectonic movement resulted in formation of Himalayas, identify location of Himadri, how the features of Himadri resulted in formation of Himalayan rivers and influence the climate of India.</p>		
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Teachers' Reflections and Experience:

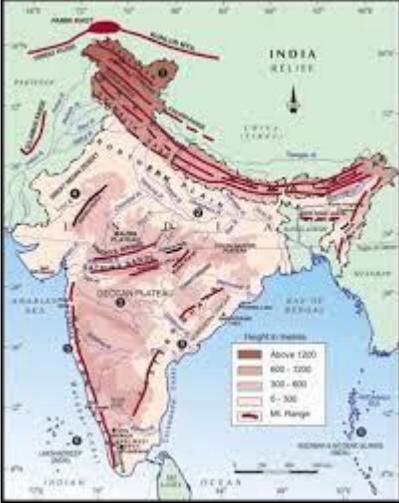
- Is the lesson appropriately timed? _____
- Is the flow of the lesson plan clear, smooth, and logical? _____
- Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
- Is there space for students to collaborate and cooperate with each other? _____
- Does the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

Chapter: 2 Physical Features of India

Period No.: 03

Key Concepts : Himalayan Mountains:Part-2

Date:

TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing the previous knowledge /skills. 5M</p> <p>3.The Himalayan Mountain System Part-2 Himachal & Shivaliks</p> <p>L02: Classifies and compares the different physiographic divisions in the Himalayan Mountain System.</p> <p>C2.1: Compares: Western Himalayas (Kashmir & Himachal Himalayas, Kumaon Himalayas) with Eastern Himalayas (Nepal & Assam Himalayas)</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ul style="list-style-type: none"> ● Mention the advantages of Himalayas. ● Name how Himalayas are classified. <p>(Connect this to begin the topic- The Himachal Ranges)</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic- (explanation)*</p> <p>Activity-5 : Picture Reading</p>  <p>Observe the above picture and write your observations mentioning the differences from plain topography to mountain topography.</p>	 <p>Activity for Homework: Identify the physical divisions of India in an India –outline map.</p> <ol style="list-style-type: none"> 1.Name the three major divisions of the Himalayas from north to south 2. Name the valleys which are located in the lesser Himalayas 3. In which division of the Himalayas are the famous valleys of Kashmir, Kangra and Kullu located? 4. Which of the following is the highest peak of Himalaya in India? 	<p>You tube link about Himalayas https://ncert.nic.in/textbook/pdf/iess102.pdf</p> <p>Byju’’s videos</p>  <p>0968CH02</p> <p>Lesser Himalayas Shivaliks Videos:</p> <p>https://www.youtube.com/watch?v=IVLR_IEWgfk</p> <p>QR CODE about the formation of Himalayas</p>  <p>Himalayan Mountains.part-2</p>

	<p>Activity-6 : Discussion Ask the students to discuss the altitude difference between mountains and hills.</p> <p>(Connect this to begin the topic- The Shivaliks Ranges)</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic- (explanation)*</p> <p>Summarize: Comprehend the altitude differences between Himadri, Himachal and Shivalik ranges and difference in features stating the importance of Himalayas in various ways.</p>	<p>Find out</p> <ul style="list-style-type: none"> • Location of Mussoorie, Nainital, Ranikhet from your atlas and also name the state where they are located. 	
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Teachers' Reflections and Experience:

- 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 students to practice the skill? _____

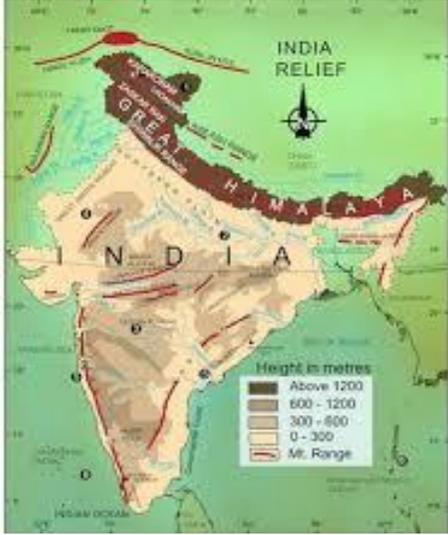
Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Chapter: 2 Physical Features of India

Period No: 04

Key Concepts : Northern Plains

Date:

<p align="center">TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS</p>	<p align="center">PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS</p>	<p align="center">ASSESSMENT STRATEGIES</p>	<p align="center">MATERIALS REQUIRED</p>
<p>Testing the previous knowledge /skills. 5M</p> <p>4.Northern Plains</p> <p>L12: Appreciate the fertile lands formed through the deposition of alluvial in a vast river basin.</p> <p>C12.1: Identifies and examines that the northern plain has been formed by the interaction of three main rivers Indus, Ganga and the Brahmaputra</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ol style="list-style-type: none"> 1. Which is the highest peak in the Himalayas? 2. Himalayans mountains form an arc and cover distance of _____Kms. <p>Probing questions to start new topic</p> <ol style="list-style-type: none"> 1. Which are the most-populous land-forms across the world? 2. How are plains important economically? <p>(Connect this to explain the topic- Northern Plains)</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic- (explanation)*</p> <p>The northern plain has been formed by the interplay of the three major river systems, namely — the Indus, the Ganga and the Brahmaputra along with their tributaries. This plain is formed of alluvial soil. The deposition of alluvium in a vast basin lying at the foothills of the Himalaya over millions of years, formed this fertile plain.</p> <p>Do You Know? Majuli, in the Brahmaputra river, is the largest inhabited riverine island in the world.</p>	 <ol style="list-style-type: none"> 1) What are the three parts of the Northern plains? 2) Name the important rivers in the Northern India. 3) Which is known as Bhabur? 4) Name the largest inhabitant riverine island in the world. 	<p>India Relief Map</p> <p>QR CODE:</p>  <p align="center">Northern Plain</p> <p>https://ncert.nic.in/textbook/pdf/iess102.pdf</p>

<p>L02: Classifies and compare the different types of alluvial soils and their features.</p> <p>C2.1: Compares: Bhangar and Khadar alluvials Bhabar and Terai region</p>	<p>Activity- 7 : Map Pointing Ask students to locate and label the given tributaries of Indus river in India – Outline map.</p> <p>a. The Jhelum d. The Sutlej b. The River Indus e. The Chenab c. The Beas f. The Ravi</p> <p>(Connect this to explain the topic-Do-Ab)</p> <p>Do You Know? 'Doab' is made up of two words — 'do' meaning two and 'ab' meaning water. Similarly 'Punjab', is also made up two words — 'Punj' meaning five and 'ab' meaning water.</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic- (explanation)*</p> <p>Summarize: Comprehend about the location and size of Northern Plains and apprehend that Northern Plains are formed by the silt deposited by the Himalayas and its tributaries.</p>	<p>5) What do you know about perennial river?</p> <p>6) Name the longest river in our India.</p> <p>7) What are the tributaries of the river Indus?</p> <p>8) Give an account of the northern plains of India.</p> <p>9) Distinguish between Bhangar and Khadar.</p>	<p>YouTube Link:</p> <p>https://www.youtube.com/watch?v=ICUz822okPY</p>
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Teachers' Reflections and Experience:

- 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 students to practice the skill? _____

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

Chapter: 2 Physical Features of India

Period No: 05

Key Concepts: Peninsular Plateau

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing the previous knowledge /skills. 5M</p> <p>5.Peninsular Plateau</p> <p>L01: Recognises the facts regarding formation and divisions of Peninsular Plateau.</p> <p>C1.1: Constructs views and ideas on the movement of tectonic plates and division of Peninsular Plateau into Malwa, Chota-Nagpur & Deccan plateaus.</p> <p>L02: Classifies and compares the different hills present in peninsular plateau.</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ol style="list-style-type: none"> 1. Name the Longest river in India. 2. What does Do-Ab mean? 3. Name the tributaries of the river Indus. <p>Probing questions to start new topic</p> <ol style="list-style-type: none"> 1. Name some minerals that we use in our daily life. 2. Where do we get these minerals from? 3. Which landforms are rich in mineral resources? <p>(Connect this to begin the topic- The Peninsular Plateau)</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*</p> <p>Activity-8 : Discussion Ask the students to discuss about various types of rocks they observed and the differences between them. (Connect this to reaffirm the understanding of the topic- The Peninsular Plateau)</p> <p>Summarize: Comprehend that the Peninsular plateau is a tableland composed of the old crystalline, igneous, and metamorphic rocks and it consists the Central Highlands and the Deccan Plateau.</p>	<ol style="list-style-type: none"> 1) Which plateau is rich in minerals? 2) Which Plateau lies between the Aravalli and Vindhya ranges? 3) Which is oldest land mass in our India? 	<p align="center">India Map</p> <p align="center">QR CODE</p> <div align="center" data-bbox="1951 1018 2159 1246">  <p>Peninsular Plateau</p> </div>

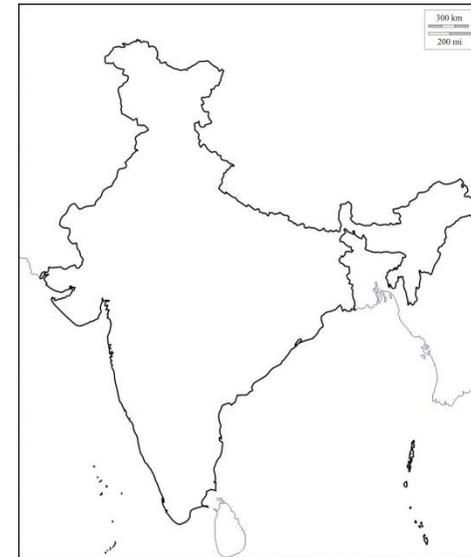
C2.1: Compares: Western Ghats and Eastern Ghats

The Western Ghats and the Eastern Ghats mark the western and the eastern edges of the Deccan Plateau respectively. Western Ghats lie parallel to the western coast. They are continuous and can be crossed through passes only. The height of the Western Ghats progressively increases from north to south. The highest peaks include the Anai Mudi (2,695 metres) and the Doda Betta (2,637 metres). The Eastern Ghats stretch from the Mahanadi Valley to the Nigiris in the south. The Eastern Ghats are discontinuous and irregular and dissected by rivers draining into the Bay of Bengal. Mahendragiri (1,501 metres) is the highest peak in the Eastern Ghats.

- 4) Which plateau lies between the Aravallis and Vindhya ranges?
- 5) Describe the formation of peninsular plateau.

Activity: Map skill

- Observe the map and find out locations of
- i. Malwa plateau and peninsular plateau
 - ii. the Thal, Bhore and Pal Ghats in the Physical map of India
 - iii. Locate the famous hill stations of Udagamandalam



YOUTUBE VIDEOS
<https://www.youtube.com/watch?v=zMAoG7ctg7Y>

India Map

Teachers' Reflections and Experience:

- 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 students to practice the skill? _____

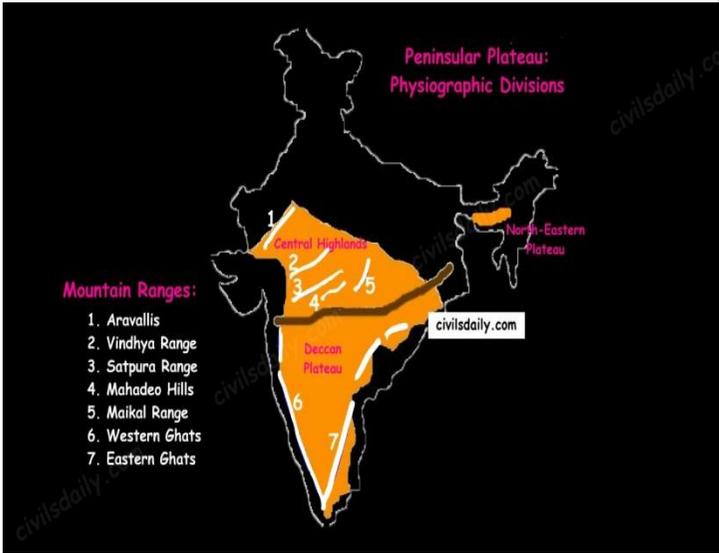
Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Chapter: 2 Physical Features of India

Period No: 06

Key Concepts : The Indian Desert and Coastal plains

Date:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing the previous knowledge /skills. 5M</p> <p>6.The Indian Desert, The Coastal plains</p> <p>L12: Appreciates the vast physiographic diversities present across India.</p> <p>C12.1: Identifies and examines the differences in topography and its relation to existence of vast bio-diversity in India</p> <p>L02: Classifies and compares the difference in relief features like coastal plains.</p> <p>C2.1: Compares: West Coastal Plain and East Coastal Plain</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ol style="list-style-type: none"> 1) Which plateau is rich in minerals? 2) Can you differentiate between island and plateau? 3) _____ Ghats are in greater height than the Eastern Ghats <p>Activity 10 : Picture Reading</p>  <p>Observe the above picture and identify the major hill ranges in Peninsular Plateau Region. (Connect this to begin the topic- The Indian Desert that</p>	 <ol style="list-style-type: none"> 1) What is a Desert? 2) In which state desert is located in the above map? 3) What is the length of coastal line in our country? 4) The length of eastern coast is _____. 5) Crescent shaped dunes found on Thar desert are called _____ 6) Name the river flowing in the desert region. 	<p>YouTube videos QR CODE</p>  <p>0968CH02</p> <p>India Map</p>

is located beyond Aravalli ranges)

The Indian desert lies towards the western margins of the Aravali Hills. It is an undulating sandy plain covered with sand dunes. This region receives very low rainfall below 150 mm per year. It has arid climate with low vegetation cover.

Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)

Probing questions to start new topic

- 1) Which region of Andhra Pradesh is more fertile?
- 2) Why do you think the Coastal plains are fertile?

(Connect this to begin the topic- The Coastal plains)

Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)

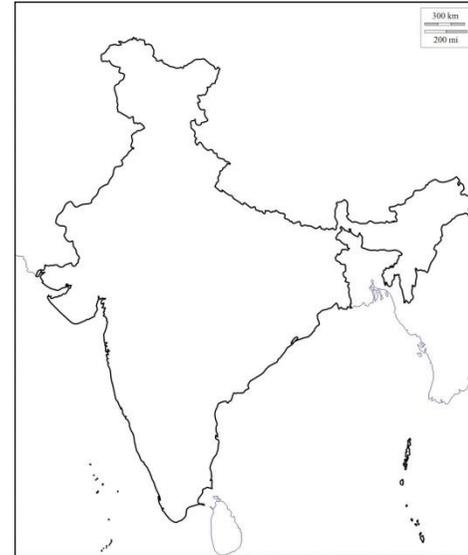
Summarize: Comprehend the location and features of the western desert and affirm that the coastal plains are divided as Eastern and Western Coastal plains and coasts of India are divided into different parts.

Do You Know?

The Chilika Lake is the largest salt water lake in India. It lies in the state of Odisha, to the south of the Mahanadi delta.

Activity: Map skill

- i. Locate the Konkan, Kannad Plain, Malabar coast
- ii. Northern Circar, Coromandel Coast



India Map



Teachers' Reflections and Experience:

- 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 students to practice the skill? _____

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

Chapter: 2 Physical Features of India

Period No: 07

Key Concepts: The Islands

Date:

TOPIC/SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES /TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing the previous knowledge /skills. 5M</p> <p>7. The Islands</p> <p>L03: Explains the cause and effect relationship between the size of the islands and their origin.</p> <p>C3.1: Analyses that the Lakshadweep Islands are of coral origin so they are smaller in size & Andaman & Nicobar Islands are of volcanic origin so large in size.</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ol style="list-style-type: none"> 1. Which region receives lowest rainfall in India? 2. The salt water lake Chilika lies in _____ state. 3. Internal drainage river in the Thar desert _____. 4. The Chilika lake is situated in _____ state. <p>Activity 11 : Discussion Ask the students to name and locate the Union Territories of India and ask them to discuss how Lakshadweep and Andaman & Nicobar different from the rest.</p> <p>(Connect this to begin the topic- The Islands)</p> <p align="center">*Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*</p>	<ol style="list-style-type: none"> 1) Which islands are closer to the equator. 2) Lakshadweep island is which type of coral island? 3) Which islands group enjoys equatorial climate condition? <p>Activity: Discuss about Andaman and Nicobar islands. What is the specialty?</p> <ol style="list-style-type: none"> 1. What is the capital of Lakshadweep? 2. Name the island group of India having coral origin. 3. Which is the active volcano in India? <p>Activity: Map skill</p> <p>Locate the Andaman & Nicobar Islands and Lakshadweep Islands</p>	<p>1. QR CODE</p>  <p>2. YOUTUBE link videos</p> <p>https://www.youtube.com/watch?v=rfOpiqdgfwc BYJU's videos</p> <p>India Map</p>

Activity -12 Interpretation of Map

Ask students to Identify

- Elongated chain of island in Bay of Bengal sea
- Islands group present in Arabian sea

Summarize: Comprehend the location and features of Island groups and identify reasons of their origin and their rich bio-diversity.

Do You Know?

India's only active volcano is found on Barren island in Andaman and Nicobar group of Islands.

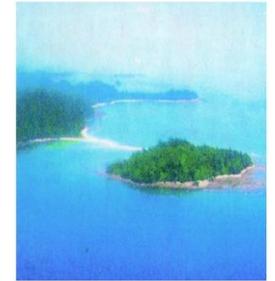
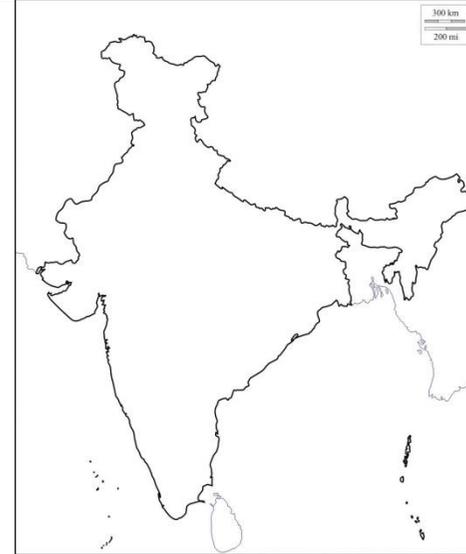


Figure 2.9: An Island

Teachers' Reflections and Experience:

- 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 students to practice the skill? _____
- Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Chapter: 2 Physical Features of India
Period no:8

WORKSHEET FOR ASSESSMENT – (20 Marks)

1. Choose the right answer from the four alternatives given below.

4x1=4marks

i) A landmass bounded by sea on three sides is referred to as ()

- a) Coast b) Island c) Peninsula d) None of the Above

ii) Mountain ranges in the eastern part of India forming its boundary with Myanmar are collectively called. ()

- a) Himachal b) Uttarakhand c) Purvanchal d) None of the above

iii) The western coastal strip, south of Goa referred to as ()

- a) Coromandal b) Konkan c) Kannad d) Northern Circar

iv) The highest peak in the Eastern Ghats is ()

- a) Anai Mudi b) Kanchan Junga c) Mahendragiri d) Khasi

2. Answer the following questions briefly

2x2=4marks

i) What is Bharbar?

ii) Name the three major divisions of the Himalayas from north to south.

3. Give an account of the Northern plains of India.

3x1=3marks

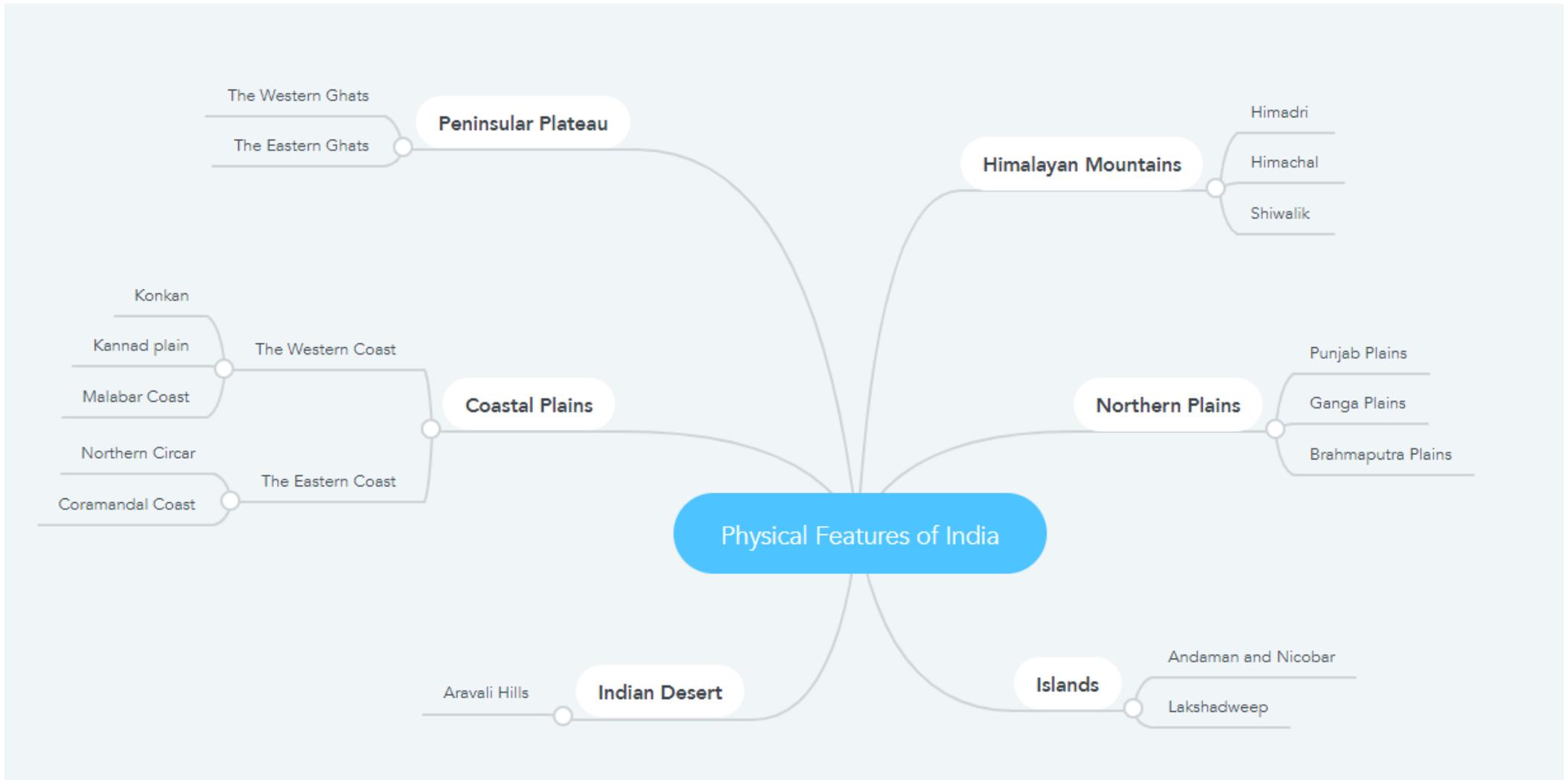
4. Distinguish between Western Ghats and Eastern Ghats.

4x1=4marks

5. Name the major physiographic divisions of India. Contrast the relief of the Himalayan region with that of the Peninsular Plateau.

5x1=5marks

Remedial Teaching



CLASS: 9

SUBJECTS: SOCIAL SCIENCE

PART: GEOGRAPHY

NAME OF THE CHAPTER: 3 - DRAINAGE

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 well being**
- 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:

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):

Goal 1: Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region

Competency:

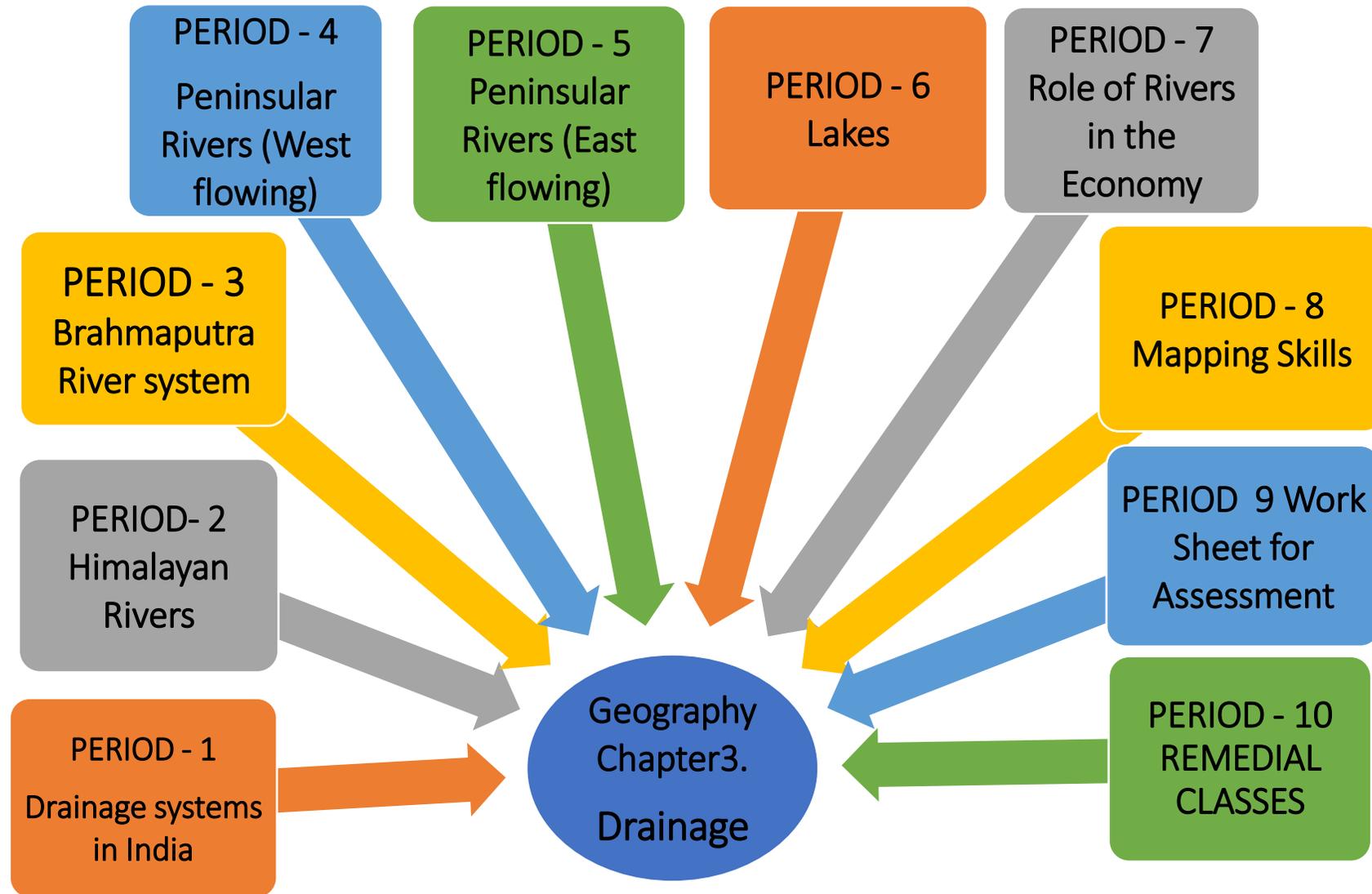
Competencies are observable learning behaviors that guide the teacher in assessing the learning of a student as they move along a given stage in a subject.

Competencies (Illustrative):

C-1: Locates physiographic regions of India and climatic zones of the world on a globe/map.

C-2: Explains important geographical concepts, characteristics of key landforms and its origin and other physical factors of a region.

MIND MAPPING



Period No Topic / Subtopic	Content Domains Specific Learning Outcomes	Micro Competencies Indicators
1. Overview - Drainage system in India	LO1: Recognize the Geographical term drainage basin and water divide. LO2: Classify Drainage system of India.	C.1.1: Recalls the meaning of Drainage. C.2.1: Differentiates the Drainage system of India
2. Himalayan Rivers: The Indus and The Ganga	LO4: Analyses the source of Himalayan rivers, its course and Tributaries.	C.4.1: Explains the different river systems and its course.
3. Brahmaputra River system	LO3: Explains factors affecting course of river Brahmaputra.	C.3.1: Examines different names of Brahmaputra in different states.
4. Peninsular Rivers (West Flowing)	LO3: Explains the features of west flowing rivers of peninsular.	C.3.1: Analyses types of peninsular river basin which drain water.
5. Peninsular Rivers (East Flowing)	LO7: Identify the course of east flowing Peninsular rivers and its tributaries	C.7.1: Locate the course of rivers on India map
6. Lakes	LO2: Classify different types of lakes and explain the importance of lakes	C.2.1: Explains the information about different lakes which are life lines of economy with reference to India.
7. Role of Rivers in the economy	LO12: Sensitivity towards the role of rivers in Indian Economy.	C.12.1: Appreciate the role of rivers in the Indian economy. C.12.2: Recognizes the need to reduce water pollution.
8. Map Work	LO5: Interprets the Indian river system on map	C.5.1: Identifies or locates rivers, lakes, on map
9. Work Sheet Assessment 10. Remedial teaching.	<ul style="list-style-type: none"> • 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 teachers should not exclude 'Do you know?' and 'Find out' given in the textbook, pertaining to the chapter.

2. Teacher may take an assessment during

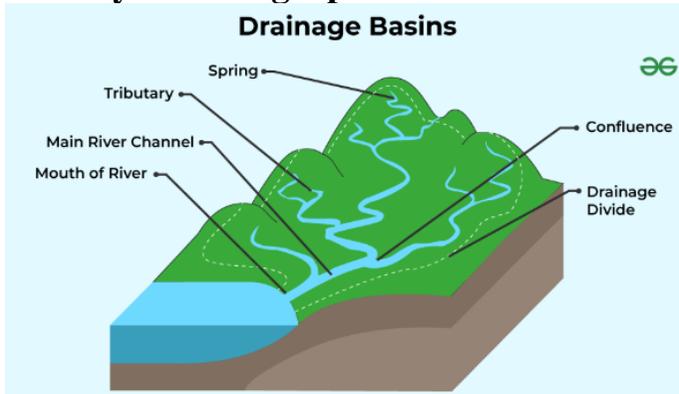
Class: 9
Chapter:3 DRAINAGE
Period No: 01
Key concepts: Drainage systems in India
Date:

TOPIC/SUB-TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING-LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Drainage systems in India</p> <p>LO1: Recognize the Geographical term drainage basin and water divide.</p> <p>C.1.1: Recalls the meaning of Drainage.</p>	<p>To test the prior knowledge certain questions will be asked:</p> <ol style="list-style-type: none"> 1. What is your favorite game. 2. How would you feel after playing exhaustively in sun? 3. What do you take when you are thirsty? 4. What are the sources of water? 5. Do you know the rivers flow in your locality? 6. Can you tell the rivers flow in India? <p>Explains the basic concepts of drainage basin and water divide.</p> <p>Conclusion: The area drained by a single river system is called a drainage basin.</p>	<p>Do observe the rivers flowing in your region?</p> <p>What is a Drainage Basin?</p>	<div data-bbox="1765 603 2042 912" data-label="Image"> </div> <p style="text-align: center;">Picture</p>

LO2: Classify Drainage system of India.

C.2.1: Differentiates the Drainage system of India

Activity: Showing a picture

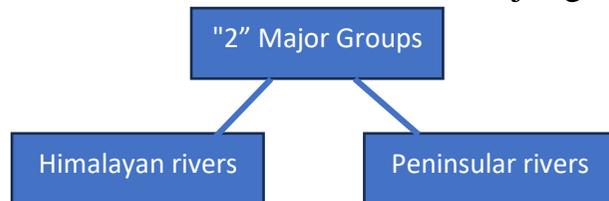


Ask students to observe the above picture and discuss the two major groups of Indian rivers by asking some questions.

1. Name some major physical divisions of India.
2. What is the northern boundary of India?
3. Which mountains protect us from cool breezes?
4. What are the three major ranges of Himalayas?

Conclusion:

Indian rivers are divided into two major groups



Explains the Himalayan and Peninsular river system.

Can you see the water divide in your area?



• Which river has the largest basin in India?

Give two examples of water divide?

Activity-Map Skill:

Locate the Himalayan and Peninsular rivers in India map.

Showing related pictures.

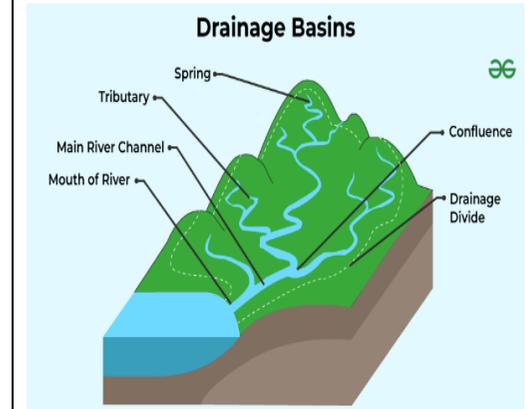
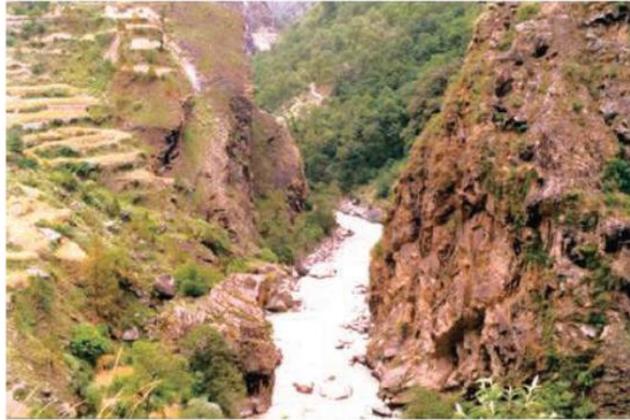


Figure 3.4 - Major Rivers and Lakes

Do You Know?

The world's largest drainage basin is of the Amazon river

Activity: Ask students to observe the below picture and explain how gorges formed.



Conclusion: The river system of an area is termed as drainage. Any elevated area like a mountain or an upland that separates two drainage basin is termed as water divide. The Ambala-Saharanpur upland between the river Indus and the ganga river system is an example for water divide.

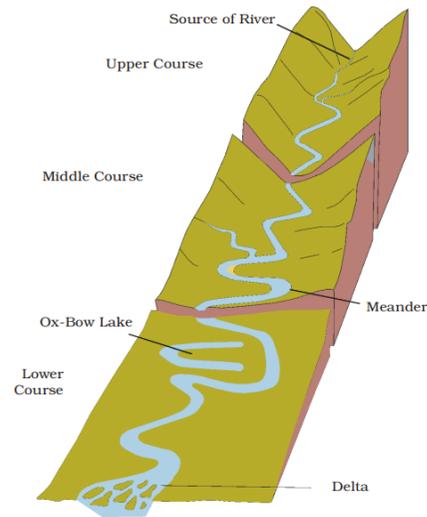


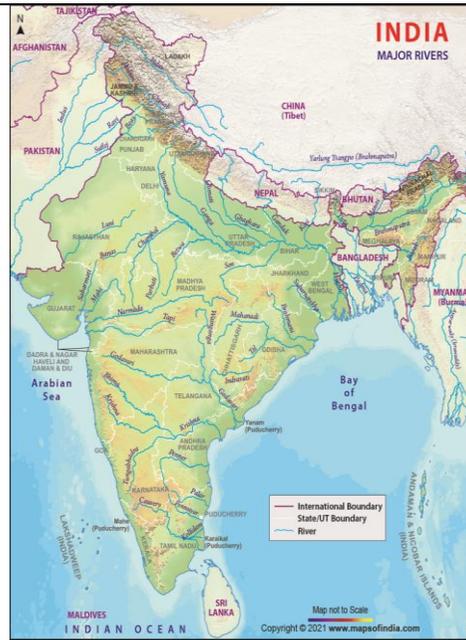
Figure 3.3 : Some Features Made by Rivers

Observe the above figure and mention some features made by rivers.

India Rivers 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)



- From which state Indus River flows?
- Where do the rivers Ganga and Indus have their origin?
- Which is the largest river basin in India?
- Name the two head streams of Ganga?
- Where does the river Indus enter into India?
- Name some tributaries of Indus River?

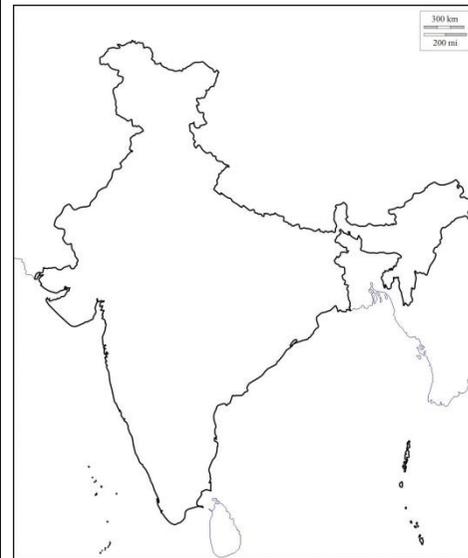
Explains the Ganga River system:

The headwaters of the Ganga called the Bhagirathi is fed by the Gangotri glacier and joined by the Alakananda at deva Prayag in Uttara Khand. At Haridwar the Ganga emerges from the mountains on the plains.

Tributaries of Ganga, Yamuna, Ghaghara,

Activity-Map Skill:

Locate the Indus and Brahmaputra rivers in India map.



India map

Do You Know?

- The Sundarban Delta derived its name from the Sundari tree, which grows well in marshland.
- It is the world's largest and fastest growing delta. It is also the home of Royal Bengal tiger.

Gandak, and the Kosi:

- The river Yamuna rises from the Yamunotri glacier in the Himalayas.
- Yamuna as a right bank tributary meets the Ganga at Allahabad.
- Ghaghara, Gandak, and Kosi rivers are flood parts on the northern plains.
- Ghaghara, Gandak, and the Kosi enrich the soil for agriculture use.
- The main tributaries which come from the peninsular uplands are the Chambal, Betwa, and the Sone.
- Ganga river flows into Bangladesh and is joined by the Brahmaputra.
- The delta formed by these rivers known as the Sundar-ban delta.

Activity:

Students form into groups and take up one river by each group and focus on the areas these rivers serve and the impact on economy of the area.

Conclusion: river Indus rises in Tibet near lake manasarovar and flows west and enters India in Ladakh. Several tributaries like the Zaskar, the Shyok and the Hunza joined it in Kashmir region. The famous five rivers of Punjab the Satluj, Beas, Ravi, Chenab and Jhelum meet the

Activity: Teacher does make the students to explore-

Do You Know?

• The *Namami Gange Programme* is an Integrated Conservation Mission approved as a 'flagship programme' by the Union Government in June 2014 to accomplish the twin objectives of effective abatement of pollution, conservation and rejuvenation of the national river, Ganga. You may explore about this project at <http://namamiGanga.spx#>

Activity: Teacher does make the students read the India-Rivers map and list out the tributaries of the river Indus and Ganga.

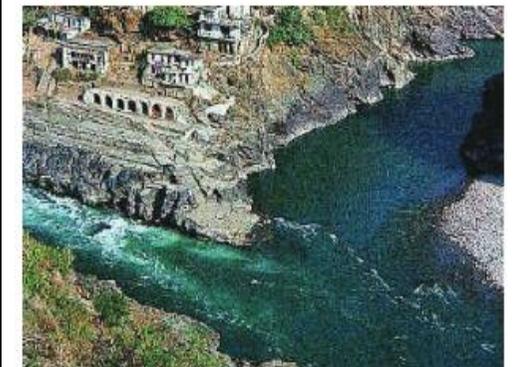
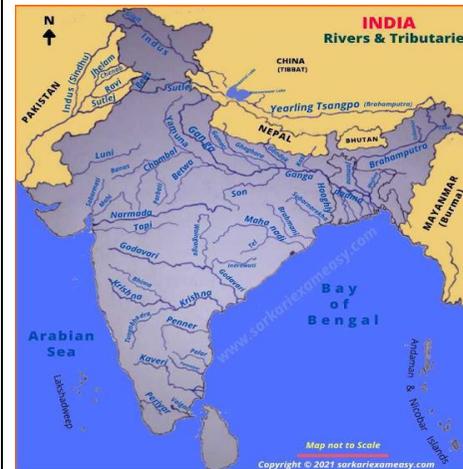


Figure 3.5 : Confluence of Bhagirathi and Alaknanda at Devprayag

India map

Which delta is world's largest and fast growing delta? why?

Indus at Mithankot in Pakistan. Finally, the Indus meets the Arabian sea

Do You Know?
• According to the regulations of the **Indus Water Treaty (1960)**, India can use only 20 per cent of the total water carried by the Indus river system. This water is used for irrigation in Punjab, Haryana and the southern and the western parts of Rajasthan.

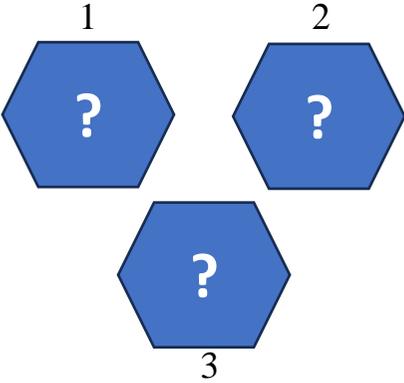
Teachers' reflections and experiences:

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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: 9
Chapter:3 DRAINAGE
Period No: 03

Key concepts: The Brahmaputra River system.

Date:

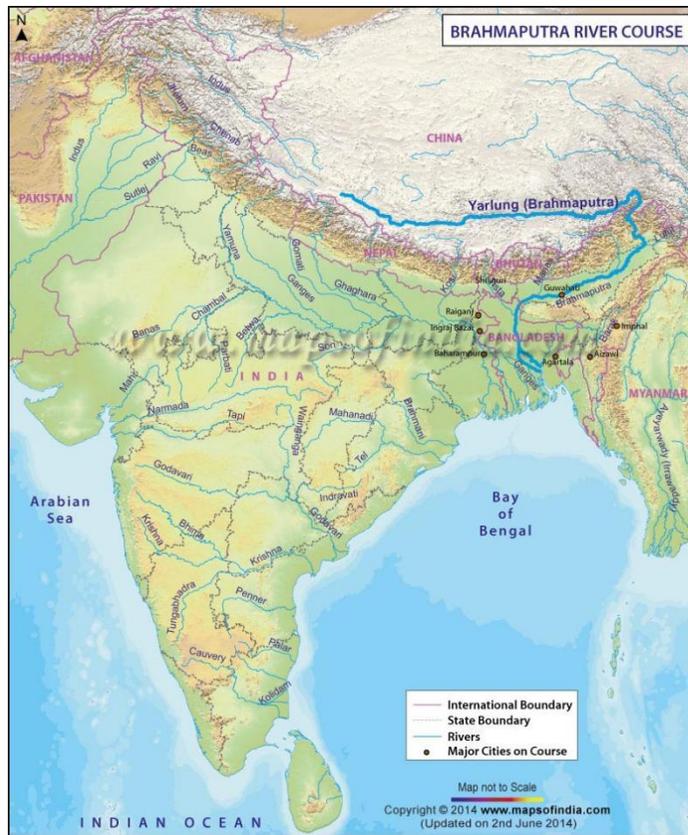
TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>The Brahmaputra River system</p>	<p>To test the prior knowledge some questions will be asked.</p> <p>How many Himalayan rivers are there?</p> <p>Define river system?</p> <p>Activity: Fill the following boxes with Three major Himalayan rivers.</p> <div style="text-align: center;">  </div> <p>Teacher does show a map-</p>	<p>What is the Brahmaputra River known as in Tibet?</p> <p>Do You Know?</p> <ul style="list-style-type: none"> Brahmaputra is known as the Tsang Po in Tibet and Jamuna in Bangladesh. 	<div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p align="center"><small>Figure 3.4 Major Rivers and Lakes</small></p>

LO3: Explains factors affecting course of river Brahmaputra

Explains Brahmaputra River system:

The Brahmaputra rises in Tibet east of Manasarowar lake. It flows eastwards parallel to Himalayas. On reaching the Namcha Barwa it takes a 'U' Turn and enters India in Arunachal Pradesh through a gorge. Here it is called the Di hang and it is joined by Di bang, the Lohit.

C.3.1: Examines different names of Brahmaputra in different states.

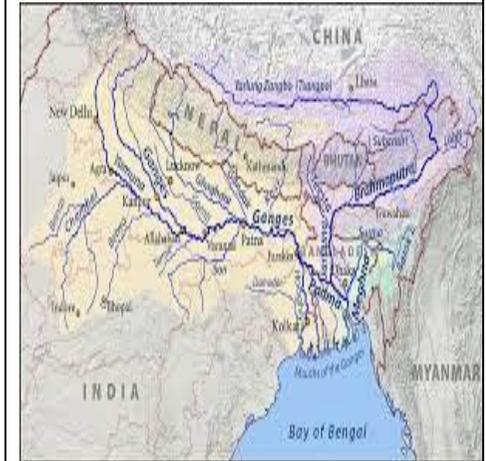


What is the name of Brahmaputra River in Bangladesh?

Where is the origin of the river Brahmaputra.

Do you know the river Brahmaputra flow eastwards? Why?

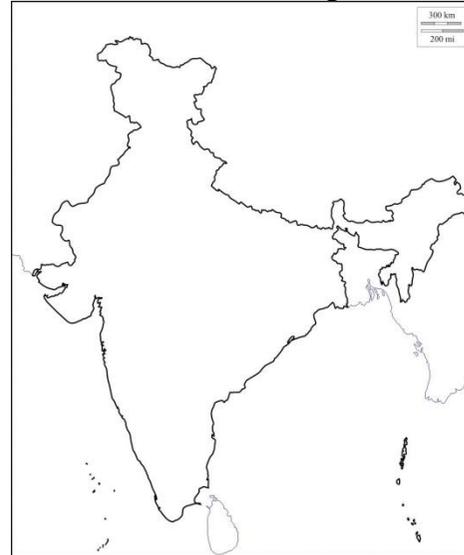
What are the tributaries of river Brahmaputra?



- In Tibet the river carries the smaller volume of water and less silt as it is a cold and a dry area.
- In India it passes through a region of high rainfall.
- Here it carries a large volume of water and considerable amount of silt.
- In rainy season the Brahmaputra overflows its banks causing floods in Assam and Bangladesh.

Activity-Map Skill:

Locate the course of Brahmaputra river in the above map.



India Rivers 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: 9
Chapter: 3. DRAINAGE
Period No: 4

Key concepts: Peninsular Rivers (West flowing)

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Peninsular Rivers (West flowing)</p> <p>LO3: Explains the features of west flowing rivers of peninsular.</p>	<p>To test the prior knowledge some questions will be asked.</p> <ul style="list-style-type: none"> ● Where does the river Brahmaputra originate? ● How does the Brahmaputra River known in Tibet? ● Which river provides irrigation facilities in Nort-easter India? <p>Discussion on Peninsular rivers by asking some questions</p> <ul style="list-style-type: none"> ➤ How will you call if a land is covered with 3 sides of water? ➤ How would you describe a Peninsular? ➤ How can you say that India is a Peninsular? ➤ Can you name some rivers in south India? <p>Activity: Showing India map and explaining the course of rivers, their tributaries and land forms formed by the rivers.</p>	<p>Activity: Identify course of rivers and its tributaries and drainage shared by states.</p> 	 <p align="center">India river map</p>

C.3.1: Analyses types of peninsular river basin which drain water.



Conclusion:

The main water divided peninsular India is formed by Western Ghats.

The major rivers of peninsula are

- Mahanadi
- Godavari
- Krishna
- Kaveri

The Narmada and the Tapi only long rivers which flow west and make estuaries.

Which is main water divide peninsular India.

Give some examples of peninsular rivers.

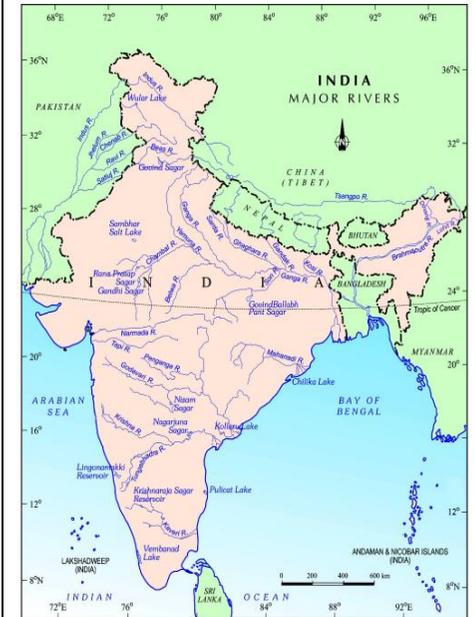
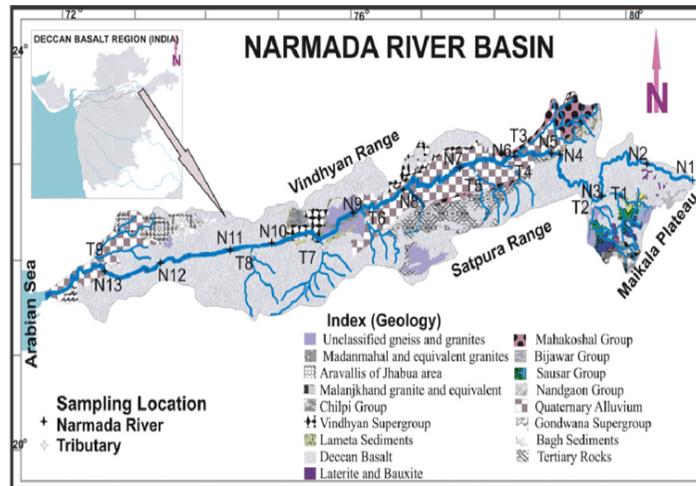


Figure 3.4 - Major Rivers and Lakes



The Narmada Basin: The Narmada rises in the amarkantak hills in Madhya Pradesh. It flows towards the west. Narmada creates picturesque locations. The ‘Marble rocks’ near Jabalpur where the Narmada flows through a deep gorge, and the Dhuadhar falls, where the river plunges over steep rocks, are some of the notable ones.



The Tapi basin:

- The Tapi rises in the Sapura ranges, in the Betul District of Madhya Pradesh.
- Its basin covers parts of Madhya Pradesh and Maharashtra.
- The main west flowing rivers are Sabarmathi, Mahi, Bharthpuzha and Periyar.

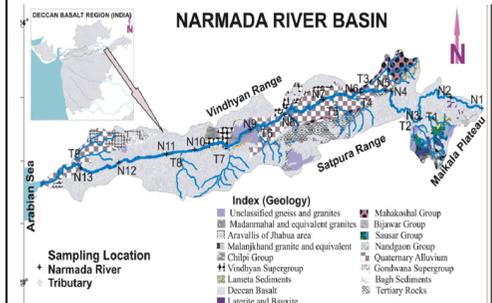
Activity:

The Narmada river conservation mission taken up by the Government of Madhya Pradesh by a scam named ‘**Namami Devi Narmade**’. You may visit their website <http://www.namamidevinarmade.mp.gov.in> to learn more about it.



(source-Google)

What does the reason for the rivers Narmada and Tapi flow from East to West direction?



Activity:

Find out the states in which Sabarmathi, Mahi, Bharthpuzha and Periyar rivers drain the water.

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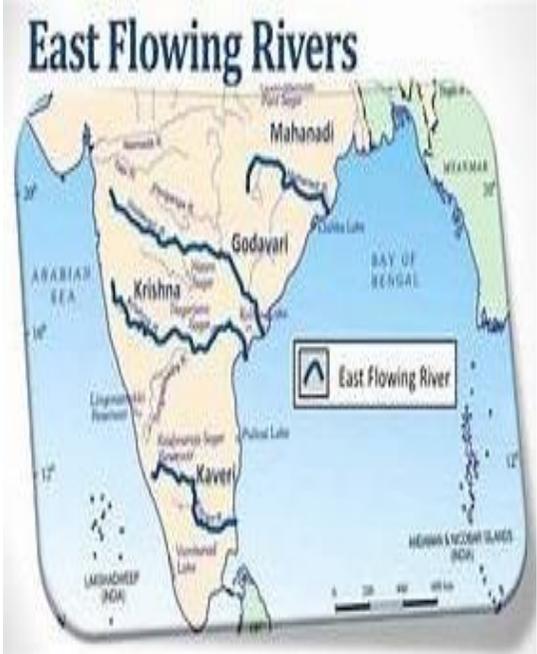
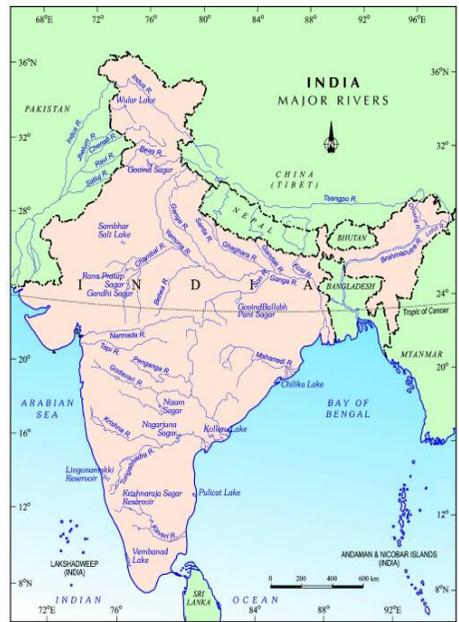
Teachers' reflections and experiences:

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: 9
Chapter: DRAINAGE
Period No: 05

Key concepts: Peninsular Rivers (East flowing)

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Peninsular Rivers (East flowing).</p> <p>LO7: Identify the course of east flowing Peninsular rivers and its tributaries</p>	<p>To test the prior knowledge some questions will be asked.</p> <ul style="list-style-type: none"> Which major peninsular rivers does flow west? Why? Where does the river Narmada take it's birth? <p>Explains the peninsular rivers which flow east direction by asking some questions.</p> <ul style="list-style-type: none"> Which is the longest river in south India? Which river is known as 'Dakshana Ganga'? 	<p>Identify east flowing peninsular rivers on the following map.</p>  <p align="right">(source-Google)</p>	 <p align="center"><small>Figure S.4 - Major Rivers and Lakes</small></p>

C.7.1: Locate the course of rivers on India map

Conclusion:

The Godavari basin-

- The Godavari is the largest peninsular river.
- It rises from the slopes of the western Ghats in the Nasik district of Maharashtra.
- The basin covers parts of Maharashtra, Madhya Pradesh, Odisha, Telangana and Andhra Pradesh.
- Its tributaries are Purna, Wardha, Pranahitha, Manjira, Wainganga and Penganga.
- Godavari is also known as ‘Dakshan Ganga’.

The Mahanadi basin:

Debate: Teacher does make the students to observe the following map and let them tell their observations.

Activity:

Locate the tributaries of Godavari on India map

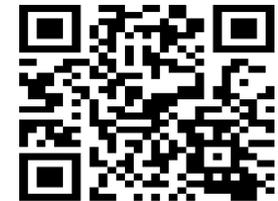


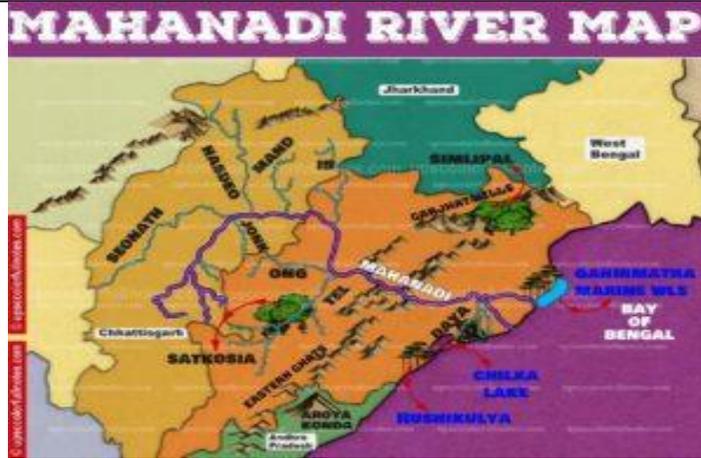
Activity:

On an outline map of India mark and label the following rivers.

- Godavari
- Krishna
- Kaveri
- Mahanadi

India Rivers Map





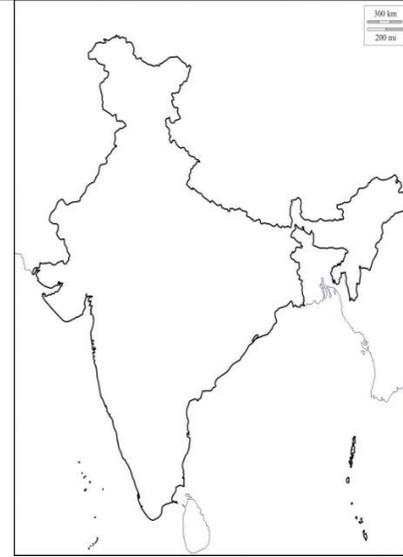
- Mahanadi rises in the high lines of Chhattishgarh.
- It flows through Odisha to reach the Bay of Bengal.
- Its drainage basin shared by Maharashtra, Chhattishgarh, Jharkhand and Odisha.

Ask: Can you tell the districts which have river course in our state?

Conclusion:

The Krishna basin-

Activity: Observe the following map, identify the major river and the drainage shared by different states.



Activity:
Locate the tributaries of Krishna on map

India Rivers Map

Debate: Teacher conducts the debate on the issue of Kaveri river water distribution between Karnataka and Tamilnadu.



Conclusion:

- Rising from a spring near Mahabaleswar, the Krishna flows for about 1400km and reaches Bay of Bengal.
- Its tributaries are Koyana, Thungabhadra, Ghatprabha, Musi and Bhima.
- It flows through Maharashtra, Karnataka, Telangana and Andhra Pradesh.

Kaveri River system



Find out

- The name of the biggest waterfall in India.

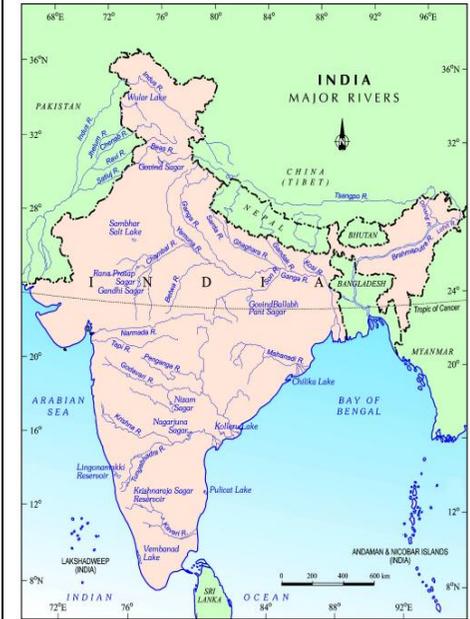


Figure 3.4 Major Rivers and Lakes

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: 9
Chapter: DRAINAGE
Period No: 06
Key concepts: LAKES
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Lakes</p> <p>LO2: Classify different types of lakes and explain the importance of lakes</p> <p>C.2.1: Explains the information about different lakes which are life lines of economy with reference to India.</p>	<p>To test the prior knowledge some questions will be asked.</p> <ul style="list-style-type: none"> ➤ Give some examples for water bodies? ➤ Which water bodies attract more tourists? ➤ Name any lake which locates in our state? ➤ How people enjoy at lakes? ➤ Have you ever been to lakes? <p>Lakes: Teacher conducts debate on apart from attraction of tourists, lakes are useful to human beings.</p> <p>Conclusion:</p> <ul style="list-style-type: none"> ➤ India has many lakes. ➤ Most lakes permanent. ➤ Some lakes contain water during in the rainy season. 	<p>Have ever tried to know the importance of lake in making a place attractive to tourist</p>  <p style="text-align: center;"><i>Figure 3.6 : Loktak Lake</i></p> <ul style="list-style-type: none"> ➤ Name some fresh water lakes of India? ➤ State some economic benefits of lakes? ➤ Which is the largest fresh water lake in India? <p>Activity:</p>	 <p style="text-align: center;">(Source-Google)</p>

- There are some lakes which are the result of the action of glaciers and ice sheets.
- Some lakes have been formed by wind, river action and human activities.
- A meandering river across a floodplain forms cut-offs that later develops into ox-bow lakes.
- Spits and bars form lagoons in the coastal areas Eg: chilaka lake, pulicat lake and kolleru lake.
- Lakes in the region of inland drainage are some times seasonal Eg: sambar lake in Rajasthan is a salt water lake, its water is used for producing salt.

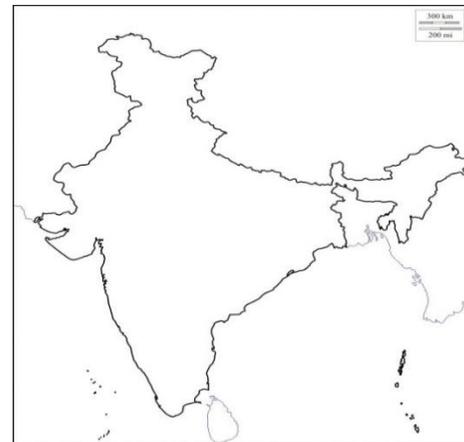
Make a list of natural and artificial lakes with the help of the atlas.

Find out

- Lakes of large extent are called seas, like the Caspian, the Dead and the Aral seas.

Activity-Map Skill:

Locate the Important lakes in India map.



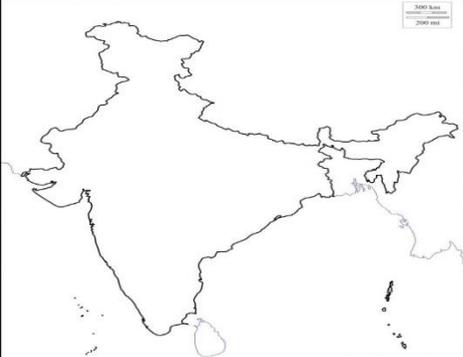
Teachers' reflections and experiences:

1. Is the lesson appropriately timed? _____
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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: 9
Chapter: DRAINAGE
Period No: 07

Key concepts: ROLE OF RIVERS IN THE ECONOMY.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>ROLE OF RIVERS IN THE ECONOMY.</p> <p>LO12: Sensitivity towards the role of rivers in Indian Economy.</p> <p>C.12.1: Appreciate the role of rivers in the Indian economy.</p>	<p>To test the prior knowledge some questions will be asked.</p> <ul style="list-style-type: none"> ✧ Name some renewable natural resources? ✧ Give some examples for non-renewable resources? ✧ Name any two natural resources required by farmer? ✧ Which areas attracted settlers from ancient times? <p>Conclusion:</p> <p>ROLE OF RIVERS IN THE ECONOMY:</p> <ul style="list-style-type: none"> ● Water from rivers is a basic natural resource, essential for various human activities. ● Riverbanks have attracted settlers from ancient times. ● These settlements have now become big cities. 	<p>Activity: make a list of cities in your state which are located on the bank the river.</p> 	 

C.12.2: Recognizes the need to reduce water pollution.

Discussion on the importance of the rivers for countries economy.

River pollution:

The growing domestic, municipal, industrial and agricultural demand for water from rivers naturally affects the quality of water.

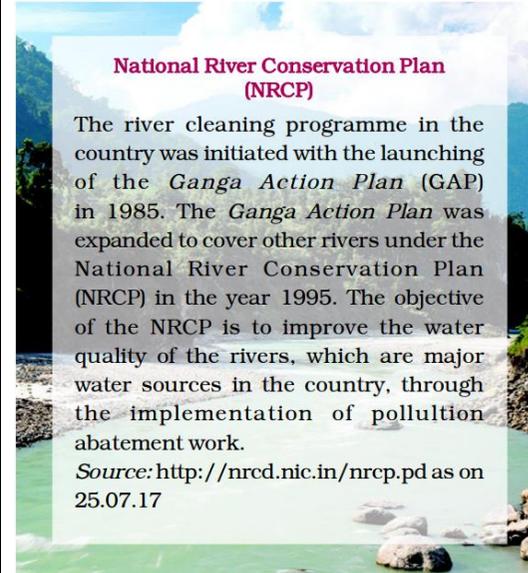
- ◆ A heavy load of untreated sewage and industrial effluents are released into the river.
- ◆ This affects not only the quality of water but also the self-cleaning capacity of the river.

Debate :

Concern over rising pollution in our rivers led to the launching of various action plans to clean the rivers. Have you heard about such action plans? How does our health get affected by polluted river water? Think about “life of human beings without fresh water”. Arrange a debate on this topic in the class.

Activity: Visit below site and get the information about NRCP.

<http://nrpd.nic.in/nrcp>.



River Pollution Picture



(Source-pexel)

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: 9
Chapter: DRAINAGE
Period No: 08
Key concepts: MAPPING SKILLS
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
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Mapping skills

LO5: Interprets the Indian river system on map

Activity:
 On an outline of India mark and label the following rivers.
 Ganga, Satluj, Damodar, Krishna, Narmada, Tapi, Mahanadi and Brahmaputra.



*Map not to be scale

C.5.1: Identifies or locates rivers, lakes, on map

Activity:
 Below are given names of a few lakes of India. Group them under two categories and locate them on India map.

- a) Dal
- b) Wular
- c) Gobindsagar
- d) Nizamsagar
- e) Chilaka
- f) Hirakud

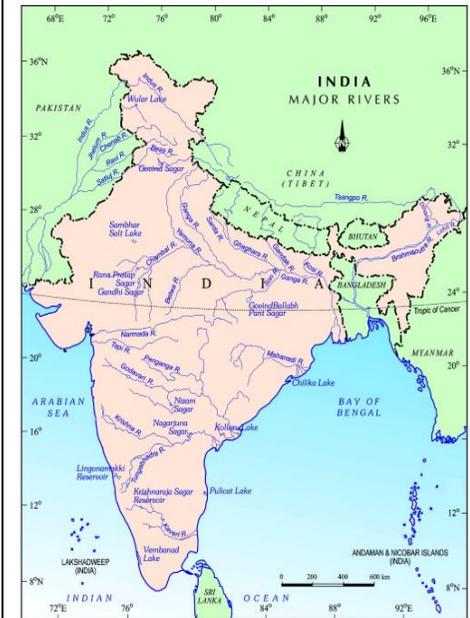


Figure 5.4 - Major Rivers and Lakes

Activity:

on an outline map of India mark and label the following lakes.

Chilaka lake, Sambhar lake, Kolleru lake, Pulicat lake and wular lake.



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: 9

Chapter: Drainage

WORK SHEET FOR ASSESSMENT

Max.Marks:20

Multiple Choice Questions

1. Which one of the following is not the tributary of the river Ganga.
a) The Yamuna b) The Ghaghara c) The Penganga d) The Kosi
2. Which of the following states is Dal lake associated
a) Odisha b) Manipur c) Nagaland d) Jammu and Kashmir
3. Which one of the following place attracts people to settle here
a) Deserts b) River banks c) Mountains d) Plateaus
4. Which one of the following does not affect the quality of water?
a) Untreated sewage b) Industrial effluents c) Dams d) Pesticides and insecticides

Answer the following questions in short.

5. What is lake?
6. Which river has the largest basin in India?

Answer the following questions briefly

7. Why do the Himalayan rivers get flooded every year? What are its advantages?

Answer the following questions in detail.

8. How do rapid urbanization and industrialization cause river pollution?

Class: 9
Chapter: DRAINAGE

No. of periods:10 Key concepts: Remedial Teaching

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
Remedial Plan after teaching the regular classes as per requirements	<ul style="list-style-type: none">• 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:

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-9 CHAPTER- 4 CLIMATE

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:

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-4.2 Explains important geographical concepts, characteristics of key and forms, 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

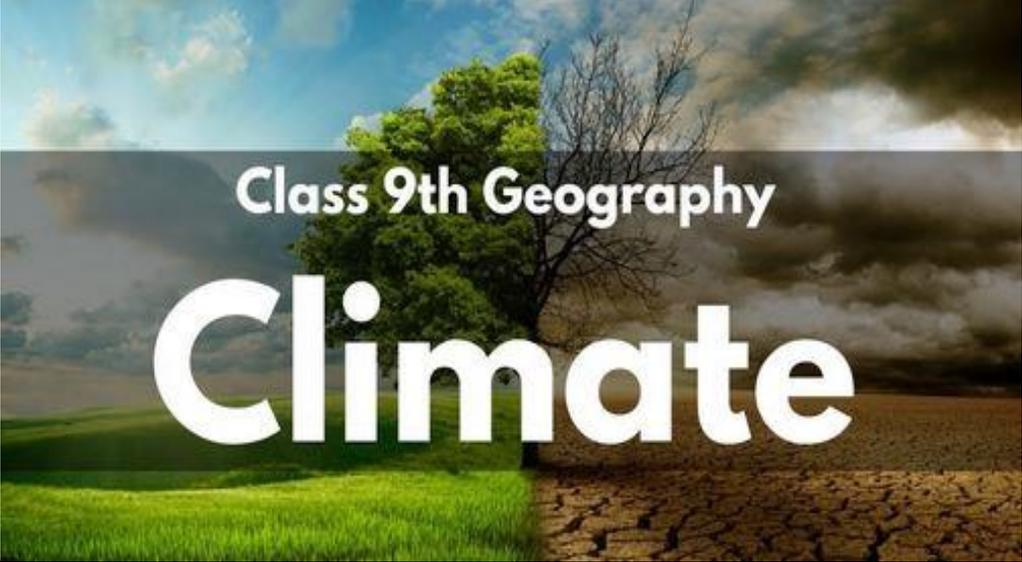
C-4.4 Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation

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

9th Class - Lesson Plan - Geography

Chapter: 4 -Climate

Periods Allotted: 12

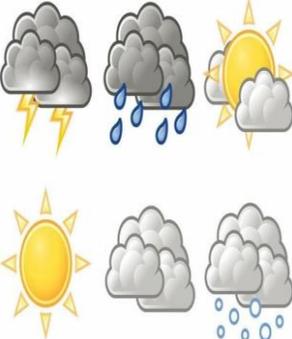
1. Introduction	2. Climatic Controls	3. Factors Affecting India's Climate	4. Indian Monsoon
12 Remedial Teaching			5. Cold Weather Season
11 Assessment			6. Hot Weather Season
10. Map Pointing	9. Distribution of a rainfall & Monsoon as a Unifying Bond	8. Retreating Post Monsoons (The Transition Season)	7. Advancing Monsoon (The Rainy Season)

Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
Period-1 Introduction	LO1: Recognizes and retrieves facts, figures and narrate processes. LO4: Analyses and evaluates information	C1.1: Describes important terms in Geography such as weather, climate, C4.1 Differentiates between weather and climate.
Period-2 Climatic Controls	LO4: Analyses reasons for climatic variations in different parts of India	C4.1: Analyses reasons for climatic variations coastal and interior regions of India.
Period-3 Factors Affecting India's Climate	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	C3.1: Explains the factors (latitude, altitude, pressure and winds, distance from the sea, ocean currents) that influence the climate of a place
Period-4 Indian Monsoon	LO3: Explains cause and effect relationship between phenomena, events, and their occurrence.	C3.1: Explain the mechanisms of monsoons in Indian subcontinent.
Period-5 Cold Weather Season	LO1: Identify the months related with winter season.	C1.1: The temperature, precipitation condition in winters and how it varies from place to place.
Period-6 Hot Weather Season	LO1: Recognizes and retrieves facts in Hot Weather Season .	C1.1: The temperature, precipitation condition in summer and how it varies from place to place. C 1.2: Defines mango showers, loo, kaal baisakhi with summer condition of India.
Period-7 Advancing Monsoon (The Rainy Season)	LO1: Recognizes and retrieves facts and figures related to Advanced monsoon climate.	C1.1: Identifies / marks and labels the rainfall distribution, the direction of south-west monsoon
Period-8 Retreating/Post Monsoons (The Transition Season)	LO1: Recognizes and retrieves facts and figures related to Retreat monsoon climate.	C1.1: Identifies / marks and labels the rainfall distribution, the direction of Retreat monsoon C1.2: Describe the reason for offset and onset of monsoon.

Period-9 Distribution of a rainfall & Monsoon as a Unifying Bond	LO 3: Explain how India comes under the influence of monsoon.	C3.1: Learn about why the people of India from north to south and from east to west eagerly await the arrival of the monsoon.
Period-10 Map Pointing	LO 5: Interprets maps and graphs to understand the weather and climate patterns in India.	C 5.1: Identification of the states that receive rainfall above 400 cm, 100 to 200 cm.
Period-11 Assessment	LO 4: To assess the progress of students.	C4.1: Analysis of progress of students.
Period-12 Remedial Teaching	LO 1: This will be to revise the above concepts only for those who didn't understand it properly.	C1.1: Revision and re-teaching

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

Class: 9 Geography
Chapter - 4: Climate
Period No: 01
Key concepts: Introduction to Climate and Weather
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
<p>1. Testing prior concepts related to Climate</p> <p>-Temperature -Climate -weather</p> <p>(10 mins)</p>	<p>Teacher asks the questions regarding prior knowledge to drag the topic-</p> <p>1. How is the day today?</p>  <p style="text-align: right;">(Source-Google)</p> <p>2. Do we have the same temp in morning and afternoon?</p> <p>3. In which month do we wear woolen clothes?</p>	<p>1. What do you understand by the term Weather?</p> <p>2. What do you understand by the term Climate?</p> <p>3. Find out any two differences between weather and climate?</p> <p>4. Which type of climate India has?</p>	  <p style="text-align: right;">(Source-google)</p>

2 Differentiates between weather and climate. (30 mins)

4. In which month do we pay high amount of electricity bill?
5. In which month do we use umbrella or rain coats?



(Source-Google)

6. In which month do we observe dew in the morning?
7. What is the temperature today in your place?
8. Find out the temperature in at least 4 other places.



Teacher explains the difference between weather and climate. After completion of the topic, teacher does an activity making students look into newspaper clippings-temperature and rainfall.

5. What does the word Monsoon refer to?

6. What are the types of the precipitation?

7. Why do coastal areas experience less contrast in temperature conditions?

Differentiate the weather and climate.



Why the houses in Rajasthan have thick walls and flat roofs?

- Why is it that the houses in the Tarai region and in Goa and Mangalore have sloping roofs?
- Why houses in Assam are built on stilts?

<https://youtu.be/1qFUJOOjX7Y?si=UYbXF-PHIDifQ4Wz>
(source-you tube)



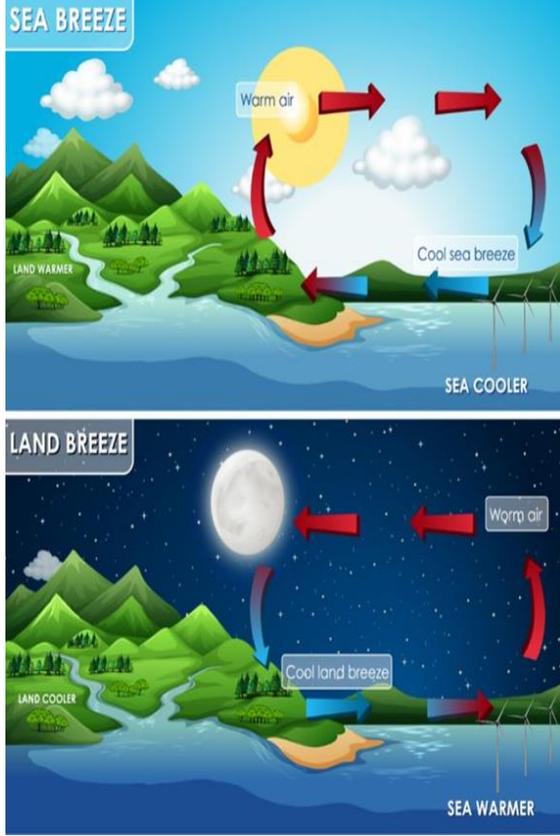
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Teachers' reflections and experiences:

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: 9 Geography
Chapter - 4: Climate
Period No: 02
Key concepts: Climatic Controls
Date:

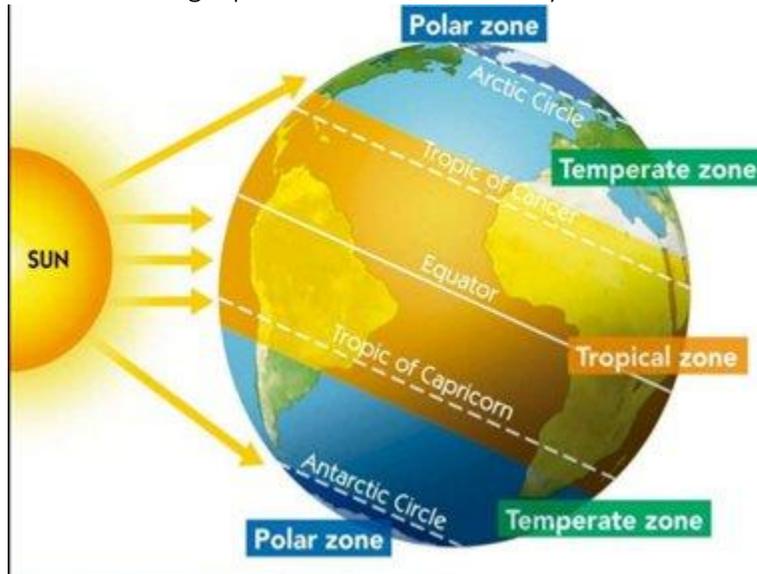
Learning Outcomes & Indicators/micro-competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/assignments/self-assessment checklists/etc.	TLM required
<p>1. Testing Prior skills/knowledge (5 mins)</p> <p>2. Analyze the reasons for climatic variations in different parts of India (10 mins)</p> <p>(Students can know about Why the coastal areas experience less variations in climate compared to the interior parts of the country.)</p>	<p>Teacher does ask the questions regarding prior knowledge-</p> <ol style="list-style-type: none"> 1. What do you understand by the term Climate? 2. what are the reasons for the inequality of the climate? <p>Coastal areas observe lesser difference in temperature conditions. It is the interior of India that experiences temperature contrasts. Why are the differences occurring like that?</p> <p>Teacher explains- difference in temperature across India.</p> <p>Children can be made to read Pg.No.62 of the text book and Summering differences in temperature and precipitation.</p> <div style="background-color: #ffe6e6; padding: 5px;"> <p>Do You Know? In certain places there is a wide difference between day and night temperatures. In the Thar Desert the day temperature may rise to 50°C, and drop down to near 15°C the same night. On the other hand, there is hardly any difference in day and night temperatures in the Andaman and Nicobar islands or in Kerala.</p> </div>	 <p style="text-align: right;">(Source-text book)</p> <p>1. What are the various factors which affect</p>	<p>https://youtu.be/clcm1r7kRRk?si=3Fe7Is00D9IzF7kU</p> <p>(source-you tube)</p>

**3. Major controls of the climate of any place
(To understand what all factors which affect the climate of a place)**

(25 Mins)

Teacher explain-

- There are six major controls of the climate of any place.
- They are latitude, altitude, pressure and wind system, distance from the sea (continentality), ocean currents and relief features.
- Showing a picture and ask what do you observe?



(Source-Google)

- Due to the curvature of the earth, the amount of solar energy received varies according to Latitude.
- How do the physical factors shape up the climate of a place?
- Why hill stations are cold during summer?
Conclusion-
- The atmosphere becomes less dense and temperature decreases. The hills are therefore cooler during summers with using the picture.

the climate of a place?

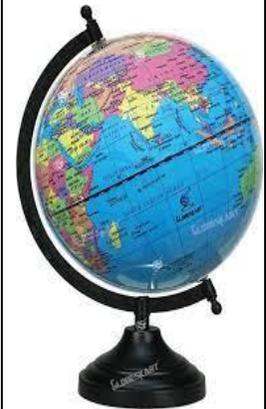
2. What is air pressure? How does it affect the direction of the winds?

Do you Know?

Visakhapatnam has moderate temperature. Have you stay in Visakhapatnam? How do you feel the climate in Visakhapatnam? Tell the factors that influences the climate of Visakhapatnam.

Find out

•Why most of the world's deserts are located in the western margins of continents in the subtropics?



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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: 9 Geography
Chapter - 4: Climate
Period No: 03**

Key concepts: Factors Affecting India's Climate

Date:

<p>Learning Outcomes & Indicators/micro-competencies</p>	<p>Teaching-Learning Process This should include activities to facilitate learning along with broad time duration</p>	<p>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.</p>	<p>TLM required</p>
<p>1. Testing prior concepts of Concepts (5 mins)</p> <p>2. Factors Affecting India's Climate (Explain the factors which affect India's climate -Latitude, Altitude and Pressure and Winds) (35 mins)</p>	<p>Teacher asks the questions regarding prior knowledge</p> <ol style="list-style-type: none"> 1. What are the various factors which affect the climate of a place? 2. Which type of climate India has? <p>Activity :1. Latitude- Teacher shows the India Map and asks the below questions.</p> <p>Which main latitude passes through India? Does Tropic of Cancer pass through how many states and what are those states?</p> <ul style="list-style-type: none"> ➤ Which part of India experiences less temperature? ➤ Which part of India is closer to the equator and experiences more temperature? <p>Activity :2. Altitude- Teacher starts the discussion regarding climate in higher areas with posing questions-</p>	<ol style="list-style-type: none"> 1. Which of the latitude passes through the middle of our country, giving it the characteristics of tropical as well as subtropical climate? 2. Which atmospheric conditions govern the climate and associated weather conditions in India? 3. Why are the hill stations in India cooler than the plain regions? 	 <p align="center">(Picture Source-Google)</p> 



(Source-Google)

- How do you feel at seeing this picture?
- How do you feel, if you living in plain areas?
- How do you feel, if you living in Hill areas?

3. Air Pressure and Surface Winds

Teacher shows the picture and asks the below questions.

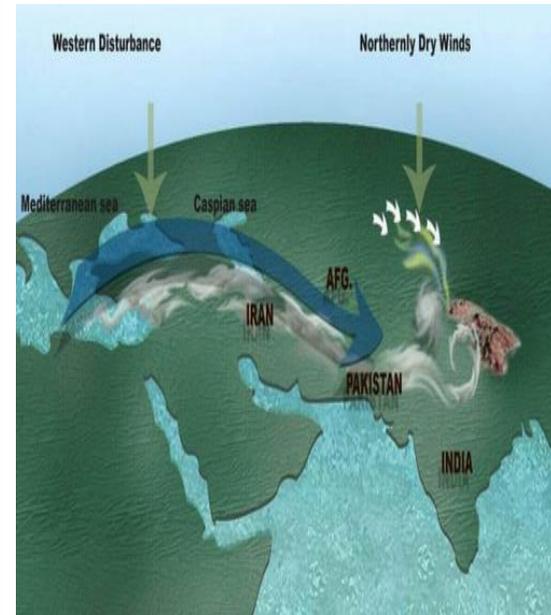
1. Do you know the water is flowing from which area to which area?
2. Can you tell how the surface winds are blowing?
3. Do you know the cyclones formed due to which pressure belt?

Conclusion:

The pressure and the wind system of an area depend on the latitude and altitude of the place. During summer, low pressure is created over interior Asia as well as India, this leads to incoming of South-West Monsoon winds causing rainfall.

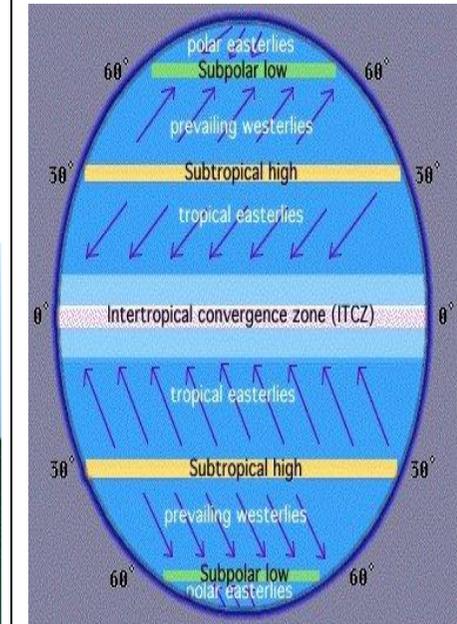
During winter the high-pressure area north of the Himalayas is responsible for withdrawal of these Monsoon winds. The Coriolis force is responsible for deflecting winds towards the right in the northern hemisphere and towards the left in the southern hemisphere. This is also known as ‘Ferrel’s Law’
The cyclones developed in the Mediterranean Sea are termed as western disturbances.

4. What are western cyclonic disturbances? How they affect the India?



5. Why the winds deflecting towards the right in the northern hemisphere?

<https://youtu.be/fUATJNmN90o?si=UVhqdeIWH-sZWMGE>



(Picture Source-Google)

Teachers' reflections and experiences:

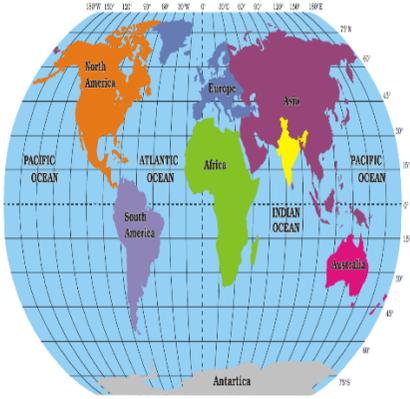
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does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

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

Class: 9 Geography
Chapter - 4: Climate
Period No: 04

Key concepts: Indian Monsoon

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
<p>1. Testing prior concepts (5 mins)</p> <p>2. Explain the Indian Monsoon (10 mins)</p> <p>Define Monsoon</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find out why are monsoons experienced in India <input type="checkbox"/> Assess the reasons for 	<p>Teacher asks the questions regarding prior knowledge to drag the topic.</p> <ol style="list-style-type: none"> Why the hilly regions having less temperature? What factors decide the climate of the Coastal regions? <p>Teacher starts the discussion-asks questions:</p> <p>If you are in rural, the people largely depends on Agriculture.</p> <ol style="list-style-type: none"> What do we need to grow different crops in the agricultural fields? Which brings us rainfall? <p>Conclusion:</p> <p>Teacher Explains using map -The sailors who came to India in historic times were one of the first to have noticed the phenomenon of the monsoon. They benefited from the reversal of the wind system as they came by sailing ships at the mercy of winds. The Arabs, who had also come to India as traders named this seasonal reversal of the wind system ‘monsoon’</p>	<p>How the name ‘Monsoon’ we understand? How the Arabians observed the monsoon winds ?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Do You Know?</p> <ul style="list-style-type: none"> • The word monsoon is derived from the Arabic word ‘mausim’ which literally means season. • ‘Monsoon’ refers to the seasonal reversal in the wind direction during a year. </div>	<div style="text-align: center;">  <p>8P4A9J</p> </div> <div style="text-align: center; margin-top: 20px;">  </div>

monsoon

3. Analyze and evaluate the effects of Monsoon in India. (25 Mins)



(Source-Google)

- a. The differences in heating and cooling of land and water results in the creation of low pressure on the Indian mainland. The seas at the same time experience high pressure conditions.
- b. Inter Tropical Convergent Zone (ITCZ) is a broad trough of low pressure in the equatorial latitudes.
- c. The presence of high-pressure area east of Madagascar over the Indian Ocean affects the Indian monsoon.
- d. The movement of the westerly jet stream to the north of the Himalayas and the tropical easterly jet stream over the Indian Peninsula also affect the rainfall in India.

Teacher explains the monsoon and it's importance using the given picture:

- 1. Name some crops which are growing in your area.
- 2. Do you know which sector largely depends on rainfall?
- 3. How can we get recharge of Ground water?
- 4. Which sources help in getting water for different needs?

In which of the months does the Tamil Nadu coast get most of its rainfall?

Which type of climate India has?

When does the monsoon arrive in Kerala every year?

<https://youtu.be/Fo8nlearLZQ?si=0C-Dd6VeO7lFWet1>
(source-you tube)



(Evaluates the effect of monsoon on the socio-cultural and economic life of the people in India)
 □ Explain how India comes under the influence of monsoon.

Conclusion:

The Onset of the Monsoons and their Withdrawal:

➤ What is 'burst' of the monsoon?

• In India, the duration of the monsoon is generally from the months of June to mid-September. When the monsoon arrives, the intensity of the rainfall increases which continues for several days; this is known as the 'burst' of the monsoon.

➤ When does the monsoon arrive in Kerala?

• By the first week of June, the monsoon arrives in Kerala. It is then divided into two branches—the Bay of Bengal branch and the Arabian Sea branch.

➤ When does the Arabian Sea Branch reach Mumbai?

• The Arabian Sea branch reaches Mumbai in the second week of June. The Bay of Bengal branch also arrives in Assam in the first week of June. The mountains in the region lead to the deflection of the monsoon winds over the North Indian Plains.

• By mid-June, the monsoon strikes the central parts of the country and the Saurashtra and Kutch regions.

• Uttar Pradesh, Punjab, Haryana and eastern Rajasthan receive rainfall by the first week of July.

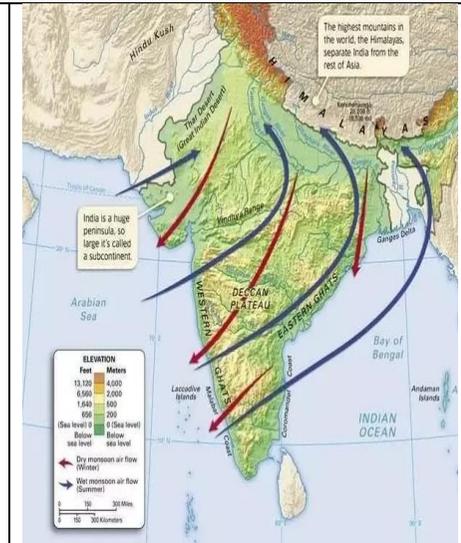


Figure 4.1 : Arrival of Monsoon

Which of the winds brings widespread rainfall over the mainland of India? Why?

In what ways the monsoon helping to the agriculture sector?

Which are prevents the southwest monsoon winds from escaping from India? How?



(Source-google)

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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: 9 Geography
Chapter - 4: Climate
Period No: 05
Key concepts: Cold Weather Season
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
<p>1. Testing prior concepts (5 mins)</p> <p>2. Cold Weather Season (35 mins)</p> <p>Students identify the months related with winter season.</p>	<p>Teacher asks the questions regarding prior knowledge-</p> <ol style="list-style-type: none"> 1. Why the monsoons are important? 2. Which monsoons are considered as ‘‘On set monsoon’’? why? <p>Teacher starts the discussion-using picture:</p>  <p style="text-align: right; font-size: small;">(Source-Google)</p> <p>Teacher explains-The Cold Weather Season with probing some question-</p>	<p>The Indian subcontinent experiences comparatively milder winters as compared to Central Asia due to which reason?</p> <p>How the wind system of winter is different from the summer?</p>	<p>https://youtu.be/qeJOfsxPYPk?si=8Oj8Fxa7IKUKWRzG (source-you tube-Educational videos)</p> <p style="text-align: center;">PPT</p> <p style="text-align: center;">Pictures</p>

Describe the temperature, precipitation condition in winters and how it varies from place to place.

Examine the wind system and related features and how is it varies in different places of India. Assess the association of western disturbances with winter condition of India.

- How many seasons are there in a year?
- When do we feel cold climate and why?
- What are the characteristics of cold season?

The low-pressure systems, originate over the Mediterranean Sea and western Asia and move into India, along with the westerly flow.



(Source-Google)

They cause the much-needed winter rains over the plains and snowfall in the mountains. Although the total amount of winter rainfall locally known as 'mahawat' is small, they are of immense importance for the cultivation of 'rabi' crops.

When does the cold weather season begin in India?

During the cold season, how are the climate of the days and nights?

In the cold season in most parts of India which trade winds blow from land and sea?

How does the winter rainfall help in the cultivation? which crop mostly benefiting?



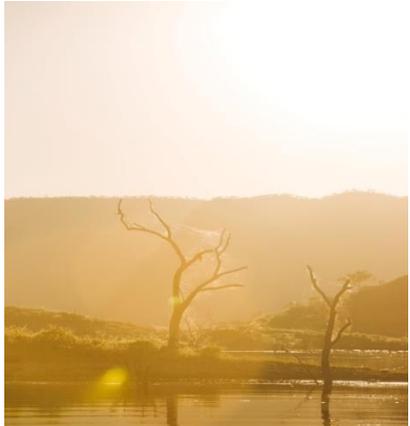
Pictures

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: 9 Geography
Chapter - 4: Climate
Period No: 06
Key concepts: Hot Weather Season
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
<p>1. Testing prior concepts (10 mins)</p> <p>2. Recognizes and retrieves facts- temperature, precipitation condition in summer and how it varies from place to place. (10mins)</p>	<p>Teacher asks the questions regarding prior knowledge-</p> <ol style="list-style-type: none"> 1. The year is divided into how many seasons? 2. In which season, we feel cool climatic conditions? <p>Teacher explains-with probing questions-</p> <ol style="list-style-type: none"> 1. In which season, we feel warm or hot climatic conditions? 2. What are the main features of hot weather season? 3. Which part of India has extremely hot weather? 	<p>What are the benefits of the hot season?</p> <p>What does hot weather effect?</p>	<p style="text-align: center;">Pictures</p> <p>https://youtu.be/qeJOfsxPYPk?si=8Oj8Fxa7lKUKWRzG (source-you tube-Educational videos)</p>  <p style="text-align: right;">(Source-Google)</p>

3. Defines the terms ‘, pre-monsoon showers (‘Loo,’kaal baisakhi’, ‘mango showers’) (20 mins)

1. Teacher explains- In which season, we feel warm or hot climatic conditions ?
2. What are the main features of hot weather season?
3. Which part of India has extremely hot weather?

Conclusion-

A striking feature of the hot weather season is the ‘Loo’. These are strong, gusty, hot, dry winds blowing during the day over the north and northwestern India.

Thunderstorms, associated with violent winds, torrential downpours, often accompanied by hail. In West Bengal, these storms are known as the ‘Kaal Baisakhi’.

Towards the close of the summer season, pre-monsoon showers are common especially, in Kerala and Karnataka. They help in the early ripening of mangoes, and are often referred to as ‘mango showers’.

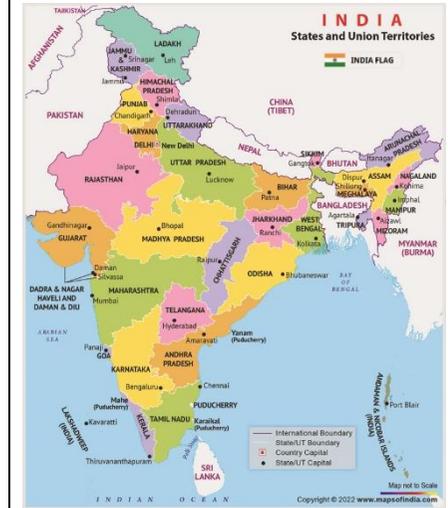
What is Loo?

How pre-monsoon shower are beneficial for mangoes?

Describe the features of Kaal Baisakhi?

Activity-Map Skill:

Make the students to locate the states which have pre-monsoon showers in the given India map.



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Teachers' reflections and experiences:

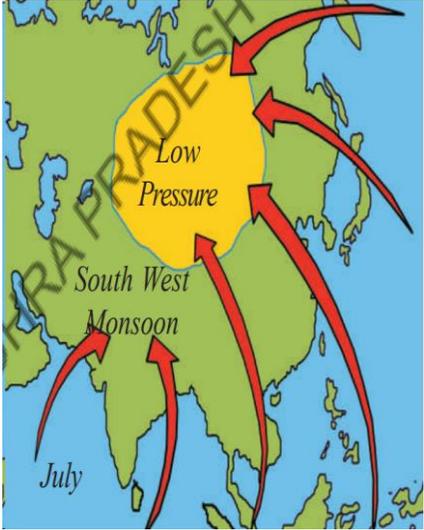
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does 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: 9 Geography
Chapter - 4: Climate
Period No: 07

Key concepts: Advancing Monsoon (The Rainy Season)

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
<p>1. Testing prior concepts (10 mins)</p> <p>2. Advancing Monsoon (The Rainy Season)</p> <p>(Identifies / marks and labels the rainfall distribution, the direction of south-west monsoon) (30 mins)</p>	<p>Teacher asks the questions regarding prior knowledge-</p> <ol style="list-style-type: none"> 1. What is rainy season in simple words? 2. Why is it called rainy season? 3. What is India's rainy season? 4. What do you understand by monsoon? <p>Teacher does ask the students –</p> <ol style="list-style-type: none"> 1. By what time we get the rainfall first in the year? 2. From which direction the monsoon winds are entering into our country? <p>Then teacher explains-using the picture</p>	<p>Why the Advancing monsoons are known as ‘South west Monsoons’?</p>	 <p>(Source-text book)</p>



Advancing Monsoon (The Rainy Season) By early June, the low-pressure condition over the northern plains intensifies. It attracts, the trade winds of the southern hemisphere.

The inflow of the south-west monsoon into India brings the maximum rainfall of this season is received in the north-eastern part of the country. Mawsynram in the southern ranges of the Khasi Hills receives the highest average rainfall in the world. Rainfall in the Ganga valley decreases from the east to the west. Rajasthan and parts of Gujarat get scanty rainfall.

Do You Know? Mawsynram, the wettest place on the earth is also reputed for its stalagmite and stalactite caves.

The mountainous catchment areas of the Himalayan rivers. These heavy rains bring in their wake, devastating floods causing damage to life and property in the plains

(i) Which areas having floods by Advancing Monsoon?

Activity: Teacher makes the students go through the given table-1 of Pg.No.86 and answer the questions given below the table.

- i) Why are Thiruvananthapuram and Shillong rainier in June than in July?
- (ii) Why is July rainier in Mumbai than in Thiruvananthapuram?
- (iii) Why are southwest monsoons less rainy in Chennai?
- (iv) Why is Shillong rainier than Kolkata?
- (v) Why is Kolkata rainier in July than in June unlike Shillong which is rainier in June than in July?
- (vi) Why does Delhi receive more rain than Jodhpur?

Why the Mawsynram receives the highest rainfall in India?

Group Activity given to the students



https://youtu.be/ILVtpesWV_I?feature=shared

(source-you tube)

• As we go from the east to the west, the rainfall decreases. Rajasthan and Gujarat receive scanty rainfall.

read and answers the questions based on the map given below.

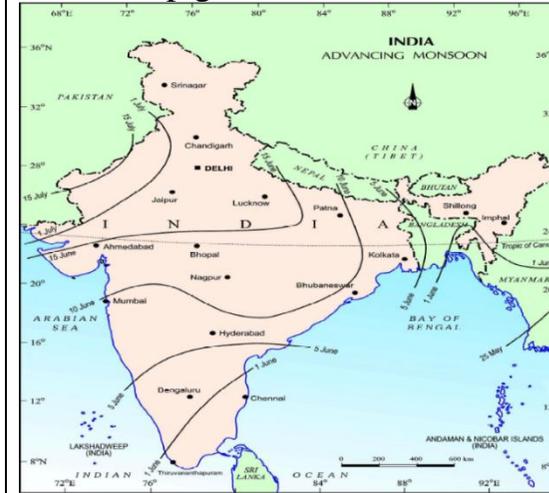


Figure 4.2 : Advancing Monsoon

(Source- textbook)

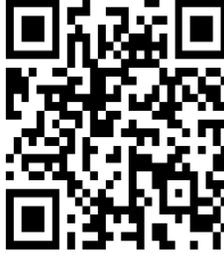
1. When do south west monsoon enter in Maharashtra?
2. When do south west monsoon enter in Rajasthan?
3. When do south west monsoon enter in Kerala?
4. What is meant by onset of monsoon?

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: 9 Geography Chapter - 4: Climate Period No: 08 Key concepts: Retreating/Post Monsoons (The Transition Season) 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
<p>1. Testing prior concepts (5 mins)</p> <p>2. Retreating/Post Monsoons (The Transition Season) (Identifies / marks and labels the rainfall distribution, the direction of Retreat monsoon) (35 mins)</p>	<p>Teacher asks the questions regarding prior knowledge-</p> <ul style="list-style-type: none"> ➤ What are the two important features of Indian monsoon? ➤ Which place in India receives the first rainfall? ➤ Which place is in Meghalaya receives the highest amount of rainfall in the world? <p>Teacher make a discussion through probing question-</p> <p>If you feel more heat in October, How can we call it ?</p> <p>Conclusion: Owing to the conditions of high temperature and humidity, the weather becomes rather oppressive during the day. This is commonly known as ‘October heat’.</p>	<ol style="list-style-type: none"> 1. In which season, we can experience the retreating monsoon? 2. Which state has more effect of retreating monsoon? 3. What are reasons for ‘October heat’? 	<p>https://youtu.be/1eY4XmhZ6Xg?si=6-ooORvV0XPF3Hc (source-you tube)</p> <div style="text-align: center;">  </div>

2.If the monsoon winds blow from the North-East direction, then How can we call these winds?



Figure 4.3 : Retreating Monsoon

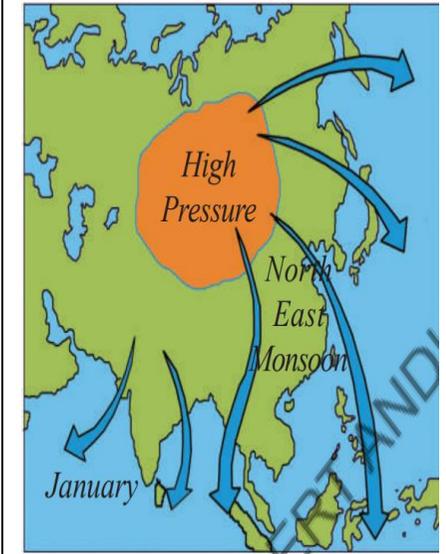
(Source-text book)

Then ,teacher explains-
 The low-pressure conditions, over northwestern India, get transferred to the Bay of Bengal by early November. These tropical cyclones are often very destructive.
 The thickly populated deltas of the Godavari, the Krishna and the Kaveri are frequently struck by cyclones, which cause great damage to life and property.

4. Which is the first state to receive retreating monsoon India?

5. In which part of India does the retreating monsoon cause rainfall?

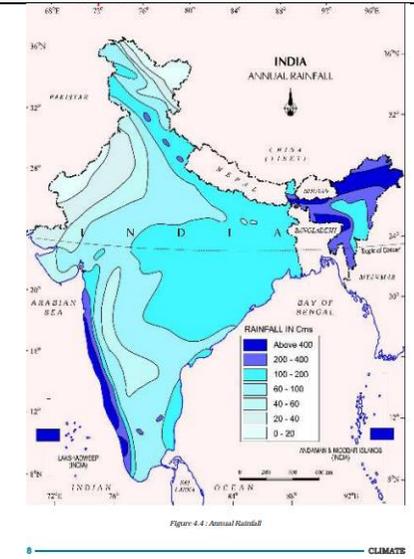
7.What is the reason for the retreat of monsoons in India?



India map

PPT

Sometimes, these cyclones arrive at the coasts of Odisha, West Bengal and Bangladesh. The bulk of the rainfall of the Coromandel Coast is derived from depressions and cyclones.



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)

(Interpret and evaluate the distribution of a rainfall in India and monsoon as a unifying bond.)
(30 mins)



(Source-Google)

Teacher describes-

- What are the 3 main causes of rainfall?
- What are the two main factors that influence rainfall?
- Which monsoon gives more rainfall in India?
-

Conclusion:

Parts of western coast and northeastern India receive over about 400 cm of rainfall annually. However, it is less than 60 cm in western

What plays important role in rainfall?

Activity: Children can be made to read Pg.No.80 of the text book and let them do the given activities-

Activity

(i) On the basis of the news items above, find out the names of places and the seasons described.
(ii) Compare the rainfall description of Chennai and Mumbai and explain the reasons for the difference.
(iii) Evaluate flood as a disaster with the help of a case study.

Why do these regions receive low rainfall?

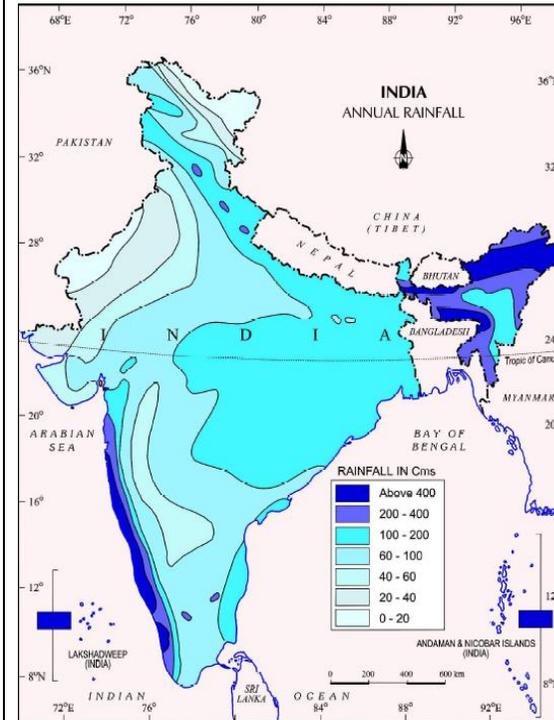


(source-Text Book-Pg.No.80)

Rajasthan and adjoining parts of Gujarat, Haryana and Punjab. Rainfall is equally low in the interior of the Deccan plateau, and east of the Sahyadri's.

Owing to the nature of monsoons, the annual rainfall is highly variable from year to year. Variability is high in the regions of low rainfall, such as parts of Rajasthan, Gujarat and the leeward side of the Western Ghats. As such, while areas of high rainfall are liable to be affected by floods, areas of low rainfall are drought-prone

Activity: 1. Read the map and name the areas where receives more & less rainfall
2. Tell the reasons.



India Map

Figure 4.4 : Annual Rainfall

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)

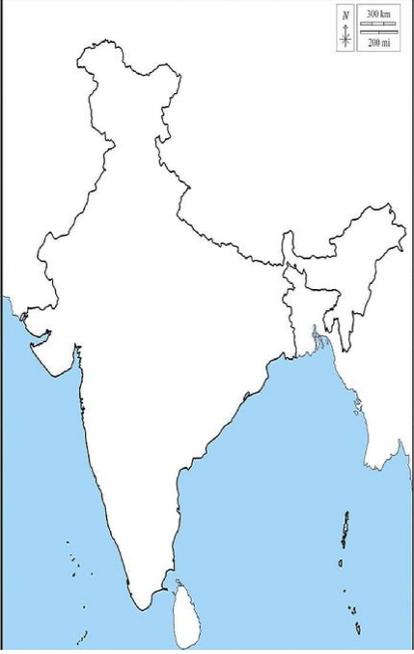
Class: 9 Geography

Chapter - 4: Climate

Period No: 10

Key concepts: Map Pointing

Date:

<p>Learning Outcomes & Indicators/micro-competencies</p>	<p>Teaching-Learning Process This should include activities to facilitate learning along with broad time duration</p>	<p>Pointers for formative assessment- this should include strategies that will be used to Check for Understanding - e.g., questions/worksheets/experiments/ assignments/self-assessment checklists/etc.</p>	<p>TLM required</p>
<p>1. Testing prior concepts (10 Mins)</p> <p>2. Interprets-Map skill Students can identify the places and locate the places which are asking to them in the given map (30 mins)</p>	<p>Teacher asks the questions regarding prior knowledge-</p> <ol style="list-style-type: none"> 1. Which type of climate India has? 2. What are the various factors which affect the climate of a place? 3. When does the monsoon arrive in Kerala every year? 4. What is loo? 5. What is ‘October heat’? <p>Activity: Identify the given locations in the outline map of India.</p> <ol style="list-style-type: none"> 1. Kerala 2. Meghalaya 3. Tamil Nadu 4. Andhra Pradesh 5. Sikkim 	<p>Identify the directions of the advancing monsoon season’s winds in an India map.</p>  <p style="text-align: center;"><i>Figure 4.2 : Advancing Monsoon</i></p>	

Group activity: Teacher does make the students to read and identify the states where they have retreating monsoon season's winds in an India map.



Figure 4.3 : Retreating Monsoon

Map Skills:

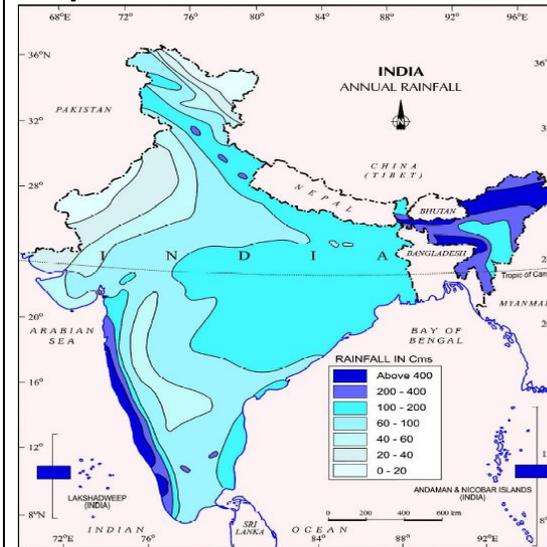


Figure 4.4 : Annual Rainfall

(Source-Google)

On an outline map of India, show the following.

- (i) Areas receiving rainfall over 400 cm.
- (ii) Areas receiving less than 20 cm of rainfall.
- (iii) The direction of the southwest monsoon over India.

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: 9 Geography
Chapter - 4: Climate
Period:11

WORK SHEET FOR ASSESSMENT (AT THE END OF EVERY LESSON) Max. Marks-20

1. Which of the following places receives the highest rainfall?

4×1M=4 Marks

(a) Guwahati (b) Mawsynram (c) Kolkata (d) None of these

4×1M=4 Marks

2. The wind blowing in the northern plains in summers is known as:

(a) Kaal baisakhi (b) Loo (c) Trade winds (d) None of the above

3. Which one of the following causes rainfall during winters in northwestern part of India?

(a) Cyclonic depression (b) Retreating monsoon

(c) Western disturbances (d) Southwest monsoon

4. Monsoon arrives in India approximately in:

(a) Early May (b) Early July (c) Early June (d) Early August

5. How do the variations in temperature affect the lives of the people in India?

2×2M=4 Marks

6. What is the jet stream?

7. Why does rainfall decrease from east to the west in Northern India?

1×3M=3 Marks

8. Give an account of weather conditions and characteristics of the cold season.

1×4M=4 Marks

9. Write in brief about the mechanism of the monsoons.

1×5M=5Marks

**Class: 9 Geography
Chapter - 4: Climate
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.	Revision, recall and giving explanation on the needy concepts which are suggested by the students.		

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)

Lesson Plan

GEOGRAPHY

Class -9_Chapter-5. NATURAL VEGETATION AND WILD LIFE (No. 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

Class -9_Chapter-5. NATURAL VEGETATION AND WILD LIFE (No. Periods-08)

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 (Illustrative):

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.

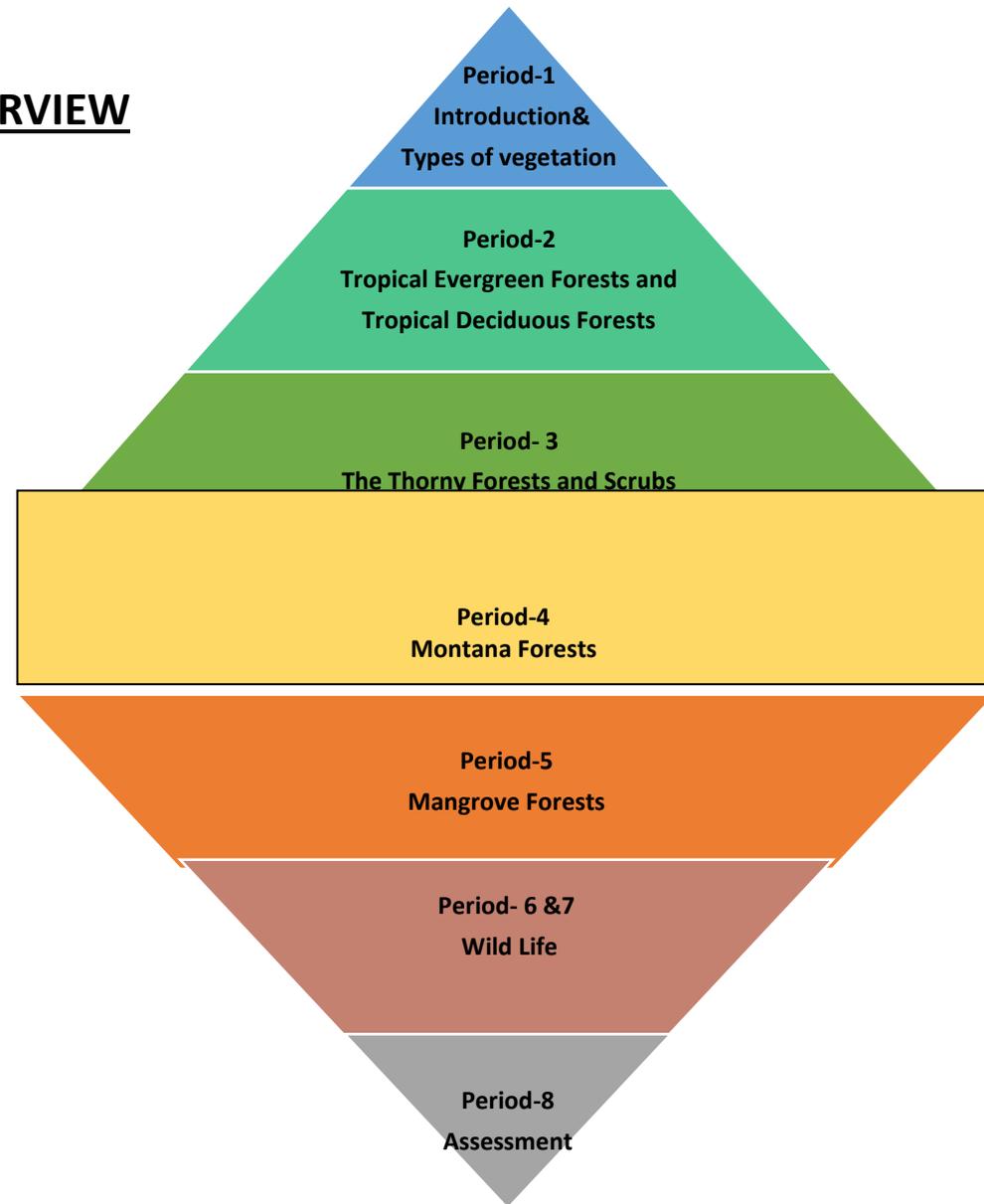
Competencies (Illustrative):

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.

OVERVIEW



Period No. & Topic	Content based domain Specific Learning Outcomes	Micro Competency Indicators
Period - 1 Introduction and types of vegetation	LO1 Recognizes India as a vast country with different forms of Bio-forms and recalls natural vegetation and cultivated vegetation LO2 Classifies indigenous species and exotic plants. LO3 Describe India's Bio diversity. LO5 Appreciates India's Biodiversity and India as one of the 12 mega bio-diversity countries in the world LO1 Recognizes the different types of vegetation. LO2 Classifies the types of vegetation.	1.1 Define Natural vegetation\ virgin vegetation 1.2 Identifies different types of vegetation 1.3 Define the terms flora and fauna 1.4 Identifies natural vegetation as grown naturally and cultivated crops, fruits, orchards as man made
Period - 2 Tropical Evergreen Forests and Tropical Deciduous Forests	LO1 Recognizes that Tropical Evergreen forests are found in the heavy rainfall areas. LO2 Classifies the moist Deciduous and Dry Deciduous forests LO4 Analyze different types of trees LO12 Appreciates that these forests provide variety of useful tree, tree products and huge variety of birds and reptiles	1.1 Identify that Tropical Deciduous Forests are the most wide spread forests of India. 1.2 Identify the heavy rainfall areas of the Western Ghats, Island groups and Assam and Tamil Nadu coasts 2.1 Compares the foothills of the Himalayas and the slopes of the western ghats 4.1 Explain the importance of different trees of these regions
Period - 3 The Thorny Forests and Scrubs	LO1 Recognizes the Thorny forests and Scrubs are found in the North -Western part of India LO3 Explain about the thorny forests LO5 Interprets map in page number 92	1.1 Identify that these forests are found in the regions with less than 70cm rainfall 3.1 Describe the trees of these forests 5.1 Locate Gujarat, Rajasthan, M.P, U.P, Chhattisgarh and Haryana
	LO3 Explains the change in vegetation in the mountainous region	3.1 Illustrates some of the mountainous regions in the Northern regions

<p>Period - 4 Montane Forests</p>	<p>LO2 Differentiate the trees found in the higher elevation between 1500 and 3000 mt and 1000 and 2000 MT LO4 Analyze the decrease in temperature with altitude LO12 Appreciates the variety of animals found in this region LO1 Recognizes the nomadic tribes like Gujjar and the Bakarwals</p>	<p>2.1 Outlines the formation of snow in the Himalayas</p> <p>1.1 Define the nomadic people</p>
<p>Period -5 Mangrove Forests</p>	<p>LO1 Recognizes the mangrove tidal forests found in the coasts and the importance of the medicinal plants. LO12 Feels sensitive for the critically threatened and endangered medicinal plants. LO5 Develop map reading and locating skills</p>	<p>1.1 Recognizes and describes the medicinal plants and their uses</p> <p>5.1. Locate major rivers and the deltas of the Ganga, the Brahmaputra, Mahanadi, the Krishna, the Godavari, and the Kaveri</p>
<p>Period - 6 &7 Wild Life</p>	<p>LO2 Understands India is rich in flora and fauna LO5 Develop mapping skill LO1 Recognizes animals in Ladakh's freezing high altitudes LO12 Appreciates that India is the only country in the world that has both tigers and lions LO3 Explains the steps taken by the Government to protect flora and fauna</p>	<p>2.1 Explain the Bio diversity of India</p> <p>5.1 Locate the states where different animals are found</p> <p>3.1 Identify the Bio reserves</p>
<p>Period-8 Assessment</p>	<p>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</p>	
<p>Note: 1.The teachers should not exclude 'Do you know?' and 'Find out' given in the textbook, pertaining to the chapter. 2. Teacher may take an assessment during the lesson</p>		

Class: IX Geography
Chapter: Natural Vegetation and Wildlife
Period No: 1
Concept: Introduction and types of vegetation

Date:

<p>LO2 Classifies indigenous species and exotic plants</p> <p>LO5 Appreciates India's Biodiversity and India as one of the 12 mega biodiversity countries in the world</p> <p>LO1: Recognizes the different types of vegetation.</p>	<p>India. Exotic species: These plant species are originated outside India.</p> <p>Explain the heat zones by showing a globe and posing some questions:</p> <ol style="list-style-type: none"> 1 How many heat zones are there? 2 In which heat zone do you find more temperature? 3 In which zone do you find less vegetation? Why? 4 What is the latitudinal extent of the temperate zone? <p>Discuss and Explain types of vegetation by showing some pictures and Video:</p> <p>Video Link: https://youtu.be/q6Lqqsv_d4o?si=KZAhDYvEGspcsN65 (Source: You Tube)</p> <p>What do you observe in the video? Name the different types of vegetation found in India. Why are some of the forests known as evergreen forests? Where do you find Montane forests?</p> <p>Explains the types of vegetation:</p> <p>I. Tropical Evergreen Forests</p>  <p>II. Tropical Deciduous forests</p> 	<ul style="list-style-type: none"> • What are the indigenous species? • What are exotic plants? • List out the different types of vegetation in our country. 	<p>Video</p> <p>Video Link: https://youtu.be/q6Lqqsv_d4o?si=KZAhDYvEGspcsN65</p> <p>(Source: You Tube)</p>  <p>Pictures</p>
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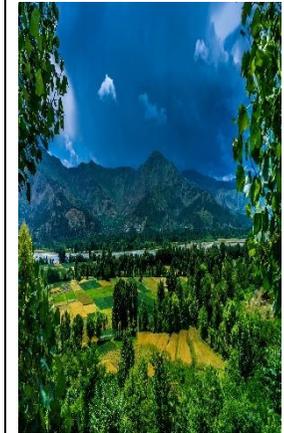
III. Tropical Thorn Forests and Scrubs



IV. Montane Forests



V. Mangrove Forests



(source-pexel)

LO2 Classifies the types of vegetation.

Summary:

- Natural vegetation refers to a plant community, which has grown naturally and left undisturbed for a long time. This is termed as Virgin Vegetation.
- The term flora is used to denote plants of a particular region or period.
- The species of animals are referred to as fauna.

- Types of Vegetation
 - i. Tropical Evergreen Forests
 - ii. Tropical Deciduous Forests
 - iii. Tropical Thorn Forests and Scrubs
 - iv. Montane Forests
 - v. Mangrove Forests

- **Project:** Collect the pictures of different types of vegetation found in India and prepare a chart.

- Make a list of vegetation in your area.

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: IX Geography, Chapter: Natural Vegetation And Wildlife
Period No.2**

Concept: Tropical Evergreen Forests and Tropical Deciduous Forests

Date:

Learning Outcomes and Indicators /micro competencies	Teaching -Learning Process	Pointers for formative assessment	Materials required
<p>Testing the prior knowledge</p> <p>LO1 Recognizes that Tropical Evergreen forests are found in the heavy rainfall areas.</p> <p>1.1 Identify that Tropical Deciduous Forests are the most wide spread forests of India.</p> <p>1.2 Identify the heavy rainfall areas of the Western Ghats, Island groups and Assam and Tamil Nadu coasts</p>	<p>Test the prior knowledge by posing some questions: What do you know about flora and fauna. Name the major types of vegetation found in India.</p> <p>Which type of forests exists in the heavy rainfall regions?</p> <p>Discuss and explain Tropical Evergreen and Deciduous Forests by using map of India, and video.</p> <p>Video Link: https://youtu.be/AHSVT6vQ3pM?si=Rrp0FE4Y7sRdy9Rz</p> <p>Probing questions:</p> <ol style="list-style-type: none"> 1. What are the different types of trees found in the video? 2. In which states are the evergreen forests found in India? 3. Name the regions where the deciduous forests are found? 	<p>Which forests are also known as monsoon forests?</p> <p>Into how many types are the tropical deciduous forests divided? Name them.</p>	<p align="center">Atlas</p> <p align="center">India map</p> <p align="center">Video</p> <p>Video Link: https://youtu.be/AHSVT6vQ3pM?si=Rrp0FE4Y7sRdy9Rz (Source-You Tube)</p> <div align="center">  </div>

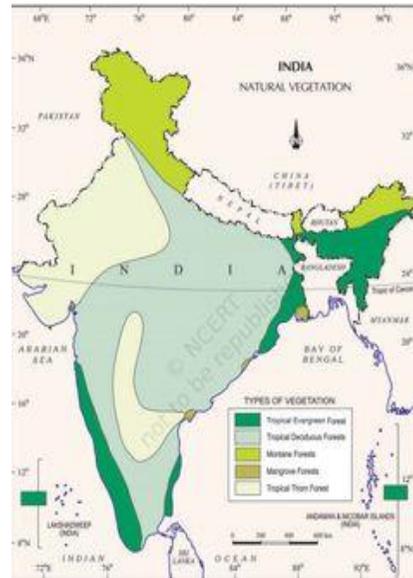
LO2 Classifies the moist Deciduous and Dry Deciduous forests.

2.1 Compares the foothills of the Himalayas and the slopes of the western ghats

LO4 Analyze different types of trees

4.1 Explain the importance of different trees of these regions

LO12 Appreciates that these forests provide variety of useful tree, tree products and huge variety of birds and reptiles



Summary:

- Tropical evergreen forests are found in the heavy rainfall areas where the annual rainfall is about 200cm.
- They are found in Western slopes of Western Ghats, Island groups, Assam and Tamil Nadu.
- Tropical deciduous forests are found where the annual rainfall varies between 200cm to 70cm.
- Trees of these forests shed their leaves for about 6 to 8 weeks in dry summer.
- These are found in the North eastern states, Odisha, Jharkhand, and Chhattisgarh foothills of the Himalayas and east side of Western Ghats.

Project:

Prepare scrap book with different trees and animals found in the tropical deciduous forests.

Activity:

By using atlas locate the states in the map of India, where the Tropical evergreen forests and deciduous forests are found.

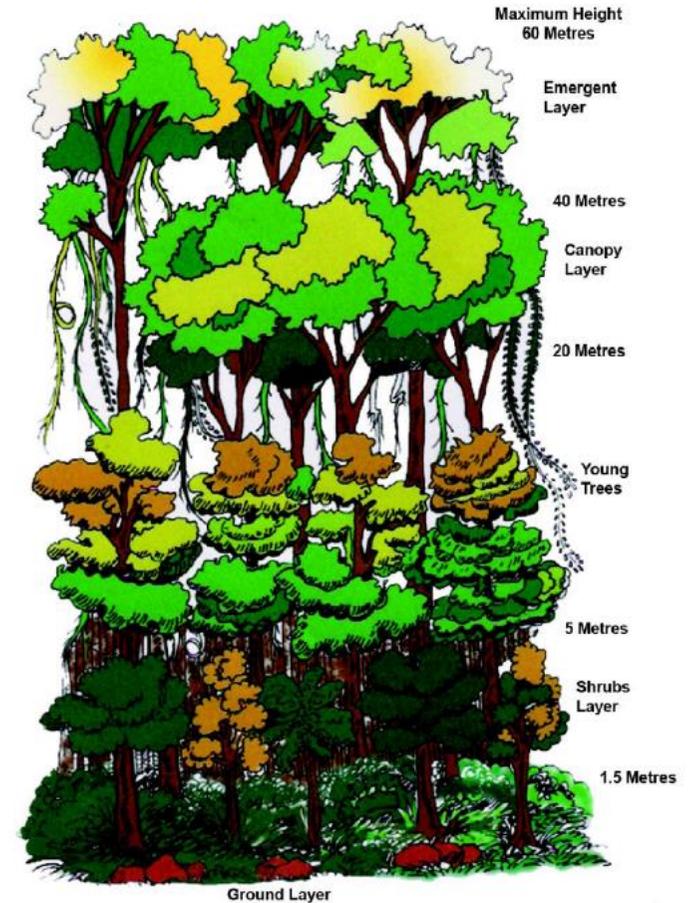


Figure 5.1 : Tropical Evergreen Forest

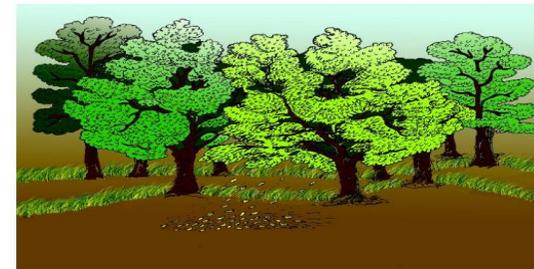


Figure 5.2 : Tropical Deciduous Forest

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.

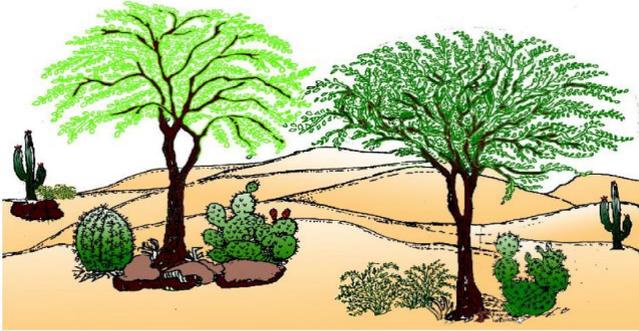
Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- 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 : IX Geography - Chapter: Natural Vegetation And Wildlife
Period No. 3**

Concept: The Thorny Forests and Scrubs

Date:

Learning Outcomes and Indicators /micro competencies	Teaching -Learning Process	Pointers for formative assessment	Materials required
<p>Testing the prior knowledge</p> <p>LO1 Recognizes the Thorny forests and Scrubs are found in the North -Western part of India.</p> <p>1.1Identify that these forests are found in the regions with less than 70cm rainfall.</p> <p>LO3 Explain about the thorny forests.</p>	<p>To test the prior knowledge the following questions will be asked</p> <p>Name the major types of vegetation found in India.</p> <p>Which forests are found in the Northern -Eastern states of India?</p> <p>Name some states in the North-West India.</p> <p>What type of trees and scrubs are found in the desert region?</p> 	<p>In which part of India are the thorny forests and scrubs found in India?</p> <p>Describe the trees in the thorny forests.</p> <p>Collect some pictures of different animals and some trees found in this region.</p>	<p align="center">India map</p>  <p align="center"><i>Figure 5.3 : Thorn Forests and Scrubs</i></p>

3.1 Describe the trees of these forests

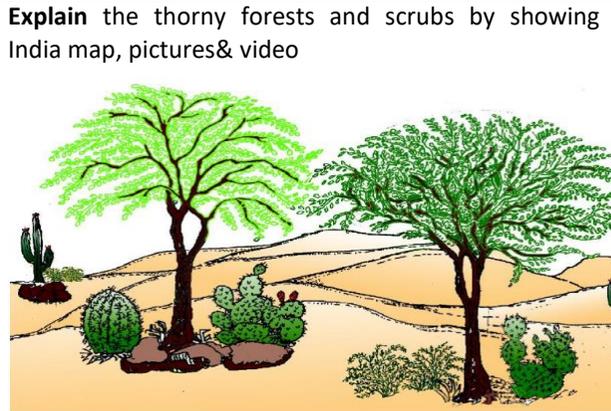


Figure 5.3 : Thorn Forests and Scrubs

LO5 Interprets map in page number 92

5.1 Locate Gujarat, Rajasthan, M.P, U.P, Chhattisgarh and Haryana

Explain the thorny forests and scrubs by showing India map, pictures & video

Video Link:
<https://youtu.be/wGiOhrR3jZc?si=7q5IZDTH2zYHedmd>
(Source: You Tube)

Discuss thorny forests and scrubby posing some questions

What are the different types of vegetation found in India?

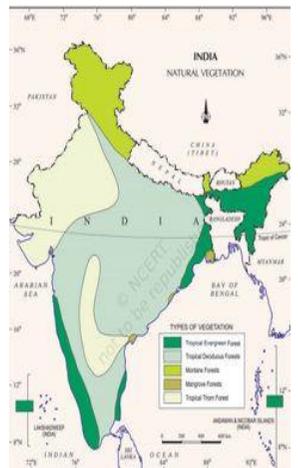
In which part of India do you find the thorny forests and scrubs?

Name some states where these forests and scrubs are found.

Summary:
Thorny forests are found in the regions where the annual rainfall is less than 70cm. These are found in the North Western part of India and semi-arid areas of Gujarat, Rajasthan, UP, MP, Chhattisgarh and Haryana.

Activity:
1. Locate the states where the thorny forests and scrubs are found.

2. Study the given map for the forest cover and try to find the reasons as to why certain states have more forest area as compared to others?



Pictures

Atlas

Video
Video Link:
<https://youtu.be/wGiOhrR3jZc?si=7q5IZDTH2zYHedmd>
(Source: You Tube)



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 : IX Geography- Chapter: Natural Vegetation And Wildlife

Period no. 4

Concept: Montane Forests

Date:

Learning Outcomes and Indicators /micro competencies	Teaching -Learning Process	Pointers for formative assessment	Materials required
<p>Testing the prior knowledge</p> <p>LO3 Explains the change in vegetation in the mountainous region</p> <p>3.1 Illustrates some of the mountainous regions in the Northern regions.</p>	<p>Test the prior knowledge by posing some questions Where do you notice thorny bushes and scrubs</p> <p>Name the mountains and hills found in the Northern India.</p> <p>Name the mountains found in the Southern India.</p> <p>Name some trees found in the forests.</p> <p>Discuss and explain Montane forests by using map of India, pictures and by posing some questions.</p> 	<p>Quiz: The following questions will be asked...</p> <p>In which part of India are the Montana Forests found?</p> <p>For every 1000 mt altitude, the decrease in temperature is....</p> <p>What type of forests are found between a height of 1000 mt and 2000 mt?</p> <p>Which type of trees are predominant in the wet temperate type of forests?</p> <p>Name some coniferous trees found at an altitude of 1500 and 3000 mt.</p>	<p align="center">NCERT textbook Pictures</p> <p align="center">India map</p>  <p align="center"><i>Figure 5.5 : Montane Forests</i></p>

LO2 Differentiate the trees found in the higher elevation between 1500 and 3000 mt and 1000 and 2000 mt

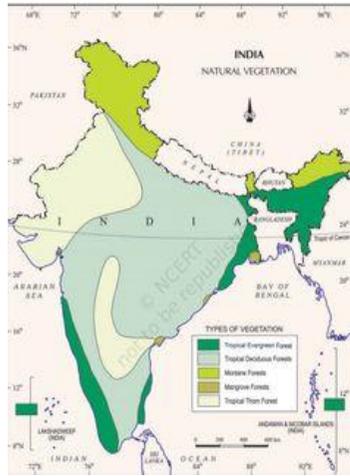
2.2 Outlines the formation of snow in the Himalayas

LO4 Analyze the decrease in temperature with altitude

LO12 Appreciates the variety of animals found in this region

LO1 Recognizes the nomadic tribes like Gujjar and the Bakarwals

1.1 Define the nomadic people



Name the different landforms.

In which type of landform do you find the Montane forests?

In which part of India can you find Montane forests?

Name the states where these forests are found.

Summary:

- As the temperature decreases along with altitude there will be a corresponding change in the vegetation in the mountainous regions.
- These are found in the mountainous areas of Jammu & Kashmir, Himachal Pradesh, Uttarakhand, Sikkim and Arunachal Pradesh.
- Wet temperate forests, temperate forests, temperate grasslands, alpine forests, alpine grasslands and tundra forests are found in these regions.

Name the mountains found in the northern most part of India.

What type of grasslands are found at an altitude above 3600 mt?

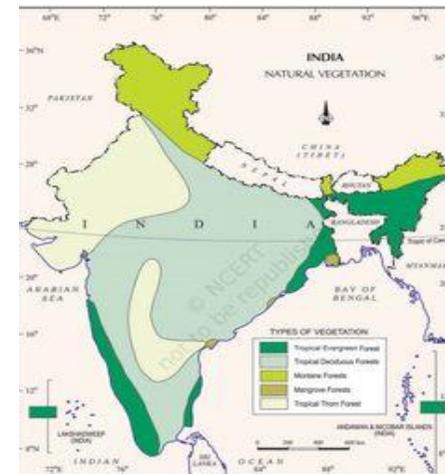
Name some common trees found in this region.

Which nomadic tribes are found in this region?

Name any two rare animals found in this region.

Project:

Prepare a model of different types of vegetation in India.



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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.

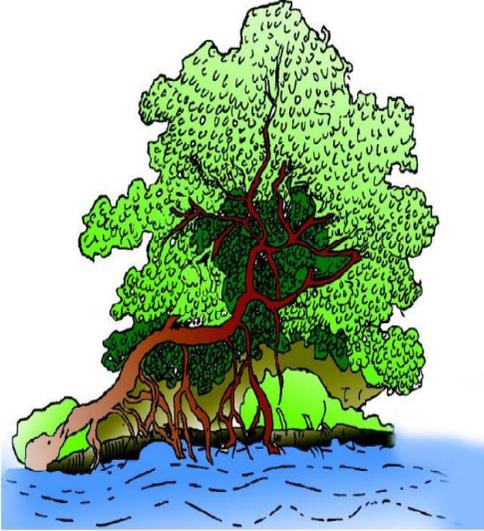
Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections and experiences.)

- Did I clearly communicate the lesson objectives to the students?
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- 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 : IX- Geography-Chapter: Natural Vegetation And Wildlife
Period no. 5**

Concept: Mangrove Forests

Date:

Learning Outcomes and Indicators /micro competencies	Teaching -Learning Process	Pointers for formative assessment	Materials required
<p>Testing the prior knowledge</p> <p>LO1 Recognizes the mangrove tidal forests found in the coasts and the importance of the medicinal plants</p> <p>1.1 Recognizes and describes the medicinal plants and their uses</p> <p>LO12 Feels sensitive for the critically threatened and endangered medicinal plants.</p>	<p>Test the prior knowledge by posing question-</p> <p>Name some montane forests.</p> <ul style="list-style-type: none"> Name the important rivers in India. Which is the largest river in India? What is a delta? Mention some of the uses of the trees in forests. <p>Discuss and explain mangrove forests by using map of India, pictures and video</p> <p>Video Link: https://youtu.be/twjPo2Luk5A?si=F5MKjXU7rYXXEKw3 (Source: You Tube)</p> 	<p>Where are Mangrove forests found?</p> <p>Which trees provide durable hard timber?</p> <p>Identify some medicinal plants in your locality?</p> <p>Which plants are used as medicine by local people to cure some diseases?</p>	 <p align="center"><i>Figure 5.6: Mangrove Forests</i></p> <p>Video Link: https://youtu.be/twjPo2Luk5A?si=F5MKjXU7rYXXEKw3 (Source: You Tube)</p>

LO5 Develop map reading and locating skills

5.1. Locate major rivers and the deltas of the Ganga, the Brahmaputra, the Mahanadi, the Krishna, the Godavari, and the Kaveri

Discuss about medicinal plants by showing some pictures, videos and posing some questions

Name some medicinal plants that you know.
Which tree leaves are used for chicken pox affected people?
Which plant is worshipped by the Hindus in India?

Summary:

Mangrove forests are found in the coastal areas influenced by tides. They are also known as tidal forests. These forests are found in the delta areas of the Ganga, the Mahanadi, the Godavari, the Krishna and the Kaveri.

Medicinal Plants : India is known for its herbs and spices from ancient times. The World Conservation Union's Red List has named 352 medicinal plants of which 52 are critically threatened and 49 endangered.

Locate the major rivers and deltas in India map.

Prepare a scrap book of some medicinal plants in your area and mention their uses.

Activity:

Identify more medicinal plants in your area. Which plants are used as medicines by local people to cure some diseases?



Sarpagandha



Kachnar



Neem



Tulasi
(Source: Google)

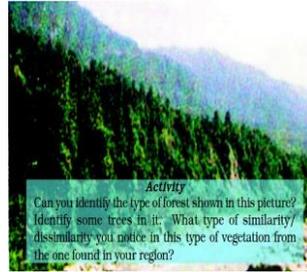
MEDICINAL PLANTS

India is known for its herbs and spices from ancient times. Some 2,000 plants have been described in Ayurveda and at least 500 are in regular use. The World Conservation Union's Red List has named 352 medicinal plants of which 52 are critically threatened and 49 endangered. The commonly used plants in India are:

- Sarpagandha** : Used to treat blood pressure; it is found only in India.
- Jamun** : The juice from ripe fruit is used to prepare vinegar, which is carminative and diuretic, and has digestive properties. The powder of the seed is used for controlling diabetes.
- Arjun** : The fresh juice of leaves is a cure for earache. It is also used to regulate blood pressure.
- Babool** : Leaves are used as a cure for eye sores. Its gum is used as a tonic.
- Neem** : Has high antibiotic and antibacterial properties.
- Tulsi** : Is used to cure cough and cold.
- Kachnar** : Is used to cure asthma and ulcers. The buds and roots are good for digestive problems.

Identify more medicinal plants in your area. Which plants are used as medicines by local people to cure some diseases?

Activity: Do the activity given in Pg.No.96



Teachers' reflections and experiences:

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Class : IX-Geography-Chapter: Natural Vegetation And Wildlife

Period no. 6 &7

Concept: Wild Life

Date:

Learning Outcomes and Indicators /micro competencies	Teaching -Learning Process	Pointers for formative assessment	Materials required
<p>Testing prior knowledge/Skill</p> <p>LO2 Understands India is rich in flora and fauna.</p> <p>2.1 Explain the Bio diversity of India</p>	<p>Test the prior knowledge by posing some question-</p> <ol style="list-style-type: none"> 1.Where do see the Mangrove forest? 2.Do you know the medicinal plants? <p>Discuss and explain wild life by probing questions-</p> <ol style="list-style-type: none"> 1.How does the forest benefit? 2.What do you notice in the forests? 3. Have you see what are residing in the forests? 4.Do you know the National animal of our country? 5.Can you tell the different kind of animals? <p>Conclusion: India is rich in fauna, found in different climatic regions. India has approximately 90,000 animal species and about 2000 species of birds. The elephants are the most majestic animals among the mammals. They are found in the hot wet forests of Assam, Karnataka and Kerala. One-horned rhinoceroses are the other animals, which live in swampy and marshy lands of Assam and West Bengal. Arid areas of the Rann of Kachchh and the Thar Desert are the habitat for wild ass and camels respectively. Indian bison, nilgai (blue bull), chousingha (four horned antelope), gazel and different species of deer are some other animals found in India.</p>	<p>Which is the most majestic animal among the mammals?</p> <p>Where are they found?</p> <div data-bbox="1019 1257 1348 1401" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Let us discuss :</i> What will happen if plants and animals disappear from the earth's surface? Can the human beings survive under such a situation? Why is biodiversity necessary and why should it be conserved?</p> </div>	<p align="center">Newspaper cuttings</p> <p align="center">India map</p> <p align="center">Video Link:</p> <p align="center">https://youtu.be/RenIL4zrF2U?si=48QjDFJCGTN7heLi</p> <p align="center">(Source: You Tube)</p> <div data-bbox="1630 1225 1796 1391" style="text-align: center;">  </div>

LO12 Appreciates that India is the only country in the world that has both tigers and lions



India is the only country in the world that has both tigers and lions. The natural habitat of the Indian lion is the Gir forest in Gujarat. Tigers are found in the forests of Madhya Pradesh, the Sundarbans of West Bengal and the Himalayan region.

LO1 Recognises animals in Ladakh's freezing high altitudes

The Himalayas harbour a hardy range of animals, which survive in extreme cold. Ladakh's freezing high altitudes are a home to yak, the shaggy horned wild ox weighing around one tonne, the Tibetan antelope, the bharal (blue sheep), wild sheep, and the kiang (Tibetan wild ass).

Ask:

Can you tell the names of different birds ?
Do you know the National bird of our country?

Conclusion:

Understands the varieties of Birds

Bird life in India is colorful. Peacocks, pheasants, ducks, parakeets, cranes and pigeons are some of the birds inhabiting the forests and wetlands of the country.

Have you observe the birds moving from one country to another?



Project:

Collect the pictures of the animals found in the freezing high altitudes and prepare a chart.

Video

Birds migrate over long distances every year. Why do you think they do this? What challenges might they face on their journeys?

Video:

Link:

https://youtu.be/cijI508ZLn4?si=pGn3dJzziMXv_lve

(Source-You Tube)

Loss of Eco system

Ask:

- Can you tell how do the animals and birds benefit to us?
- What do you get from animals and birds?
- Have you notice that some of the animals and birds have been extinct?

Summary:

Loss of Eco system: Due to excessive exploitation of the plants and animal resources by human beings, the eco system has been disturbed.

The main causes of threat to eco system are:

- Hunting for commercial purposes.
- Pollution due to industries.
- Introduction of alien species.
- Deforestation.

Ask:

1. Why do we need to protect the Bio-diversity?
2. How can you Suggest the measures to protect the animals and conservation of forests?
3. How does the Government take action on protection of flora and fauna?

Conclusion:

To protect the flora and fauna of the country, the government has taken many steps.

Do You Know? Wildlife Protection Act was implemented in 1972 in India.

Explain the protection activities of the Government by a flow chart

LO3 Explains the steps taken by the Government to protect flora and fauna

3.1 Identify the Bio reserves

In what ways the human activities effect the Eco-system?

Activity:

Teacher does make the students to read the image given in Page No. 98 and let them do the activity.



Activity (i) Find out from the above newspaper cuttings, the main concern highlighted in the given news items.



Explain Wild life reserves by presenting a video:

Video Link:

<https://youtu.be/RenIL4zrF2U?si=48QjDFJCGTN7heLi>

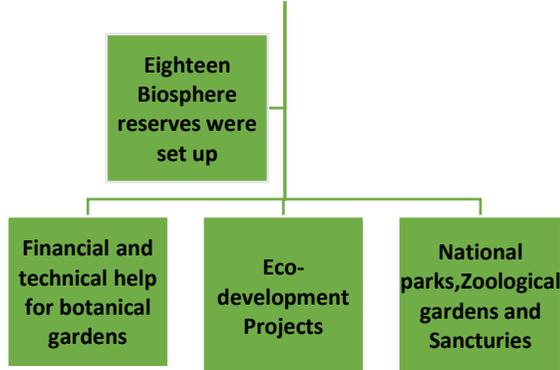
(Source: You Tube)

Flow chart

LO5 Interprets figure 5.7 in pg.no 100

5.1 Locate the states where different animals are found

Steps taken by the Govt. to protect flora and fauna



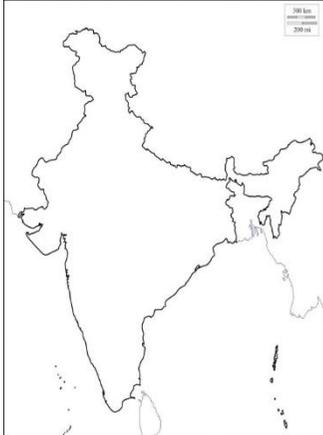
- Eighteen Bio-reserves**
- Sundarbans
 - Gulf of Mannar
 - Nilgiri
 - Nanda Devi
 - Nokrek
 - Great Nicobar
 - Manas
 - Simlipal
 - Dihang-Dibang
 - Dibru Saikhowa
 - Agasthyamalai
 - Kangchendzonga
 - Pachmarhi
 - Achanakmar-Amarkantak

Video: Discuss Biosphere Reserves in India by a video.

Link:
https://youtu.be/cijl508ZLn4?si=pGn3dJzziMXv_lve

(ii) Collect more information about various endangered species from newspapers and magazines.
 (iii) Find out various steps taken by the Indian government to protect them.
 (iv) Describe how you can contribute to the protection of endangered animals and birds.

Activity:
 In an outline map of India locate Wild life sanctuaries, bird sanctuaries and national parks.



In which part of India are more wildlife sanctuaries located?

In which part of India are more National parks located?

Name the two states where the Bird sanctuaries are located.

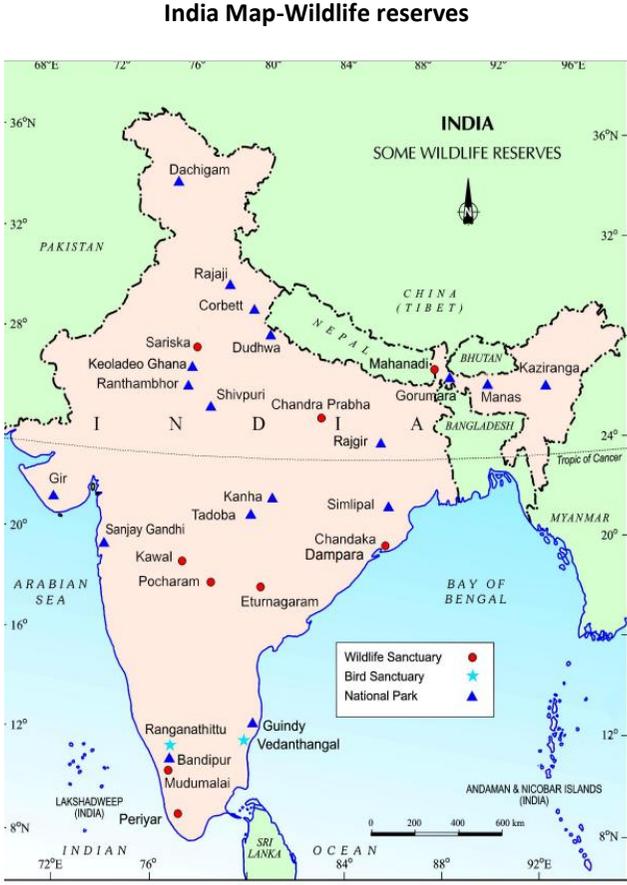


Figure 5.7 : Wildlife Reserves

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Teachers' reflections and experiences:

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Class: IX-Geography: Chapter: Natural Vegetation and Wildlife
Period no. 8 Assessment Plan- Worksheet – 20 Marks

I. Multiple Choice Questions: 4 x 1 = 4 Marks

1. Which are the most wide spread forests in India?
a. Tropical Evergreen forests b. Tropical Deciduous forests c. Montane forests d. Mangrove forests
2. Which medicinal plant is found only in India?
a. Tulasi b. Neem c. Sarpagandha d. Kanchnar
3. Arrange the following types of montane forests according to their altitude.
1. Temperate forests 2. Alpine vegetation 3. Wet Temperate forest 4. Temperate grasslands
a. 3,1,4,2 b. 4,1,2,3 c. 1,2,3,4 d. 4,1,3,2
4. Which one of the bio-reserves of India is not included in the world network of bio-reserves?
a. Nilgiri
b. Gulf of Mannar
c. Manas
d. Nanda Devi

II. Short answer type questions: 2 x 2 = 4 Marks

1. Distinguish between flora and fauna.
2. What is Project Tiger?

III. Answer the following question in brief: 1 x 3 = 3 Marks

Why has India a rich heritage of flora and fauna?

IV. Locate the following in map of India: 1 x 4 = 4 Marks

On an India outline map locate the following:

- A. The Gulf of Mannar B. Simlipal National park C. Chandaka Wildlife Sanctuary D. Ladakh

III. Essay answer type question: 1 x 5 = 5 Marks

Mention few endangered species and list out various steps taken by the Indian Government to protect them.

LESSON PLAN
CLASS: IX CLASS**LESSON: 6 POPULATION (GEOGRAPHY)****No. of Periods Allotted: 09****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 lays 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, 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 AND COMPETENCIES

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.

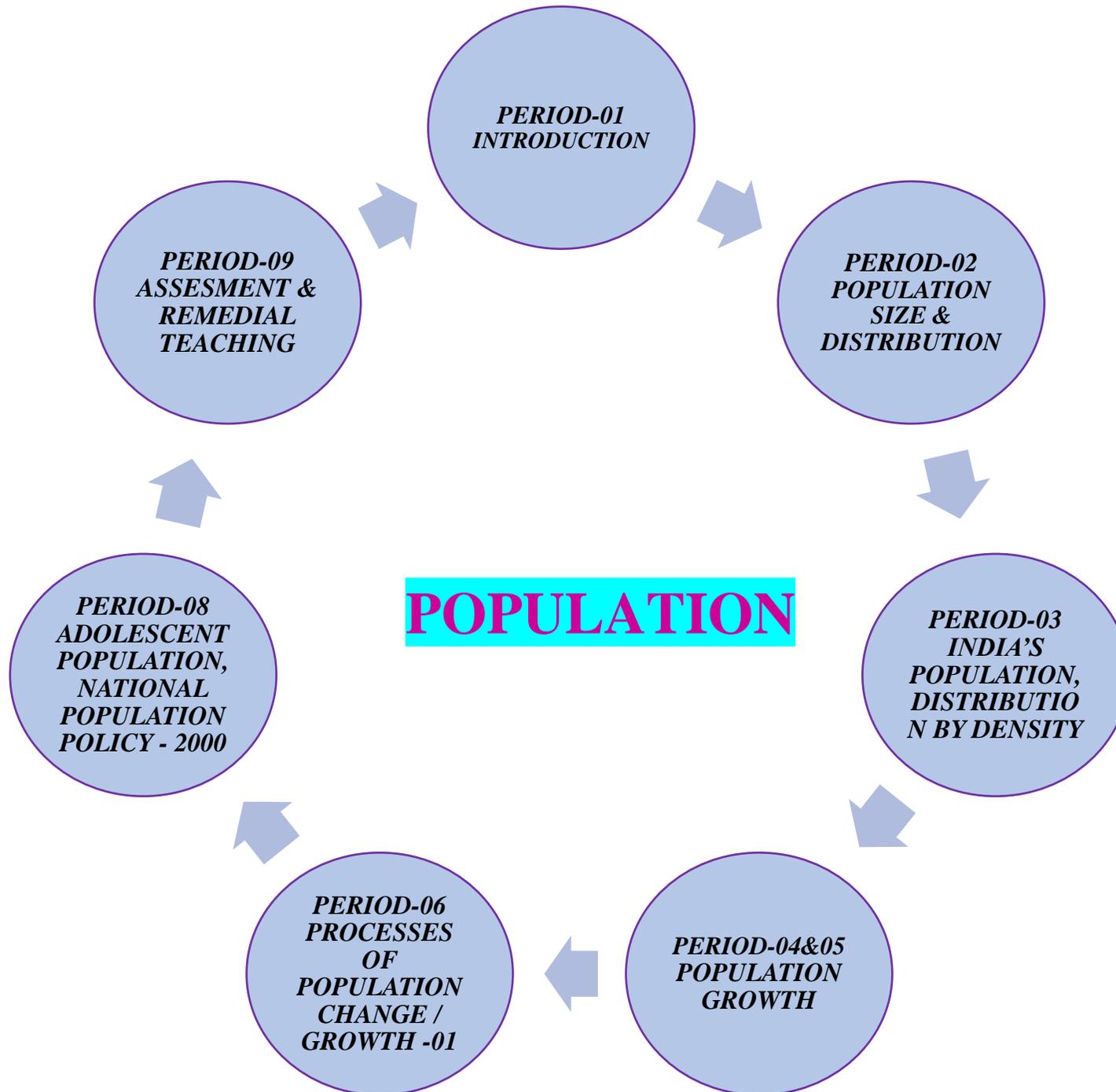
C-4.1 Locates physiographic regions of India and the climatic zones of the world on a globe/map.

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, 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.

CG-8 Evaluates the economic development of the 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 that at the national level.



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
Period - 1 Introduction	LO:1 Explain cause & effect relation between people, economy & society	C 1: Identifies the impact of people in the development of economy/Society
Period -2 - Population Size and Distribution by Numbers	LO.2 Recognizes & Retrieves facts, figures about population, size & distribution.	C 2: Describe diversified distribution of population in different regions of the country.
Period -3 India's population Distribution by Density	LO. 3: Analyze & evaluate information is reference to India population distribution by density.	C 3: Examines the factors responsible for differences in the density of population across the nation.
Period-4& 5 Population Growth	LO. 4: Analyze the information in relation to population growth.	C 4: Examines the method of calculating & comparing population growth in absolute numbers.
Period-6 Processes of Population, Change / Growth -01	L.O.5 Recognizes & Retrieves facts, figures about population growth.	C 5: Recognize & describe different population indicators like Birth Rate, Death Rate, Infant Mortality Rate, Maternity Mortality Rate, sex ratio etc....
Period-7 Processes of Population, Change / Growth-02	L.O.6 Explain cause & effect relation with regards to migration.	C 6: Examine the inter-relationship between population growth un-employment poverty migrations.
Period-08 Adolescent Population, National Population Policy -2000	L.O.7 : Appreciate the role of adolescent Population- L.O.8 Analyze the significant features of Nations Population Policy.	C 7 : Empathises about the needs of adolescent population:
Period-09 – 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. REMEDIAL TEACHING- Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment		

Note:

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

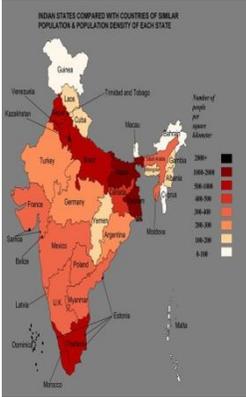
Class: 9 Geography
Chapter –6 Population
Period No: 01
Key concepts: Introduction
Date:

TOPIC / SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p><u>Introduction:</u></p> <p>LO:1 Explain cause & effect relation between people, economy & society</p> <p>C 1: Identifies the impact of people in the development of economy/Society</p> <p>20 m.</p> <p><u>Population</u></p> <p>10 min</p> <p><u>Census:</u></p> <p>10 min</p>	<p>Probing questions to check prior knowledge.</p> <ul style="list-style-type: none"> - Name the resources required for the production of food grains. - Give Some Example for Natural resources. - Give some examples for human resource. - Who produces food grains by using resources? (Connect this to introduce the topic- Population) <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*</p> <p>Activity- Discussion</p> <p>Ask students to discuss on the topic – ‘Is population a boon or bane?’</p> <p>Summarize: The people are important to develop the economy and the society. The people make and use resources and are themselves resources with varying quality. Coal is but a piece of rock, until people were able to invent technology to obtain it</p>	<p>Give Some Example for Natural resources.</p> <p>Give some examples for human resource.</p> <p>What is population'?</p> <p>-What is census?</p> <p>-When did the first Census taken in India?</p> <p>-In which year The First Complete Census in India was taken?</p> <p>- Who provides information regarding the</p>	<div style="text-align: center;">  <p style="font-size: small;">0968CH06</p> <p>https://youtu.be/rm894gzecMQ?si=Xqd35dDe5AfKnQVi</p> </div> <div style="text-align: center;">  <p>(Source-pexel)</p> </div>

**Class: 9 Geography
Chapter –6 Population
Period No: 02**

Key concepts: Population Size and Distribution by Numbers

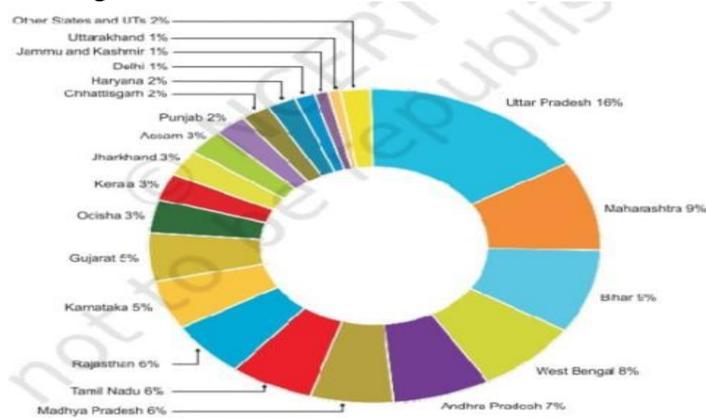
Date:

TOPIC / SUB TOPIC, LEARNING OUTCOMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p><u>Prior concepts:</u> 5 Mins</p> <p>Distribution of population by Numbers: 30 Mins</p> <p>LO.2 Recognizes & Retrieves facts, figures about population, size & distribution.</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ol style="list-style-type: none"> Name the body that is responsible for collecting information about the people of India. What was the importance of the year 1872 regarding census? What is the size of India's population in 2011? Name the least populous state in our country. Why do you think that all states in India are not having same population <p>(Connect this to introduce the topic- Distribution of population by Numbers)</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*</p>	<ol style="list-style-type: none"> What was India's population in 2011? Is the population in India distributed evenly? Why? Which is the smallest state in terms of population? Which is the most population state? Give reason, Almost half of India's population lives in Five states. Locate these 05 states in India Map. Read the following pie diagram and answer the questions given below. 	 <p>(Source-Google)</p>

C 2: Describe diversified distribution of population in different regions of the country

Activity: Picture Reading:

Ask the students to read the Pie-diagram given below and fill the following table



∴ Census of India, 2011

Fig. 6.2: Distribution of Population

Sl No	Name of the State	% of population in total Population

(Use this to re-affirm the understanding on the figures about population, size & distribution)

Summarize: Comprehend that the population distribution is diversified in size and distribution across different regions of the country. India’s population as on March 2011 stood at 1,210.6 million, which account for 17.5 per cent of the world’s population. These 1.21 billion people are unevenly distributed over our country’s vast area of 3.28 million square km, which accounts for 2.4 per cent of the world’s area (Figure 6.1)

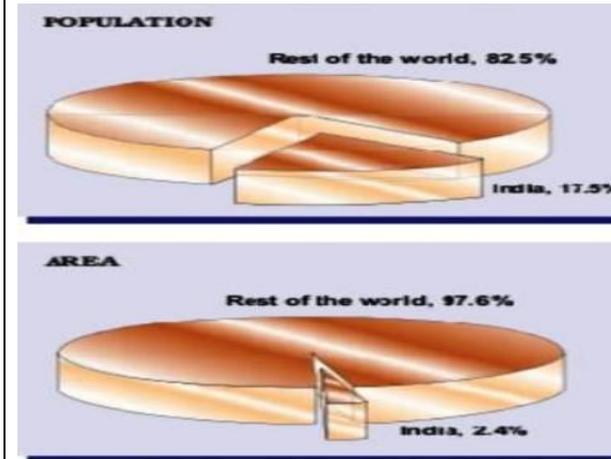


Fig 6.1: India’s Share of World’s Area and Population

*What is the share of India area in world’s area?

*What is the share of India population in world’s population?

Fig. 6.2: Distribution of Population

Find out • What could be the reason of uneven distribution of population in India?

Conclusion – 5 Mins

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Teacher’s reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of lesson plan clear,smooth and logical? _____
- 3, Is each stage of lesson aligned to learning objectives? _____
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 skills? _____
6. Any Specific reflection by teacher (have to write based on teacher’s personal experience and observations)

**Class: 9 Geography
Chapter –6 Population
Period No: 03**

**Key concepts: India's population Distribution by Density
Date:**

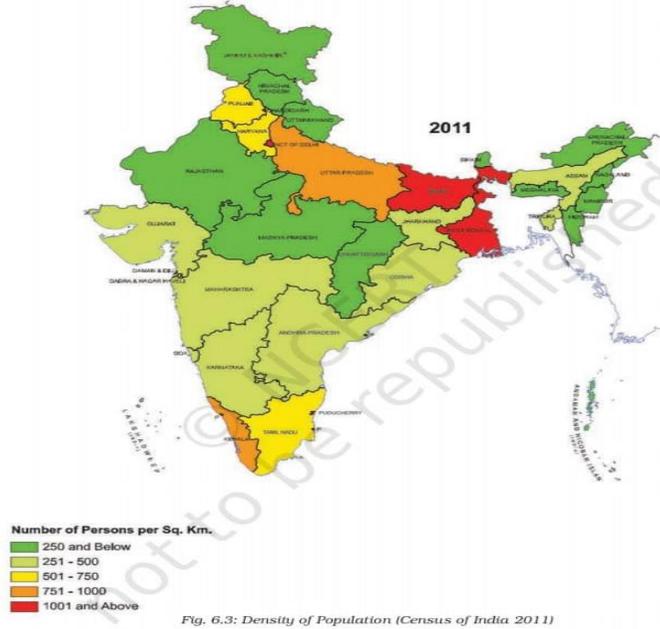
TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p><u>Prior concepts:</u> 5 min</p> <p>Analyze India's Population Distribution by Density – 30 min</p> <p>LO. 3: Analyze & evaluate information in reference to India population distribution by density.</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ol style="list-style-type: none"> 1. What is the population of India as per 2011 census? 2. Can you tell the population of Andhra Pradesh as per 2011 census. 3. Name the most-populous state in India as per 2011 census. 4. What do you think are the reasons for Rajasthan being the largest state in the area is not the most-populous state? <p>(Connect this to introduce the topic- Distribution of population by Numbers)</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*</p>	<p>* Find out the population density of Bangladesh and Japan.</p> <p>*Locate five most densely populated States in INDIA map.</p> <p>*Locate five least densely populated States in India map.</p> <div data-bbox="1317 1268 1803 1391" style="background-color: #e0f0e0; padding: 5px;"> <p>Do You Know? Only Bangladesh and Japan have higher average population densities than India. Find out the population densities of Bangladesh and Japan.</p> </div>	<div data-bbox="1904 702 2128 917" style="text-align: center;">  </div> <p align="center">Charts</p>

C 3: Examines the factors responsible for differences in the density of population across the nation.

Conclusion: Population density is calculated as the number of persons per unit area. The population density of India in the year 2011 was 382 persons per sq km. Densities vary from 1,102 persons per sq km in Bihar to only 17 persons per sq km in Arunachal Pradesh.

Activity: Data Interpretation

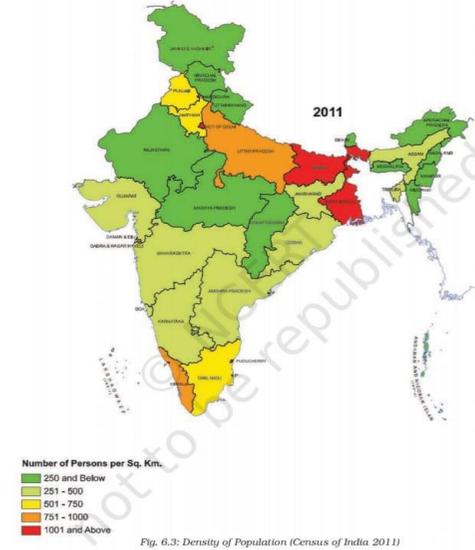
Read the following Map and fill the table given below.



S.No	No of Persons per Sq.Km	Name of the States	No of States
01	250 and below		
02	251-500		
03	500-750		
04	751-1000		
05	1001 and above		

Activity:

Read the following map and answer the questions given below.



- How many states have population density below 250?
- How many states have population density above 750?

Activity

Study the Figure 6.3 and compare it with Figure 2.4 and Figure 4.7. Do you find any correlation between these maps?

India Map

India- thematic map of population

Fig. 6.3: Density of Population (Census of India 2011)

(Use this to re-affirm the understanding on the figures about India population distribution by density.)

Summarize: Comprehend the various factors like terrain, availability of natural resources, history of the place and connectivity responsible for differences in the density of population across the nation.

Teacher’s reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of lesson plan clear ,smooth and logical? _____
- 3, Is each stage of lesson aligned to learning objectives? _____
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 skills? _____
6. Any Specific reflection by teacher (have to write based on teacher’s personal experience and observations)

Class: 9 Geography Chapter –6 Population Period No: 4& 5 Key concepts: Population Growth Date:			
TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p><u>Prior concepts:</u> 5 minutes.</p> <p><u>Population Growth</u> 15 min LO 4: Analyze the information in relation to population growth.</p> <p>C 4: Examines the method of calculating & comparing population growth in absolute numbers.</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ol style="list-style-type: none"> 1. What was India's population in 2011? 2. What was India's population in 2001? 3. How did the population change between 2001– 2011? <p style="text-align: center;">(Connect this to introduce the topic- Population Growth in India)</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*</p> <p>Conclusion: Growth of population refers to the change in the number of inhabitants of a country/territory during a specific period of time, say during the last 10 years. Such a change can be expressed in two ways: in terms of absolute numbers and in terms of percentage change per year.</p>	<p>What is population growth?</p> <p>How many Times the population increased from 1951 to 2011?</p> <p>What happened when a low annual rate is applied to very large population?</p> <p>Read the following bar graph and answer the given questions?</p>	<p>India Map</p>

Absolute increase-
Percentage change
Per Annum

Population Steadily
increasing:
20 minutes

Declining Trends of
Population growth rate an
analysis-
10 min

Activity- Ask the students to read the following table and write their observations.

Table 6.1 : The Magnitude and Rate of India's Population Growth

Year	Total Population (in million)	Absolute Increase in the Decade (in million)	Annual Growth Rate (%)
1951	361.0	42.43	1.25
1961	439.2	78.15	1.96
1971	548.2	108.92	2.20
1981	683.3	135.17	2.22
1991	846.4	163.09	2.16
2001	1028.7	182.32	1.97
2011	1210.6	181.46	1.64

Group Activity:

Ask the students to read the following Graph and answer the following questions

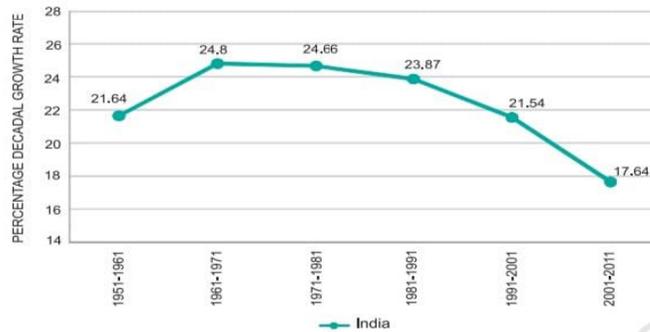


Fig. 6.4(a): India's Population Growth Rates during 1951-2011

- * From which decade the population growth rate declines?
- * What were the reasons for the declining?

(Use this to re-affirm the understanding on the Population Growth.)

Summarize: Comprehend the various ways how the change in no. of inhabitants of a Country / territory took place during different periods.



- Table 6.1 reveals that despite the decline in growth rates, the number of people being added every decade is steadily increasing. Why?

Fig. 6.4(a): India's Population Growth Rates during 1951-2011



Fig. 6.4(b): India's Population 1901-2011

- i) In which decade more no of people added?
- ii) In which decade the population declines?
- iii) What is the significance of 2023 regarding India's population?

Fig. 6.4(b): India's Population 1901-2011

Teacher's reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of lesson plan clear, smooth and logical? _____
3. Is each stage of lesson aligned to learning objectives? _____
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 skills? _____
6. Any Specific reflection by teacher (have to write based on teacher's personal experience and observations)

Class: 9 Geography Chapter –6 Population Period No: 6 Key concepts: Processes of Population, Change / Growth -01 Date:			
TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p><u>Prior concepts:</u> 5 minutes.</p> <p>Understand Processes of Population Change/Growth. 35 minutes.</p> <p>L.0.5 Recognizes & Retrieves facts, figures about population growth.</p> <p>C 5: Recognize & describe different population indicators like Birth Rate, Death Rate, Infant Mortality Rate, Maternity Mortality Rate, sex ratio etc.</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ul style="list-style-type: none"> ● What is the population in absolute numbers in 2011? ● Describe what population growth is all about. ● Mention the formulae to calculate absolute increase of population. <p>Activity – Discussion</p> <p>‘Ask the students to discuss and analyse the reasons for differential growth of population during different time periods.’</p> <p>Can you tell the reason for population growth? Do you observe that people moving from your area are moving to another?</p> <p>(Connect this to introduce the topic- Understand Processes of Population Change/Growth.)</p>	<ul style="list-style-type: none"> ● What are three main processes of change of population. ● What is birth rate? 	<p style="text-align: center;">Charts</p> <div style="text-align: center;">  <p>(source-youtube)</p> </div>

Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)

Conclusion: There are three main processes of change of population - birth rates, death rates and migration. The natural increase of population is the difference between birth rates and death rates. **Birth rate** is the number of live births per thousand persons in a year. **Death rate** is the number of deaths per thousand persons in a year. The third component of population growth is migration. **Migration** is the movement of people across regions and territories. Migration can be internal (within the country) or international (between the countries).

Activity- Data Analyses:

Table 6.1 : The Magnitude and Rate of India's Population Growth

Year	Total Population (in million)	Absolute Increase in the Decade (in million)	Annual Growth Rate (%)
1951	361.0	42.43	1.25
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1981	683.3	135.17	2.22
1991	846.4	163.09	2.16
2001	1028.7	182.32	1.97
2011	1210.6	181.46	1.64

Ask the students to read the following table and answer the question given below.

● What happens when birth rates are higher than death rates?

● From which year The death rates have rapidly declined? .

● Since 1981, birth rates have also started declining gradually. What are the reasons for this trend?



PPT

1. What is the increase in population of India from 2001 to 2011?
2. Why the population increased from one decade to another decade?
3. What is birth rate?

(Use this to re-affirm the understanding on the ways of calculating Population Growth/change.)

Summarize: Comprehend the difference between birth-rate and death-rate and various reasons for high birth-rate and high birth-rate in previous years and rapid decline in death rates since 1951.

Teacher’s reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of lesson plan clear, smooth and logical? _____
- 3, Is each stage of lesson aligned to learning objectives? _____
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 skills? _____
6. Any Specific reflection by teacher (have to write based on teacher’s personal experience and observations)

<p>Class: 9 Geography Chapter –6 Population Period No: 7 Key concepts: Processes of Population, Change / Growth-02 Date:</p>			
TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Prior concepts: 5 minutes.</p> <p>Processes of Population Change/Growth 35 minutes.</p> <p>L.O.6 Explain cause & effect relation with regards to migration.</p> <p>C 6: Examine the inter-relationship between population growth un-employment poverty migrations.</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ol style="list-style-type: none"> 1. What is birth rate? 2. What is death rate? 3. What happens when birth rate is higher than death rate? 4. Differentiate between trip, tour and travel. 5. What do you say if people moved from one place to another permanently? <p>(Connect this to introduce the topic- Understand Processes of Population Change/Growth.)</p> <p>*Facilitate the teaching-learning process by providing more inputs and information on the topic-(explanation)*</p> <p>Activity – Discussion</p> <p>Ask the students to list out reasons for rapid increase in rural-</p>	<ul style="list-style-type: none"> ■ What are the three processes of Population Change? ■ What is migration? <div style="border: 2px solid pink; border-radius: 50%; padding: 10px; margin-top: 20px; text-align: center;"> <p><i>Activity</i></p> <p>On a map, trace the migration of each of your grandparents and parents since their birth. Try and analyse the reasons for each move.</p> </div>	<p style="text-align: center;">Charts</p> <p style="text-align: center;"> https://youtu.be/B0_MN6JthNY?si=-aSCsA-5e6ouQjEKE (source-youtube) </p>

urban migration.

Activity – Data Collection

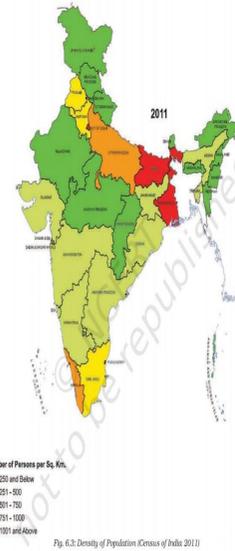
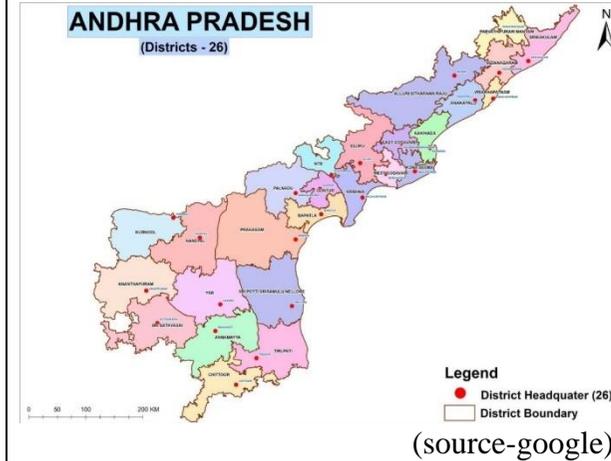
Ask the students to prepare the list of migrants (both internal and international) from their villages.

(Use the activities to re-affirm the understanding on the ways of calculating Population Growth/change.)

Summarize: Comprehend that over-population leads to unemployment and poverty, which further leads regional-imbalances and migrations.

■ What is the result of rural-urban migration in India

■ Locate two million plus cities in Andhra Pradesh map.



Teacher’s reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of lesson plan clear, smooth and logical? _____
3. Is each stage of lesson aligned to learning objectives? _____
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 skills? _____
6. Any Specific reflection by teacher (have to write based on teacher’s personal experience and observations)

<p>Class: 9 Geography Chapter – 6 Population Period No: 8 Key concepts: Adolescent Population, National Population Policy -2000 Date:</p>			
TOPIC / SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES/ TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Prior concepts 5 Mints</p> <p>Adolescent Population. 15 minutes.</p> <p><u>The National Population Policy 2000</u> 20 minutes.</p> <p>LO 7: Appreciate the role of adolescent Population-</p> <p>C 7: Empathizes about the needs of adolescent population:</p>	<p>Recapitulation: Probing questions to check the previous understanding and establish connection between topics.</p> <ul style="list-style-type: none"> ● What is migration? ● What factors does attract the migrants? <p>Ask:</p> <ul style="list-style-type: none"> ▪ Whose age people are considered as children? ▪ Who are old persons? ▪ If the children are in your age group, how do you call them? <p>Conclusion:</p> <ul style="list-style-type: none"> ■ The people who are in the age group of 10 to 19 are called as adolescents ■ Adolescent Population constitutes 1/5of the total population of India ■ Nutrition requirements of adolescents are higher than those of normal children or adults. <p>Stunted Children. Child stunting refers to child who is too short for his / her age and is chronic recurrence of malnutrition. Anemia is problem of not having enough healthy red-blood cell or hemoglobin to Carry oxygen to the body’s tissues</p>	<ul style="list-style-type: none"> ● Which age group is called adolescents? ●” adolescents are the most important resource for the future “. Comment. ● What is called stunted growth? ● Can you tell the problems faced by adolescent girls. ●What were the two objectives of Family Planning Programme,1952. <p>Activity: Read the National Population Policy 2000 and list out the salient features.</p>	<p>https://youtu.be/sw5oEJLKrPw?si=C7k-7r8OubZdvB_P</p> <p>India Map</p> <p>Videos on IFP</p>

<p>L.O.8 Analyze the significant features of Nations Population Policy.</p>	<p>Ask: How many children were there in a family in our olden days? How many children were there in a family at present days? Do you know about the Family Planning Programme? Explains- Family planning is the consideration of the number of children a person wishes to have.</p> <p>Group Activity: Arrange a group discussion on significant features of National Population Policy 2000.</p>		
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Teacher’s reflections and experiences:

1. Is the lesson appropriately timed? _____
2. Is the flow of lesson plan clear, smooth and logical? _____
- 3, Is each stage of lesson aligned to learning objectives? _____
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 skills? _____
6. Any Specific reflection by teacher (have to write based on teacher’s personal experience and observations)

CLASS: IX CLASS
CHAPTER /UNIT: 6. POPULATION
PERIOD: 09

Key concept: Work Sheet for Assessment - Max.Marks:20

I. Choose the right answer from the four alternatives given below. 4m

1. Uttar Pradesh accounts for ____% of the country's population. []

A.15 B.16 C.17 D.18

2. The first complete census was taken in []

A.1872 B.1881 C.1891 D.1901

3. As per the 2011 census the highest population density found []

in this state.

A. Uttar Pradesh B. Rajasthan C . West Bengal D. Bihar

4. The National Population Policy formulated in this year []

A. 2009 B. 2005 C. 2003 D. 2000

III. Very short answer questions. 4m.

5. What is census?

6. What is population density?

IV. Short answers questions.3m

7. Almost half of India's population live in five states. Name the five states. .

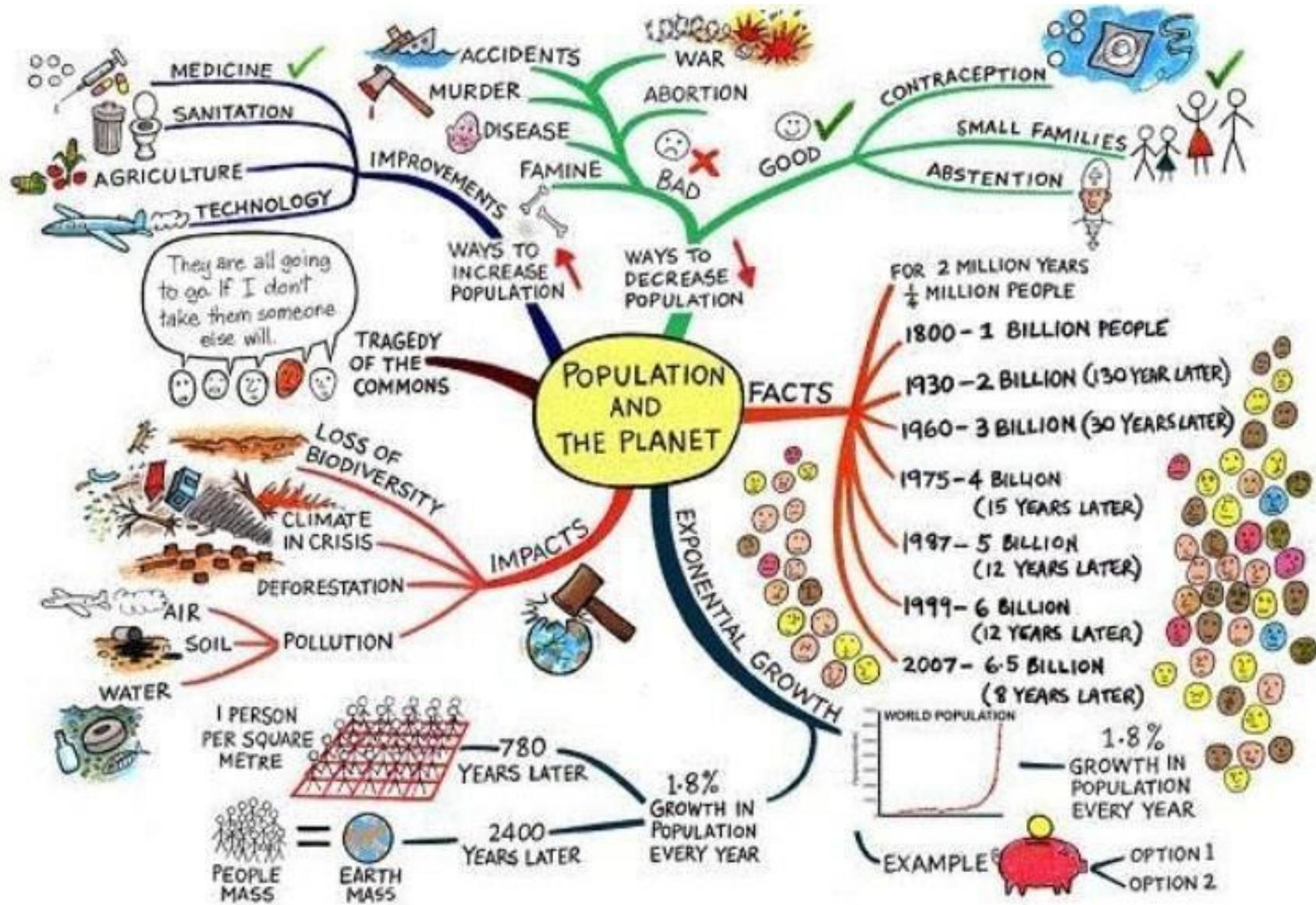
V. Essay answers type questions.

8. How is migration a determinant factor of population change? 4m

9. What are the significant features of the National Population Policy 2000? 5m

Remedial Teaching.

Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment



Source- <https://images.app.goo.gl/TGyyZeDmLMkWPfxA7>

SOCIAL SCIENCE

CIVICS

CLASS: 9

SUBJECT: SOCIAL SCIENCE

PART: CIVICS



NAME OF THE LESSON: 1-WHAT IS DEMOCRACY? WHY DEMOCRACY?

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 systematic 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:

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):

Goal 1: Understands the Indian Constitution and explores the basic essence of Indian democracy and the characteristics of a democratic government

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-1: Analyzes the basic features of a democracy and democratic government and compares them with other forms of government

C-2: Define key features of the economy like production, distribution, demand, supply, trade, and commerce and factors that influence these aspects.

CURRICULAR GOALS AND COMPETENCIES

1. 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

2. 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

9th CIVICS:1-WHAT IS DEMOCRACY? WHY DEMOCRACY? - MIND MAPPING (10 PERIODS)

Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
Period-1 Introduction to Democracy.	LO3: To understand the broad concept democratic and non-democratic government. LO1: To recognize the fact that in all democracies, people have the ultimate power to elect and change their ruler.	1.1: Define Democracy 3.1: Explains the significance of Democracy.
Period-2 Definition of Democracy.	LO3: To understand the purpose and method to devise a suitable definition of democracy. LO3: To understand, holding an election is necessary but not sufficient in itself for a system to be called as democratic.	3.1: Develop Conceptual skills of defining Democracy. 3.2 Explain the need for election in Democracy
Period-3 Who is the ruler in a Democracy.	LO4: To Analyze that in democracy the right of decision-making should be with the elected representatives.	4.1: Critically examine that in democracy, the real power should be with the elected representatives.
Period-4 Free and Fair Electoral competition.	LO3: To understand that in a democracy people should have the real opportunity to exercise their choice. LO3: To understand what constitutes free and fair election in a democracy.	3.1: To evaluate that in a democracy people should have the real opportunity to exercise their choice. 3.2: Explain the need for Free and fair elections in a democratic country.
Period-5 Rule of law and Respect for rights	LO3: To understand the concept of Equal Citizenship and Universal Adult Franchise. LO12: To appreciate that the democratic government rules within limits set by constitutional law and citizens' rights.	12.1: Appreciate that the elected representative needs to adhere to principles like the rule of law and respect for rights. 3.1 Explain about universal adult franchise.
Period-6 Arguments Against Democracy.	LO3: To understand the common arguments against democracy. LO3: To examine the arguments for Democracy.	3.1: Evaluate the merits of arguments against Democracy.

Period-7 Arguments for Democracy.	LO2: Compare the merits of Democracy are much greater than demerits.	2.1: Analyze the strength of democracy.
Period-8 Broader Meaning of Democracy	LO3: To understand the need for a representative form of democracy in our time. LO3. To understand democracy as a value system and way of life. LO3: Understand the ideals of democracy and its necessity.	3.1: Explain the broader divisions of democracy. 3.2: Explain the real meaning of Democracy. 3.3: Evaluate the ideals of Democracy.
Period-9 Work Sheet Assessment (20 Marks)	To review what worked well in the ideas and thoughts into the presentation process and identify any areas for improvement and plan to revise the process.	
Period-10 Remedial Teaching	Summarizes and Re-teach the lesson with simple tools for those who couldn't well in Assessment	

- Note:** 1. The teachers should not exclude 'Check your progress?', 'Activities' and Read the cartoon given in the textbook, pertaining to the chapter.
2. Teacher may take an assessment during the lesson.

Class: 9 Democratic Politics-1
Chapter - 1: What is Democracy? Why Democracy?
Period No: 01

Key concepts: Introduction to Democracy.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Explaining how people choose their ruler in democracy through day-to-day examples. (15 minutes)</p> <p>2. Understanding the broad distinction between democratic and non-democratic government. (10 mins)</p> <p>3. Understanding the idea of democracy of modern days. (15 mins)</p>	<p>● Posing questions related to democracy.</p> <ul style="list-style-type: none"> ✓ You might have heard of elections taking place in your area. What is its purpose? ✓ What is the use of casting vote? ✓ Can people change their government? How do they do so? ✓ Is it possible to do all country across the world? <p>Discuss: One thing that is common in all democracies is that people have the power to elect their ruler and change it if they wish to. People express their confidence in the ruler by casting votes at regular intervals. In countries like Myanmar and Saudi Arabia rulers are not liable to win the confidence of the people.</p>	<p>Activity 1: Let us take Lyngdoh Madam seriously and try to write down the exact definition of some of the simple words that we use all the time: pen, rain and love. For example, is there a way of defining a pen that distinguishes it clearly from a pencil, a brush, a chalk or crayon.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What have you learnt from this attempt? <input type="checkbox"/> What does it teach us about understanding the meaning of democracy? <p>Activity 2: Group Work using worksheet and map- Look at the world map, select a continent of your choice, and mark the form of governance in the 2 to 3 countries of the continent. Justify your answer.</p>	<p>World Map</p>  <p>Source: www.mapsofworld.com Google</p> <p>Chart on democratic and non-democratic countries</p>

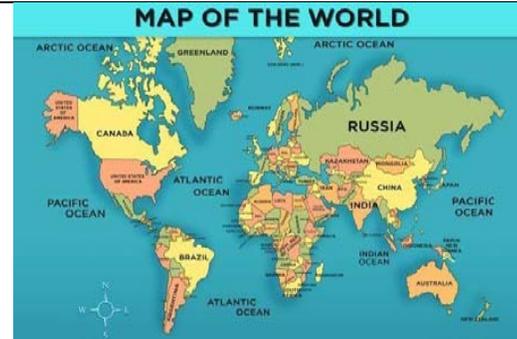
● Read the idea of divine right of king from the following link:

[divine right of kings - Kids | Britannica Kids | Homework Help](https://kids.britannica.com/kids/article/divine-right-of-kings/476251)

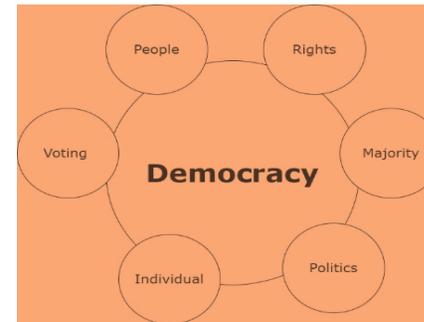
Discuss how we reject this idea in the democracy of modern days.

● Discuss the meaning and the origin of the word 'Democracy'.

Conclusion: **Democracy**, literally, rule by the people. The term is derived from the Greek *dēmokratia*, which was coined from *dēmos* ("people") and *kratos* ("rule") in the middle of the 5th century BCE to denote the political systems then existing in some Greek city-states, notably Athens



What is the appropriate unit or association within which a democratic government should be established? A town or city? A country? A business corporation? A university? An international organization? All of these?



<https://www.youtube.com/watch?v=u6jgWxkbR7A>

Source: YouTube

Read and discuss the following:



Source:

<https://kids.britannica.com/kids/article/divine-right-of-kings/476251>

Video



Source:

MinuteVideos, 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: 9 Democratic Politics-1
Chapter - 1: What is Democracy? Why Democracy?
Period No: 02

Key concepts: Definition of Democracy.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Recapitulation (5 mins)</p> <p>2. To understand the need to define democracy based on its feature (20 mins)</p> <p>3. To understand the different aspects of democracy through pre-existing definitions. (20 mins)</p>	<ul style="list-style-type: none"> ● Recall the concept discussed in previous class such as, <ul style="list-style-type: none"> ✓ importance of conducting election in a democracy, ✓ distinction between democratic and non-democratic government, ✓ idea of democracy etc. ● Ask students to read the conversation between Matilda Lyngdoh and Merry from the textbook and ask. <p>Why is it difficult to distinguish between democratic and non-democratic governments?</p>	<p>Activity-1: Interpreting Cartoon-</p>  <p>Cartoon on TB Page no: 6</p> <ul style="list-style-type: none"> ✓ Identify and explain the symbols used in the cartoon such as military, shape of M etc. <p>In which context the cartoon was made?</p>	<p>Video</p>  <p>https://www.youtube.com/watch?v=b5c724ooMg</p> <p>Source: YouTube</p>

- Why is the simple definition of democracy as mentioned by ‘Yolanda’ during the above conversation not adequate to distinguish Democratic governments with non-democratic governments?
- Do we all agree with the approach of Lyngdoh Madam of defining democracy?
- Read each of the following definitions and examine what it reveals about the features, strength and limitations of democracy?
 - Democracy gives every man the right to be his own oppressor.
 - Democracy consists of choosing your dictators after they’ve told you what you think it is you want to hear.
 - Man’s capacity for justice makes democracy possible, but man’s inclination to injustice makes democracy necessary.
 - Democracy is a device that ensures we shall be governed no better than we deserve.
 - All the ills of democracy can be cured by more democracy.

- ✓ What does this cartoon convey about democracy in Iraq at that time?
- ✓ In the previous lesson we understood that election is an important process in democracy. Does this cartoon convey anything different/ additional? What is that?

Activity-2: Group discussion - Democracy is off the people, far (from) the people and (where they) buy the people. Evaluate the statement.

Digital Reading



<https://www.britannica.com/search?query=definitions+of+democracy>

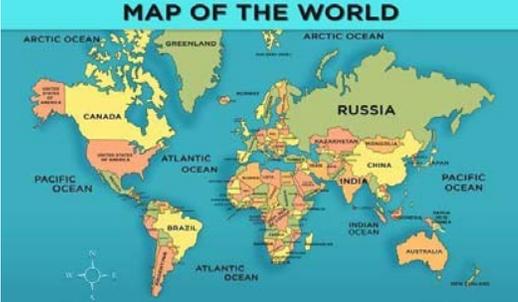
Source:
britannica.com

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)

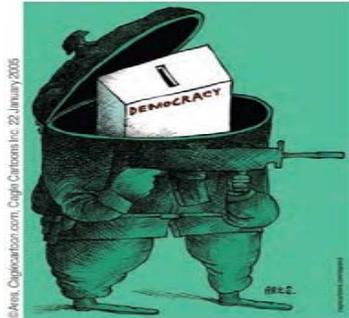
Class: 9 Democratic Politics-1
Chapter - 1: What is Democracy? Why Democracy?
Period No: 03
Key concepts: Who is the ruler in a democracy.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Recapitulation (5 mins)</p> <p>2. To understand that in democracy real power is with those who are elected by the people. (20 mins)</p> <p>3. To understand and interpret political cartoon (20 mins)</p>	<ul style="list-style-type: none"> ● Recalls the concepts of the previous class. <ul style="list-style-type: none"> ✓ Conducting elections is necessary but not sufficient in a democracy. Do you agree? Why? ✓ Why it is important to identify the features of democracy? ● Read the case study of Pakistan under the rule of General Pervez Musharraf. <p>What are the amendments conducted in Pakistan before conducting the election of national and provincial assemblies?</p> <ul style="list-style-type: none"> ✓ What was ensured through these amendments? <p>Can we call Pakistan under</p> 	<p>Project: Use the map of the world and locate a country were,</p> <ul style="list-style-type: none"> ✓ Elections take place on a regular interval, but the real power is with the monarch. ✓ Monarch is the head of the state but the real power is with the elected representative.  <p>Activity-2: Interpreting political cartoon-</p>	<p>Chart on features of Democracy</p> <p>World Map</p>  <p>Source: www.mapsofworld.com, Google.</p>

- ✓ General Musharraf a democracy while the election was conducted? Why?

Activity 3: Interpreting political cartoon-

The cartoon was drawn in the context of Latin America.



TB Page No: 10

- ✓ What is the message that the cartoon conveys about democracy?
- ✓ Do you think that it is applicable for Pakistan during the time of Musharraf?
- ✓ Why do most of the countries of the world want to claim that they are democratic even if they are not?
- ✓ Does this happen sometimes in our country as well?

The cartoon is in the context of Syria. Syria is a small west Asian country. The ruling Ba'ath Party and some of its small allies are the only parties allowed in that country.

Observe the cartoon and answer the following. (TB Page No:10)



- ✓ Observe the symbol carefully and explain the political context of Syria with the help of it.
- ✓ What does the crown of leaves on democracy signify?
- ✓ Do you think this cartoon could apply to China or Mexico?

Cartoon on TB Page No: 10

Digital Reading



Source: Google, <https://ncerttutorials.com/what-is-democracy-why-democracy-cartoons-and-their-explanations-answers-class-9-civics/>

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: 9 Democratic Politics-1
Chapter - 1: What is Democracy? Why Democracy?
Period No: 04
Key concepts: Free and fair Electoral competition.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Prior concepts (5 mins)</p> <p>2. To understand that in a democracy people should have the real opportunity to exercise their choice. (20 mins)</p> <p>3. To understand what constitutes free and fair election in a democracy. (20 Mins)</p>	<ul style="list-style-type: none"> ● Recalls the concepts of the previous class. ✓ In democracy how it is ensured that people are the ruler? ✓ Apart from conducting election what else is to be done to ensure that? ● Ask students to read the case study of the election process in China and Mexico. <p>In China the election is being conducted on a regular basis, but people are not able to change the ruling party, why?</p> <p>In Mexico the election is being conducted on a regular basis, but people are not able to change the ruling party until 2020, why?</p>	<p>Activity 1: Discuss the hypothetical scenario in the classroom. Can we call this democracy?</p> <ul style="list-style-type: none"> ✓ The country took loan from international agencies. One of the conditions for giving loan was that the government would reduce its expenses on education and health. ✓ The country's leaders cannot sign any treaty with another country without taking permission from its neighboring country. 	<p>Chart on Features of Democracy.</p> <p>Cartoon on TB Page No: 12.</p>

✓ Do people get any real alternatives despite the elections being held in these countries?

✓ Do they have the right to choose?

● **Activity-3: Interpreting political cartoon-**

This cartoon was titled 'Building Democracy' and was first published in a Latin American publication. Observe the cartoon and answer the following.



TB Page No: 12.

✓ What do moneybags signify here?

✓ What does it tell about the political process of Mexico?

✓ Could this cartoon be applied to India? How?

✓ A country is under the governance of a popular leader. The parliament cannot pass a bill without their approval.

● **Activity-2: Group Discussion-**

In India, change in the government doesn't lead to change in the economic policies. Media reports and government data indicate that from the year 1995 onwards, the farmer's suicide has increased drastically as a result of these economic policies. The media report as follows indicates towards this problem-

[Maharashtra crosses 60,000 farm suicides \(ruralindiaonline.org\)](https://ruralindiaonline.org/en/articles/maharashtra-crosses-60000-farm-suicides/)

● Does this also indicate a lack of political alternatives?

● Can we overcome this challenge within democracy itself?

● If yes, how?

Digital Reading



Source; Google <https://ruralindiaonline.org/en/articles/maharashtra-crosses-60000-farm-suicides/>

Activity-3: Group work-

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: 9 Democratic Politics-1
Chapter - 1: What is Democracy? Why Democracy?
Period No: 05
Key concepts: Rule of Law and Respect for Rights.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1.Revision (5 mins)</p> <p>2. To understand the concept of Equal Citizenship and Universal Adult Franchise. (15 minutes)</p> <p>3. To appreciate that the democratic government rules within limits set by constitutional law and citizens' rights. (20 minutes)</p>	<ul style="list-style-type: none"> ● Recalls the concepts of the previous class. <ul style="list-style-type: none"> ✓ What is the meaning of having the right to choose in a democracy? ✓ What is the meaning of free and fair election in a democracy? ✓ Why is free and fair elections important for democracy? ● Activity-2: Look at the image below and the definition of Equity <div style="text-align: center;">  <p>(Source: Opine Diaries)</p> </div> 	<p>Activity-1: Interpreting political cartoon-</p> <p>This cartoon is about the Iraqi election held after Saddam Hussein's regime was overthrown. Observe the cartoon and answer the following.</p> <div style="text-align: center;">  </div> <p>Text Book Page No: 14.</p> <ul style="list-style-type: none"> ✓ See the symbols and the text carefully and interpret the message which is being conveyed. 	<p>Video</p> <div style="text-align: center;">  </div> <p>Source: LearnFatafat, YouTube, https://www.youtube.com/watch?v=s0CQWy3g7ac</p> <p>Cartoon on Text Book Page No: 14.</p> <p>Chart on Features of democracy.</p>

4. To know the principle of distinguishing democratic government with non – democratic government (5 Minutes)

- Equality means that no man shall be so placed in a society that he can over-reach his neighbor to the extent which constitutes a denial of letters of citizenship. – Laski
- Equality means equal rights for all the people and the abolition of all special rights and privileges. – Barker

- ✓ What is the principle of equality as per the above image and definition?
- ✓ In a democracy, what does the Universal Adult Franchise ensure?
- ✓ What is the meaning of one person, one vote and one value?

● Ask the students to read the case study of Zimbabwe under Robert Mugabe.

- ✓ What did Robert Mugabe do to the constitution and basic rights of the citizen?
- ✓ Why is the rule of Robert Mugabe being called undemocratic here despite the fact that he was a popular leader?

Why in a democracy the citizens should have the fundamental rights like right to life, liberty and freedom of expression protected by court?

- ✓ How the message of this cartoon is different from the message of the cartoon of activity 1.

Activity 3 Project: Why talk about Zimbabwe? Collect similar reports from many parts of our own country. Why don't we discuss that?

<https://civicsacademy.co.za/what-are-the-key-features-of-a-democracy/>
Source: civicsacademy.co.za(Google)

Activity 3: Group work- Answer the followings

❖ In a democracy, the elected

Video



Source: Google, civicsacademy.co.za(Google)

Chart

DEMOCRATIC GOVERNMENT VERSUS 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

Visit www.pafaf.com

<https://johnchalla.wordpress.com/2017/09/05/difference-between-democratic-and-non-democratic-government/>
Source: Google

- **Explain** the principle of rule of law: NO ONE is above the Law and EVERYONE is subject to the law.
- Democracy is a form of government in which:
 - Rulers elected by the people take all the major decisions;
 - Elections offer a choice and fair opportunity to the people to change the current rulers;
 - This choice and opportunity are available to all the people on an equal basis; and
 - The exercise of this choice leads to a government limited by basic rules of the constitution and citizens' rights

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: 9 Democratic Politics-1
Chapter - 1: What is Democracy? Why Democracy?
Period No: 06
Key concepts: Why Democracy? Arguments against Democracy.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1.Recapitulation (5 mins)</p> <p>2. To understand the common argument against Democracy? (10 mins)</p> <p>3. To examine the merits of arguments against Democracy.</p>	<ul style="list-style-type: none"> ● ASK, in a democracy why is it important for the rulers to work within the boundary of the constitution and respect the rights of citizens? ● Ask the students to read the debates on the merits of democracy, and answer: - ✓ What is the argument being forwarded against democracy in the above discussion? ✓ What are the other arguments that you hear against the democracy, club them under the following: - 	<p>Activity 1: Debate- Seven decades of democracy and there is so much poverty in the country. Do we have poverty because we are democratic, or do we have poverty despite being a democracy?</p> <div data-bbox="1171 727 1583 1127" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; background-color: #e0e0e0; border-radius: 10px; margin: 0;">DISADVANTAGES</p> <ol style="list-style-type: none"> 1. Slow decision-making processes 2. Favoritism to donors 3. Tendency toward political turmoil 4. Reliance on respect for traditions and institutions 5. Elections are costly </div> <p>https://helpfulprofessor.com/democracy-pros-and-cons/ Source: helpfulprofessor.com (Google)</p>	<p>PPT</p> <p>Chart</p> <p>Debate Video</p> <div data-bbox="1688 857 1913 1081" style="text-align: center;">  </div> <p>https://www.youtube.com/watch?v=qNat4LKxNVM Source Google</p>

● Address the misconception with the help of the following questions:

✓ Do you think that a dictatorship guarantees morality among rulers, no corruption and wise people in power?

✓ May the delay in decision making be good sometimes?

✓ In a democracy, people may face the lack of representativeness or malpractices in the election, but is this the problem of the idea of democracy itself or the mechanism through which we implement democracy? Can we solve it within the ambit of democratic governance?

● Conclusion: Democracy is not a magical solution for all the problems. Democracy as a form of government only ensures that people take their own decisions. This does not guarantee that their decisions will be good. People can make mistakes.

Fact Check: There may be more corruption in a dictatorship than in a democracy. Do you agree with it? why?

Charts

Teachers' reflections and experiences:

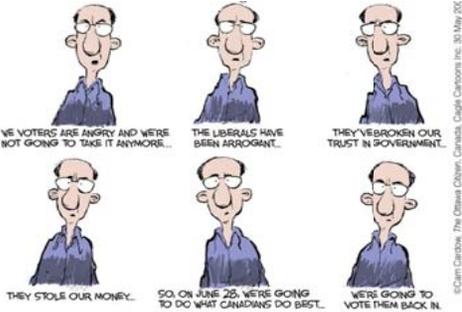
1. Is the lesson appropriately timed? _____
2. Is the flow of the lesson plan clear, smooth, and logical? _____
3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
4. Is there space for students to collaborate and cooperate with each other? _____
5. Does 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: 9 Democratic Politics-1
Chapter - 1: What is Democracy? Why Democracy?
Period No: 07

Key concepts: Arguments for Democracy.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1.Prior concepts (5 mins)</p> <p>2. Arguments for Democracy (40 mins)</p>	<p>● Discussion about previous class.</p> <p>✓ Do you agree with the statement that Democracy is the best form of Government. Why/Why not?</p> <p>2. Observe the picture</p>  <p>Activity- 2: Group work- Ask the students to read the arguments for democracy and respond the following questions:</p>	<p>Activity-1: Interpreting political cartoon- This cartoon was published in Canada just before its parliamentary elections of 2004. Everyone, including the cartoonist, expected the Liberal party to win once again. When the results came, the Liberal Party lost the elections.</p>  <p align="center">TB Page No:24.</p> <p>✓ What are the limitations of democracy highlighted through the cartoon?</p>	<p>Chart on Arguments for democracy.</p> <p>Cartoon on TB Page No:24.</p>

	<ul style="list-style-type: none"> ✓ Why are there less chances of large scale famine occurring in a democratic country? ✓ Why is decision making in a democratic government better than non-democratic government? ✓ Why does democracy provide methods to deal with differences? ✓ How does democracy enhance the dignity of citizens? ✓ Democracy allows us to correct its own mistakes? <p>Do the presentation on their group work and clarify misconceptions</p>	<ul style="list-style-type: none"> ✓ What is the strength of democracy explained by the cartoon? <p>Activity 2: Discussion: Rajesh and Muzaffar read an article. It showed that no democracy has ever gone to war with another democracy. Wars take place only when one of the two governments is non-democratic. The article said that this was a great merit of democracy. After reading the essay, Rajesh and Muzaffar had different reactions. Rajesh said that this was not a good argument for democracy. It was just a matter of chance. It is possible that in future democracies may have wars. Muzaffar said that it could not be a matter of chance. Democracies take decisions in such a way that it reduces the chances of war. Which of the two positions do you agree with and why? (TB Page No:24.)</p>	<p>Digital Reading</p>  <p>https://ncerttutorials.com/what-is-democracy-why-democracy-cartoons-and-their-explanations-answers-class-9-civics/</p>
<p>Teachers’ reflections and experiences:</p> <ol style="list-style-type: none"> 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? _____ <p>Any specific reflections by teacher: (Have to write based on Teacher’s personal observations and experiences)</p> <hr/> <hr/>			

Class: 9 Democratic Politics-1
Chapter - 1: What is Democracy? Why Democracy?
Period No: 08

Key concepts: Broader meaning of Democracy.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Revision (5 mins)</p> <p>2. To understand the need of representative democracy (10 mins)</p> <p>3. To understand that democracy is not just a form of governance but also a value. (10 mins)</p>	<p>● Revision of merits and demerits of Democracy.</p> <p>Activity 1: Find out the total number of voters in your assembly constituency.</p> <p>✓ Find how many people can fit into the largest stadium in your area.</p> <p>✓ Is it possible for all the voters in your constituency to sit together and have a meaningful discussion?</p> <p>Summary: Explain the need for representative democracy with the help of the above activity.</p> <p>● Read the following pointers about the democratic decision making and evaluate.</p>	<p>A democratic decision involves no consultation with and no consent of all those people who are affected by this decision: Correct and rewrite.</p> <p>Activity 1: Discussion- Democracy can apply to many spheres of life and that democracy can take many forms. Give some situations from your real life where you think that democracy can be applied.</p> <p>Activity 2: Group work- Evaluate the following statement-</p> <p>❖ For a democracy to function well, every citizen must have good access to information.</p> <p>The fate of the country depends not just on what the rulers do, but mainly on what we, as citizens, do.</p>	<p>Chart on Features of democracy.</p>

4. To understand that there must be some ideals in democracy that we should strive to achieve. (20 mins)

❖ A democratic decision involves consultation with and consent of all those who are affected by that decision. Those who are not powerful have the same say in taking the decision as those who are powerful.

✓ On the basis of the above pointers can you say that there is democracy in your family?

● **Activity 4: Analyze multiple sources**

❖ The link below is a song from the film Hum Hindustani released in 1960.

[\(948\) छोड़ो कल की बातें Chhodo Kal Ki Baatein | Sanjeev Kumar, Sunil Dutt | देश भक्ति गीत | Old Hindi Song - YouTube](#)

✓ What kind of ideals were we setting for us as a society during that time?

❖ Observe the following cartoon made by R.K. Laxman

❖ Poverty and inequality are threats to democracy.

❖ The treat to Indian democracy is not from outside but from inside.

Activity 3: Project- Find out the total number of eligible voters in your assembly constituency and your parliamentary constituency. Find out how many people can fit into the largest stadium in your area. Is it possible for all the voters in your parliamentary or assembly constituency to sit together and have a meaningful discussion?

Audio-visuals



Source:
YouTube.com

Cartoon on TB
Page No:24.



TB Page No:24.

- ✓ What does the given picture depict through various symbols?
- ✓ What is making the man apathetic and sleepy?

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: 9 Democratic Politics-1
Chapter - 1: What is Democracy? Why Democracy?
Period No: 09

WORK SHEET FOR ASSESSMENT - Max.Marks:20

Multiple Choice Questions

1. Why can the Chinese government not be called a democratic government even though elections are held there?
a) Army participates in election (b) Election is not held on regular basis
(c) Some parts of China are not represented at all (d) Government is always formed by the Communist Party
2. Democracy is NOT be based on
(a) Two-party system (b) Free and fair election (c) Rule of law (d) Respect for rights

Assertion: Democracy is not a magical solution for all the problems.

Reason: Democracy as a form of government only ensures that people take their own decisions.

- a) Both A and R are correct and R is the correct explanation of A.
- b) Both A and R are correct 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.

3. What does a candidate need before contesting elections in China?
4. In a democracy, the final decision must rest with those leaders or representatives who are.
5. Mention one key message from the case study of Zimbabwe under President Mugabe?

Answer the following questions briefly.

6. Is it correct that a democratic government can correct their own mistakes? Explain.
7. Explain any three differences between democratic countries and non-democratic countries.
8. How does democracy enhance the dignity of citizens?

Answer the following questions in detail.

9. "Democracy has been instrumental to keep India united". Evaluate.
10. Why has India not experienced a famine as severe as that of China in 1958-61, despite the fact the economic conditions of both the countries were similar?
11. "In a democracy, people are not subjects of a ruler, they are the rulers themselves". Evaluate.

Class: 9 Democratic Politics-1
Chapter - 1: What is Democracy? Why Democracy?
Period No:10
Key concepts: Remedial Teaching.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Remedial Teaching	Summarizes and Re-teach the lesson with simple tools for those who couldn't do 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)

CLASS: IX

SUBJECT: SOCIAL SCIENCE

PART: CIVICS



NAME OF THE LESSON:2-CONSTITUTIONAL DESIGN

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, 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:

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):

Goal 1: Understands the Indian Constitution and explores the basic essence of Indian democracy and the characteristics of a democratic government

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-1: Analyses the basic features of a democracy and democratic government and compares them with other forms of government

C-2: Define key features of the economy like production, distribution, demand, supply, trade, and commerce and factors that influence these aspects.

Curriculum Goals and Competencies

CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.

Competencies (Illustrative):

C-5.1: Analyses the basic features of a democracy and democratic government and compares them with other forms of government

C-5.2: Define key features of the economy like production, distribution, demand, supply, trade, and commerce and factors that influence these aspects.

C-5.3 Explains that fundamental rights are the 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 – 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

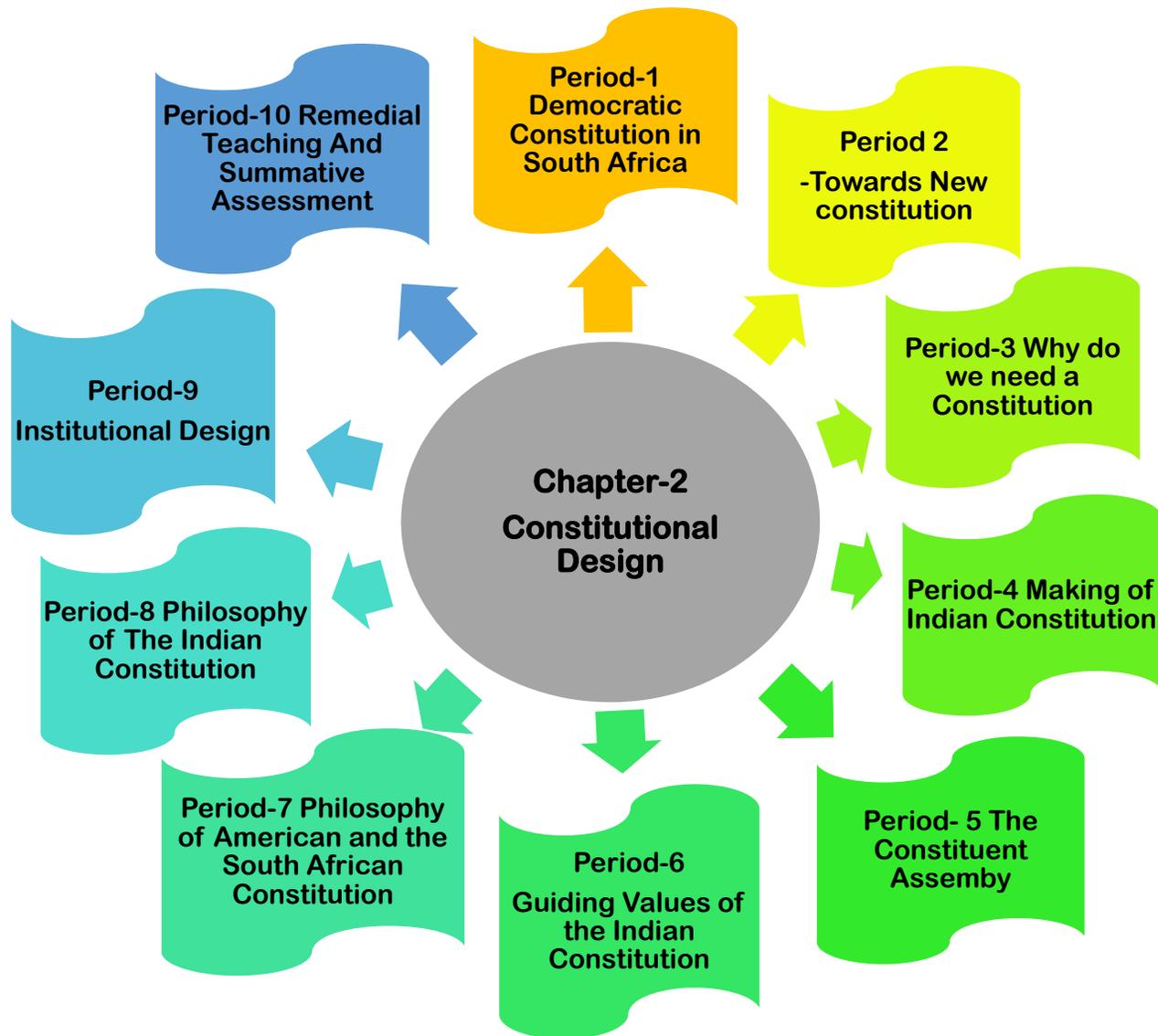
Competencies (Illustrative):

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 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

9TH CIVICS:2-CONSTITUTIONAL DESIGN MIND-MAPPING (10 PERIODS)



PERIOD NO TOPIC/SUB TOPIC	CONTENT DOMAINS SPECIFIC LEARNING OUT COMES	MICRO COMPETENCY INDICATORS
Period-1 INTRODUCTION: Democratic Constitution in South Africa.	LO3: Understand the system of apartheid LO12: Appreciate the struggle against apartheid	12.1 Appreciate Nelson Mandela's key address. 12.2 Express sensitivity for the racial discrimination practiced in South Africa. 3.1 Explanation about the Umbrella Organisation that led the Struggle against apartheid.
Period-2 Towards New Constitution	LO3: Understand how the white regime changed its policy & apartheid	3.1 Evaluate multi-racial government. 3.2 Explain how the oppressor and the oppressed were planning to live together, equally.
Period-3 Why do we need a constitution.	LO12: Appreciate how the whites and blacks agreed to the principle of majority rule and principle of one person one vote LO1: Recognizes the need of Constitution	12.1 Appreciate the role of Nelson Mandela as the first President of New Republic of South Africa. 1.1 Define constitution.
Period-4 Making of Indian Constitution	LO2: The difference between written and Unwritten Constitution with reference to India and USA LO1: Describe the situation that led to Creation of Indian Constitution	1.1 Identify Congress leaders who drafted the constitution for India 2.1 Comparative study of constitutions of India and USA.
Period-5 The Constitution assembly	LO1: Learn the process of Constitution making in India LO12: Appreciate the debates that took place under drafting Committee.	1.1 Learns about the working of the Constituent Assembly. 12.1 Appreciate the role of Drafting Committee.
Period-6 Guiding Values the Indian Constitution	LO1: Identify the Contradictions between the ideology of Mahatma Gandhi and Dr B R Ambedkar LO12: Appreciate the contributions to the constitution of India.	1.1 Learns about the guiding values of the Indian Constitution. 12.1 Appreciate the views of Mahatma Gandhi, Ambedkar and Jawaharlal Nehru about constitution.

Period-7 1.Philosophy of American and the South African Constitution	LO2: Compare and Contrast between preamble of South African and American Constitutions with the preamble of Indian Constitution LO4; Examines the basic principles of American and South African Constitutions.	2.1 Compare the preambles of USA and South Africa 4.1 Analyze the basic principles of American and the South African Constitution
Period-8 2. Philosophy of the Indian Constitution	LO3: Understand the meaning of keywords of Preamble	3.1 Important terms used in the Preamble of Indian Constitution. 3.2 Critical Evaluation of the Preamble of Indian Constitution.
Period-9 Institutional Design	LO1: Recognizes the roles and responsibilities as Citizens of India'	1.1 Learns about the Constitutional amendments. 1.2 Describe the amendments made in the Indian constitution.
Period-10 Work Sheet Assessment (20 Marks)	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.	

- Note:** 1. The teachers should not exclude 'Check your progress?', 'Activities' and Read the cartoon given in the textbook, pertaining to the chapter.
 2. Teacher may take an assessment during the lesson.

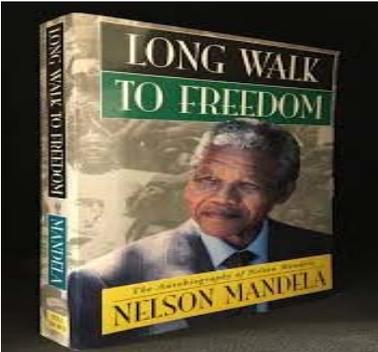
CLASS – IX

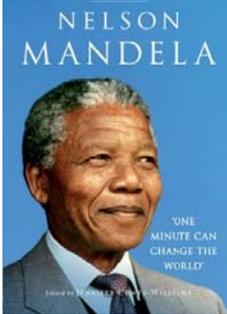
LESSON / UNIT: CONSTITUTIONAL DESIGN

PERIOD NO: 01

KEY CONCEPTS: DEMOCRATIC CONSTITUTION IN SOUTH AFRICA

DATE:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Introduction &Recapitulation</p> <p>15 minutes</p> <ul style="list-style-type: none"> Understand the system of apartheid 	<p>Probing questions to check for prior knowledge.</p> <ol style="list-style-type: none"> Why do we need a constitution? How are the constitution drawn up? What are the values that shape the Constitutions in Democratic states? Have you heard of Dark Continent? <p>Conclusion: The key principles of the South African Constitution are human dignity, equality, and freedom.</p> <p>Activity 1: Discussion on Apartheid.</p> <p>Apartheid as a system of racial segregation and discrimination, emphasizing its institutionalized nature and its impact on the lives of Black South Africans.</p> <p>Probing question:</p>	<ol style="list-style-type: none"> Define apartheid? Which is the most dreaded prison of South Africa? Who were called Colored? <p>Activity 1: <u>Group work:</u></p> <ul style="list-style-type: none"> Make a poster on the life and struggle of Nelson Mandela. <p>Activity02:Read some portions of Nelson Mandela’s auto-biography “Long Walk to Freedom” in the class room.</p> 	<p>Africa Map.</p>  <p>https://geology.com/world/africa-map.gif</p> <p>Source: Google World Map.</p>  <p>https://www.mapsofworld.com/</p> <p>Photo of Nelson Mandela</p>

<p>Struggle against apartheid. -15 minutes</p> <ul style="list-style-type: none"> Appreciate the struggle against apartheid <p>Treatment of Blacks</p>	<ul style="list-style-type: none"> Are You all equal in class room? On which basis you are equal? On the basis of color and caste Is there any discrimination among the pupils? <p>Summary: Inequalities on the basis of color is known as Racial discrimination.</p> <p>Activity 2: Probing Questions</p> <ul style="list-style-type: none"> What do you call the people of Africa? What is the color of the People in Africa? What happened when Africa was colonized by Europeans? <p>Activity 3: Observe the following Picture and discuss about the discrimination shown by White people to the blacks.</p>	<p>Digital Reading</p>  <p>https://ncert.nic.in/ncerts/l/jeff102.pdf Source:ncert.nic.in</p> <ul style="list-style-type: none"> Identify the Political party which lead the movement against Apartheid? Appreciate the role of sensitive Whites who joined ANC to oppose Apartheid? <p>Activity02: Project work : Collect pictures of Apartheid.</p> <p>Activity02- Discussion: Does the story of South African struggle for freedom remind you of the Indian national movement? Make</p>	  <p>Source : Google</p>
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Conclusion: Colonial governments enforced racial segregation in public spaces, education, and employment, limiting opportunities for Black people.

a list of similarities and dissimilarities between the two on the following points:

- Nature of colonialism
- Relationship between different communities
- Leadership: Gandhi/ Mandela
- Party that led the struggle: African National Congress/ Indian National Congress
- Method of struggle

Teachers Reflection 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)

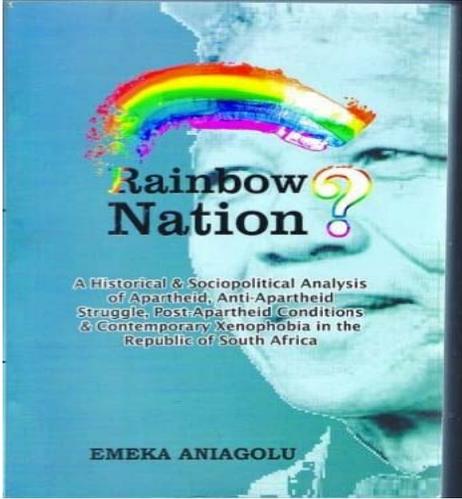
CLASS – IX

LESSON / UNIT: CONSTITUTIONAL DESIGN

PERIOD NO: 02

KEY CONCEPTS: TOWARDS NEW CONSTITUTION

DATE:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Striving for Common Constitution in South Africa. 15 min</p>	<p><u>Probing Questions:</u></p> <ul style="list-style-type: none"> • Are rules necessary to rule a country? • What do we call a set of rules to administer a country? • Why do Africans strive for a new constitution? <p><u>Activity 1 :</u>Discussion: What would have happened in South Africa if the Black majority had decided to take revenge on the Whites for all their oppression and Exploitation?</p> <p><u>Summary:</u> Retribution and revenge could have led to widespread violence and conflict, with communities on both sides being affected. This could have escalated into a cycle of retaliation, making reconciliation more challenging.</p> <p><u>Activity 2:</u>Group discussion:</p>	<p>Activity1: <u>Project work:</u>Prepare any four slogans against apartheid</p> <ul style="list-style-type: none"> ▪ Locate South Africa on World map. ▪ What was the inherent capacity of Blacks? 	<p>WORLD MAP,</p>  <p>SOUTH AFRICA MAP</p> 

Teachers Reflection 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: IX CLASS
LESSON/UNIT: CONSTITUTIONAL DESIGN
PERIOD NO: PERIOD NO 3
KEY CONCEPTS: WHY DO WE NEED A CONSTITUTION?
DATE:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Oppressor and Oppressed- Live together as Equals with Agreement</p> <p>LO12: Appreciate how the whites and blacks agreed to the principle of majority rule and principle of one person one vote</p> <p>Written and Rigid</p>	<p>Probing Questions:</p> <ul style="list-style-type: none"> • How the Britishers treated Indians before Independence? • Basing on the situations Guess the pairs and fill the blank according to apartheid <p>Oppressor</p> <p>Oppressed</p> <p>What is required for the Oppressor and Oppressed to live together?</p> <p>Conclusion:</p> <ul style="list-style-type: none"> • Both Parties agreed to a promise by trusting each other. • Whites agreed the principal of Majority of one person one vote. • Blacks agreed that majority rule would not be absolute. <p>Explains:</p>	<p>Activity1 Project work:</p> <p>Approach a club or cooperative society or union or political party in your locality. Get a copy of their rule book (it is often called Rules of Association) and read it. Are these rules in accordance with principles of democracy? Do they give membership to any person without discrimination?</p> <p>Extra Digital Reading:</p>  <p>https://www.yogiraj.co.in/why-do-we-need-a-constitution Source: Google</p>	 <p>Source: Google</p>

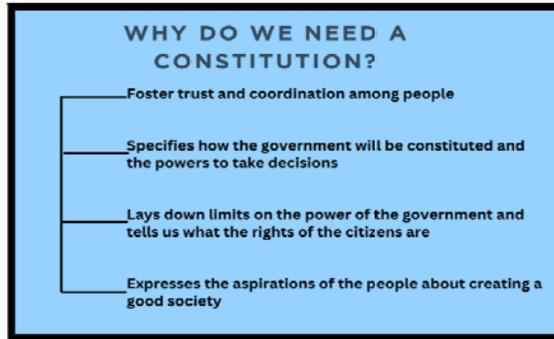
constitution

Constitution is the Supreme Law

- The set of basic rules is called Constitution.
- The basic structure of a constitution will not change.

Group Discussion :

- Students discussed the concept of all countries that have constitutions are not necessarily democratic, but all countries that are democratic will have Constitutions



Define Constitution?

What would be the basic feature of a constitution?



Picture

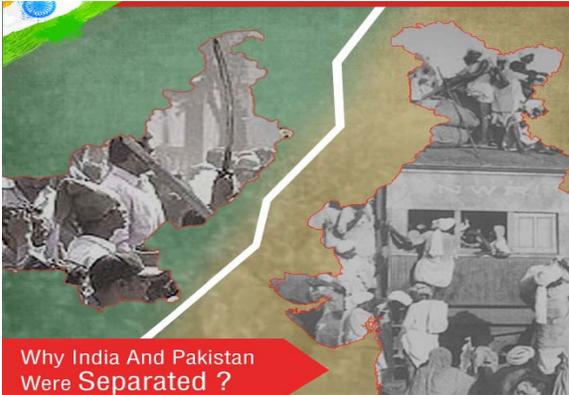


Source : Google

Teachers Reflection 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: IX CLASS
LESSON/UNIT: CONSTITUTIONAL DESIGN
PERIOD NO: 4
KEY CONCEPTS: MAKING OF INDIAN CONSTITUTION
DATE:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Introduction and Recapitulation</p> <p>Understand the circumstances prevailed at the time of making Indian Constitution.</p> <p>15minutes</p> <p>The Path to Constitution</p>	<p><u>Probing Questions:</u></p> <ul style="list-style-type: none"> • Discuss about the British Rule in India? • Can you imagine the situation when India didn't have a set of rules of their country? • Do you think it was important for India to have a constitution?  <p>Explain about the circumstances prevailed at the time of making Indian Constitution.</p> <p><u>Group Discussion:</u></p> <p>Discuss the circumstances prevailed in India and South Africa at the time of</p>	<p>1. What were the Princely States? 2. Do you think is it easy to make a constitution for huge and diverse country like India?</p> <p>Activity1 Project work:</p> <p>Speak to your grandparents or some other elders in your locality. Ask them if they have any memory of partition or independence or the making of the constitution. What were their fears and hopes about the country at that time? Discuss these in the classroom.</p> <p>Analyze the reasons for the separation of India and Pakistan.</p>	<p>Picture</p>  <p>Source: Google.</p> <p>India Map before</p>

<p>Understand how the Indian leaders were inspired by French Revolution, English Revolution and Russian Revolution.</p>	<p>making their Constitutions Activity: Make a list of Indian leaders who were inspired by the ideas of French Revolution, Parliamentary democracy in Britain, Bill of Rights in the US and the Socialist Revolution in Russia.</p> 	<p>2. What was the importance of Karachi session of Congress in 1931? Activity 2: Make a list of intellectuals who participate in the process of making of Indian Constitution.</p> <p>Project: Identify the important topics which were accepted by all the Leader?</p> <p>Digital Reading:https://byjus.com/free-ias-prep/government-of-india-act-1935/#:~:text=The%20Government%20of%20India%20Act,Government%20of%20Burma%20Act%201935.</p>	<p>India-Pakistan division</p>   <p>Source: Byjus.com</p>
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Teachers Reflection 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: IX CLASS
LESSON/UNIT: CONSTITUTIONAL DESIGN
PERIOD NO: 05
KEY CONCEPTS: THE CONSTITUENT ASSEMBLY
DATE:

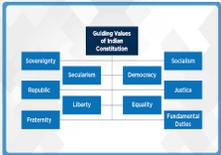
TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Understand about the formation, functions of Constituent Assembly.</p> <p>15minutes</p> <p>Students analyze how the Constituent Assembly represents different geographical areas, different language groups, castes, classes, religions and occupations.</p> <p>15minutes</p> <p>Appreciate the work done by the members of</p>	<p>Probing questions:</p> <ul style="list-style-type: none"> • Why did the people in India decided to form a constituent assembly after gaining independence? • Who were the people in Constituent assembly? Were they leaders or ordinary people?  <p>https://images.newindianexpress.com/uploads/user/imagelibrary/2020/1/26/w900X450/OF_WE.jpg?w=400&dpr=2.6</p> <p>Source: Google</p>	<ol style="list-style-type: none"> 1. When did the elections of the Constituent Assembly were held? 2. When did the Constituent Assembly adopted the Constitution? 3 Who chaired the Drafting Committee? <p>Digital Reading https://byjus.com/free-ias-prep/constituent-assembly-of-india/ Source: Byjus.com</p> <p>Activity1 Project work: Find out more about any member of</p>	<p>Picture of women in Constituent assembly</p>  <p>Source Google</p>  <p>Source: Byjus.com</p>

<p>the Constituent Assembly.</p> <p>10minutes</p>	<p>Discussion: The role of Ambedkar in constituent assembly</p> <p>Conclusion:Dr. B.R. Ambedkar played a pivotal role in shaping India's Constitution as the Chairman of the Constituent Assembly's Drafting Committee. He was a towering figure who brought his legal acumen, political wisdom, and deep understanding of social justice to the task of drafting the Constitution.</p> <p>Group Discussion:The Constitution Assembly adopted the Constitution on 26th November 1949.</p> <p>The Constitution came into force on 26th January 1950.</p> 	<p>the Constituent Assembly from your state or region who is not mentioned here. Collect a photograph or make a sketch of that leader. Write a short note on him or her, following the same style as used here: Name (year of birth-year of death), place of birth (by current political boundaries), brief description of political activities; role played after the Constituent Assembly.</p> <p>Activity2 Group discussion: Students discuss the role of Dr.B.R. Ambedkar in making of Indian Constitution as Chairman of the Constituent Assembly</p> <p>Activity: Find out more about any member of the C.A from your State or region who is not mentioned here. Collect a photograph or make a sketch of that leader; write short note on him/ her.</p>	<p>Charts displaying the sessions of Constituent Assembly photos</p>

Teachers Reflection 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: 9th CLASS
LESSON/UNIT: CONSTITUTIONAL DESIGN
PERIOD NO: 06
KEY CONCEPTS: GUIDING VALUES OF INDIAN CONSTITUTION
DATE:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Read the views of some of our major leaders on our Constitution and understand the overall philosophy of our Constitution.</p> <p>20minutes</p> <p>Students read the views of Mahatma Gandhi and Dr.Br.Ambedkar and identify the ideological difference between Mahatma Gandhi and B.R Ambedkar.</p> <p>20minutes</p> <p>The Dream and the Promise</p>	<p>Probing Questions:</p> <ul style="list-style-type: none"> Why do you think the parents guides their children why? <p>Conclusion: To inculcate the values.</p> <ul style="list-style-type: none"> Who is the father of the nation? Who is the first Prime Minister of India? Who was the chairman of Indian Constitution Drafting committee?  <p>Eliminated inequality</p> <p>Activity Reading the TB P.No: 52</p>	<ol style="list-style-type: none"> Identify the name of a prominent person who is not a member of Constituent Assembly? Name the magazine run by Mahatma Gandhi? “On the 26th of January 1950 we are going to enter a life of Contradictions”. In politics who gave this speech? <p>Project:To write key points in the views of Mahatma Gandhi, B.R.Ambedkar and Jawaharlal Nehru</p> <p>Activity: Read and analyze the Views of Jawaharlal Nehru on</p>	<p>Chart on Guiding values of Indian constitution</p>   <p>Source: Google</p> <p>Young India</p>

I shall strive for a constitution which will release India from all thralldom and patronage ... I shall work for an India in which the poorest shall feel that it is their country in whose making they have an effective voice; an India in which there shall be no high class and low class of people; an India in which all communities shall live in perfect harmony. There can be no room in such an India for the curse of untouchability or the curse of the intoxicating drinks and drugs. Women will enjoy the same rights as men ... I shall be satisfied with nothing else.



Debate on “Was it relevant to add the concepts of untouchability, political, social and economic equality, the principle of one man one vote, one vote one value.”

Constitution. Text Book Page No: 54

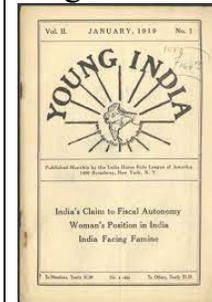
Long years ago we made a **tryst with destiny**, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity ...

Freedom and power bring responsibility. The responsibility rests upon this Assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom we have endured all the pains of labour and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons to us now.

That future is not one of ease or resting but of incessant striving so that we may fulfil the pledges we have so often taken and the one we shall take today. The service of India means the service of the millions who suffer. It means the ending of poverty and ignorance and disease and inequality of opportunity. The ambition of the greatest man of our generation has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over.

Digital Reading: Young India-1931
https://en.wikipedia.org/wiki/Young_India Source: Wikipedia

Magazine1931



Source Wikipedia

Teachers Reflection 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: 9th CLASS
LESSON/UNIT: CONSTITUTIONAL DESIGN
PERIOD NO: 07

KEY CONCEPTS: PHILOSOPHY OF THE CONSTITUTION OF AMERICA AND SOUTH AFRICA
DATE:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Introduction 5 minutes</p> <p>Understand the significance of the preambles of USA and South Africa.</p> <p>20minutes</p> <p>Appreciate the values embedded in the preambles of USA and South Africa</p> <p>20minutes</p>	<p>Using a metaphor: Compare the preamble to a preface or introduction of a book. Just as a preface sets the stage for the story, the preamble sets the stage for the constitution.</p> <p>Posing Questions:</p> <ul style="list-style-type: none"> • Name some developed countries in the world? • Nelson Mandela belongs to which country? • What do you know about the Preamble Constitution of USA and South Africa? <p>Conclusion; The constitution begins with a short statement of its basic values are called Preamble.</p>	<ol style="list-style-type: none"> 1. What do you mean by Preamble? 2. Analyze the values incorporated in the preamble of USA and South Africa. <div data-bbox="1184 620 1577 1065" data-label="Image"> </div> <p>https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/us#:~:text=%22We%20the%20people%20of%20the,for%20the%20United%20States%20of</p> <p>South African Constitution</p>	<p>Charts showing the preamble of USA and South Africa</p> <p>Preamble of USA</p> <div data-bbox="1692 724 1871 902" data-label="Image"> </div> <p>Source: Google</p>

The teacher asks the students to read the preamble loudly



<https://www.gov.za/constitution#:~:text=The%20Preamble%20states%20that%20the,the%20potential%20of%20each%20person>

Project: Make a list of values embedded in the preambles of USA and South Africa



Source: Google

Video



Source: Youtube

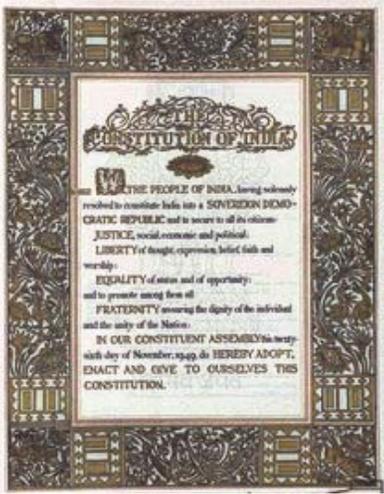
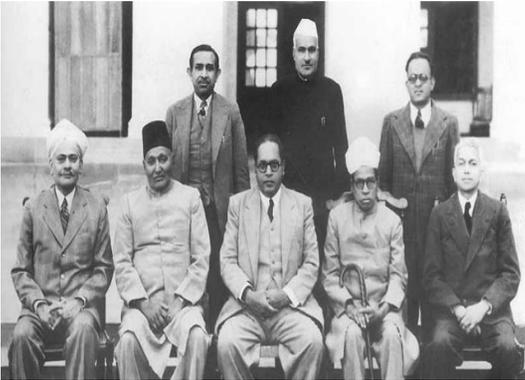
Teachers Reflection and Experiences:

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: 9th CLASS
LESSON/UNIT: CONSTITUTIONAL DESIGN
PERIOD NO: 08

KEY CONCEPTS: PHILOSOPHY OF THE INDIAN CONSTITUTION

DATE:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation</p> <p>The Preamble of the Indian constitution.</p> <p>10minutes</p> <p>Learns the meaning of the key words of the preamble.</p> <p>15minutes</p> <p>Appreciate the importance of the guiding principles of our constitution.</p> <p>15minutes</p> <p>Interpreting</p>	<p>Posing Question</p> <ul style="list-style-type: none"> • Name any multi religious country? • Define Preamble. • What is meant by constitution? • Who is the chairman of drafting committee? • How much time was taken to write our constitution? <p>Explain the meaning of the key words of the preamble</p>  <p>Conclusion: It provides a standard to</p>	<ol style="list-style-type: none"> 1. Who prepared the preamble of Indian constitution? 2. What are the main objectives of our constitution? 3. What are the key words in the preamble of our constitution? 4. Who called preamble as jewel of constitution? <p>Project: To collect photos and news which reflects the secular values</p> 	<p>The photo of preamble.</p>   <p>Source: Wikipedia</p> <p>Digital Reading</p>

<p>the preamble of the Indian constitution.</p>	<p>examine and evaluate any law and action of Government to find out whether it is good or bad- “It is the Soul of Indian Constitution”</p> <p>Group Discussion: Students from into different groups and disuses the values incorporated in the preamble</p> <p>Debate: on “secularism in India” among the students.</p>	<p>https://www.hindustantimes.com/india-news/preamble-embodies-constitution-s-vision/story-vLbo5CoBIXdmCgtSWb7v2K.html</p> <p>Compare and contrast of our preamble with that of the other countries especially “USA” and “South Africa”</p>	 <p>Source:www.hindustantimes.com</p>
<p>Teachers Reflection and Experiences:</p> <ol style="list-style-type: none"> 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: 9th CLASS
LESSON/UNIT: CONSTITUTIONAL DESIGN
PERIOD NO: 09
KEY CONCEPTS: INSTITUTIONAL DESIGN
DATE:

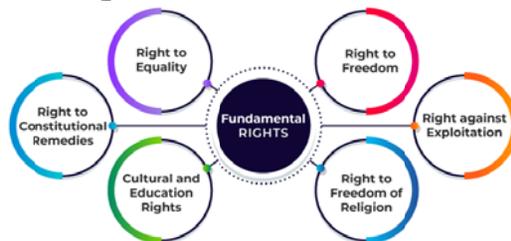
TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>To know about the institution that carries the guiding values of our constitution.</p> <p>10minutes</p> <p>Appreciate the crafters vision for incorporating the constitutional amendments.</p> <p>15minutes</p> <p>Appreciate the constitutional institution's role in the polity of our nation.</p> <p>15minutes</p>	<p>Discussion about Institutional design with an example of a school</p> <ul style="list-style-type: none"> • Administrative structure: Schools typically have a hierarchical structure, with a principal or headmaster at the top, followed by assistant principals, department heads, teachers, and support staff. • Decision-making processes: Decisions about curriculum, policies, and resource allocation are often made through a combination of top-down and bottom-up approaches. • Accountability measures: Schools are accountable to various stakeholders, including students, parents, the local community, and government agencies. <p>Explanations about the need of institutions (constitutional bodies) to carry constitutional goals.</p> <p>Conclusion: The institutional design of</p>	<p>1. What do you know about institutions in our constitution?</p> <p>2. Justify the need of constitutional amendments?</p> <p>Which constitutional body is responsible for choosing person to govern the country?</p> <p>4. How can we imbibe our constitution in the aspirations of the people?</p> <p>RBI</p>	<p>Picture of Old Parliament</p>   <p>Source: Google.</p> <p>Picture New Parliament</p>   <p>Source: Google.</p>

the Indian Constitution refers to the way in which the various institutions of government are structured and function. It includes the powers and responsibilities of the different branches of government, the relationship between the central and state governments, and the role of the judiciary.

Introduces the constitutional bodies like election commission UPSC,RBI, finance commission etc.



Explain about fundamental rights given by the constitution to its citizens to control government unilateral decisions



<https://www.boomlive.in/h-upload/2021/07/02/952075-rbi-03.webp>

Source: Google.

Election Commission of India



<https://www.livelaw.in/h-upload/2021/08/10/398309-election-commission-of-india-eci-and-sc.jpg>

Source: Google.

Project: Prepare a chart of Fundamental Rights.

Teachers Reflection 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: 9th CLASS
LESSON/UNIT: CONSTITUTIONAL DESIGN
PERIOD NO: 10
KEY CONCEPTS: REMEDIAL TEACHING & SUMMATIVE ASSESSMENT.
DATE:

**TOPIC/SUB TOPIC,
LEARNING OUT COMES
& INDICATORS**

**PEDAGOGICAL PROCESSES /
TEACHING LEARNING PROCESS**

ASSESSMENT STRATEGIES

**MATERIALS
REQUIRED**

REMEDIAL TEACHING: THIS WILL BE REVISE THE ABOVE CONCEPTS terminology for those who did not understand it and those learnt will be given questions for assessment

Teachers Reflection 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: CONSTITUTIONAL DESIGN

Period No: 10.

WORK SHEET FOR ASSESSMENT- Max.Marks:20

MULTIPLE CHOICE QUESTIONS 4 x 1 = 4 M

1. Who was the Chairman of Drafting Committee that drafted the Indian Constitutions.
a) Dr. Rajendra Prasad b) Jaipal Singh c) Dr. B.R Ambedkar d) Jawaharlal Nehru
2. The Title of Autobiography written by Nelson Mandela is.....
a) Long Walk to Freedom. b) The story of My Life.
c) Running with scissors. d) A walk in the Woods.
3. From which of the colonial laws the Indian Constitution adopted many institutional details and procedures.
a) Government of India Act,1858 b) Indian Councils Act, 1892
c) Charter Act,1853 d) Government of India Act, 1933.
4. Young India was a -----
a) Political Party b) Extremist group c) Magazine d) Moderate Group

Answer the following questions in short.

2 x 2 = 4 M

5. Which constitution has inspired democrats all over the world?
6. For which offence was Nelson Mandela tried by the White South African Government?

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

7. Highlight the Salient features of Indian constitution?

Answer the following questions in detail.

8. Indian constitution is both Rigid and Flexible express your views?
9. What do you mean by Constitutional amendments? What is its importance? 1 x 5 = 5 M

1 x 4 = 4 M

LESSON PLAN: CIVICS

CLASS – IX CHAPTER 3– ELECTORAL POLITICS



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:

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 a democratic government

Competencies:

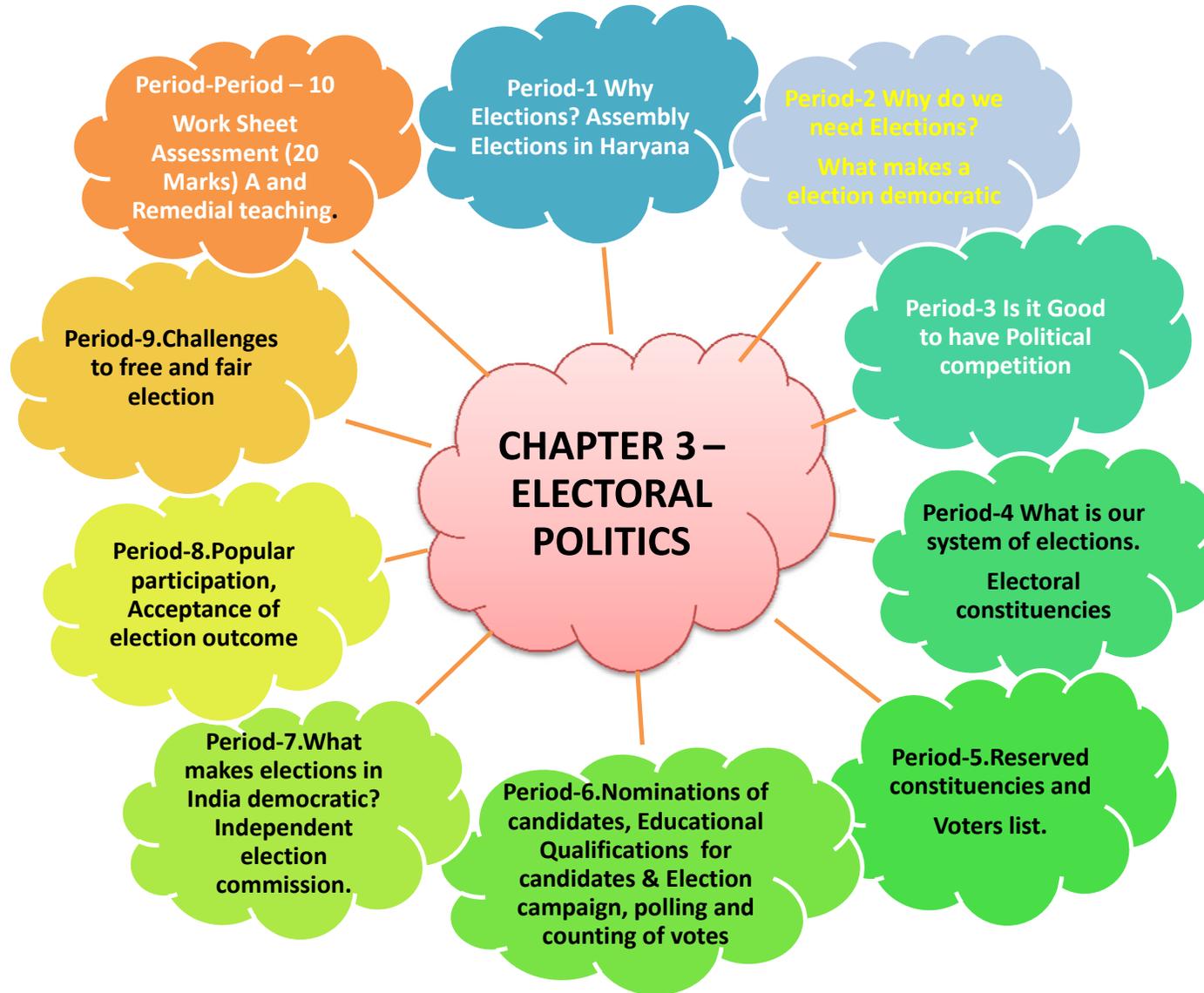
C 5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy

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.

CLASS – IX CIVICS: CHAPTER 3– ELECTORAL POLITICS MIND MAPPING (10 PERIODS)



Lesson Plan

Class 9- Chapter -3 ELECTORAL POLITICS periods 10

Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
<p>Overview</p> <p>1. Why Elections?</p> <p>Assembly Election in Haryana.</p>	<p>LO3: Understand: Assembly elections In Haryana</p> <p>LO3: Understanding why elections are necessary and useful in a Democracy.</p> <p>LO1: Recognize MLAs are elected by the people</p> <p>LO1: Elections are considered essential for any representative Democracy.</p> <p>LO1: Understand the concept Nyaya Yudh</p> <p>LO1: Realizes that Elections are like exams where politicians and parties know if they have passed or failed.</p>	<p>3.1 Analyses how the public opinion decide the results.</p> <p>3.2 Understands that elections enable people to evaluate the performance of judiciary</p> <p>1.1 Find out the reasons why Devilal unable to win the elections held in 1991</p>
<p>2. Why do we need Elections?</p> <p>What makes an election democratic.</p>	<p>LO3; Understand the system of elections in India.</p> <p>LO3: Collect the information about the countries that follow Democracy.</p> <p>LO1: Identify how many countries are democratic countries.</p> <p>LO2: Distinguishes democratic elections from any other elections</p>	<p>3.1 Explain in an election the voters make many choices</p> <p>3.2 Understand: 1) Who will make laws for them. 2) They can choose the Party whose policies will guide the government and Law making. 3) Explain demerits of the Electoral Competition in India.</p> <p>2.1 Realizes that elections should be conducted in a free and fair manner</p> <p>2.2 It creates a sense of disunity and factionalism.</p>
<p>3. Is it Good to have</p>	<p>LO3: Understand the minimum conditions of democratic election</p>	<p>3.1 Analyze the concept one vote one value</p> <p>3.2 Understand the fact that parties and candidates should be free to contest in elections</p>

<p>Political competition</p>	<p>LO3: Understand Electoral competition has many demerits.</p> <p>LO12: Appreciate our constitution makers were aware of un health competitions in the Society.</p> <p>LO3: Understand if a political party desire to take the power it well be forced to serve the people.</p>	<p>- 3.3 Merits: Provides incentives of political parties and leaders.</p>
<p>4. What is our system of elections.</p> <p>Electoral constituencies</p>	<p>LO1: Identify how elections are held in India regularly after every 5 years.</p>	<p>1.1 Explain by- election</p> <p>Mid- term elections</p> <p>Electoral constituencies</p>
<p>5.Reserved constituencies</p> <p>Voters list.</p>	<p>LO3: Understand why the country is divided in to different electoral constituencies</p> <p>LO1: Recognized in the Lok Sabha 84 seats SC-47, ST 1/3 of the seats reserved for Woman.</p>	<p>1.1 Identify India some constituencies are reserved for people (SC, ST) epic is the electoral photo identify card.</p> <p>3.1 Understand everyone should have one vote and each vote should have equal Value.</p>
<p>6.Nominations of candidates</p> <p>Educational Qualifications forcandidates.</p> <p>Election campaign, polling and counting of votes</p>	<p>Lo3: Understanddemocratic elections are given to people should have a real choice.</p> <p>LO3: Understand if putting an educational qualification for MLA, MPs would go to against of democracy.</p> <p>LO1: Understand during the election period the candidates contact their voters and address the election meetings that is election campaign.</p>	<p>1.1 Recognized the candidate should be age 25 years are above.</p> <p>3.1 Explain: The political party nominate their candidates who get party symbols and support.</p> <p>3.2 Features of election system.</p> <p>1.2 Recognize the goal of political campaign is to put a candidate in office</p> <p>1.3 The publicity is done through newspapers. television channels election meeting posters personal contacts, the successful slogans given by different political parties, who secure the highest votes from a constituency is declared elected</p>
<p>7.What makes elections in India</p>	<p>LO3: Explain Why do we need elections</p> <p>LO1: Identify in our country elections are</p>	<p>3.1 Understand a lot about unfair practices in elections.</p>

democratic? Independent election commission.	conducted by an independent powerful election commission.	1.1 The president appoints 3 members of commission (CEC, EC) 1.2 Election commission is not answerable to the president are the government.
8.Popular participation, Acceptance of election outcome	ULO3: understand if the election process is not free fair people will not continue to participate in exercise. Compares people’s participation in election gone up then Europe and USA.	3.1 Ruling parties routinely laws election in India both at national and state level. 3.2 Appreciate that turn out of votes is high in India comparatively north America.
9.Challenges to free and fair election	LO1: Recognize election in India basically free and fair. Identify How the challenges faced by E. C during the election period.	1.1 Identify the citizens social activists and organizations have been demanding reform in our election system. Fraud and malpractices indulged by a party to increase its votes.
Period – 10 Work Sheet Assessment (20 Marks) A and Remedial teaching.	<ul style="list-style-type: none"> 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 teachers should not exclude ‘Check your progress? ,’Activities’ and Read the cartoon given in the textbook, pertaining to the chapter.
2. Teacher may take an assessment during the lesson.

Class: 9 CIVIS
Chapter – 3 ELECTORAL POLITICS

Period No: 1

Key Concepts: Why Elections? Assembly Elections in Haryana

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Overview:</p> <p>Assembly elections In Haryana.</p> <p>Why elections are necessary and useful in a Democracy.</p> <p>Recognize MLA's are elected by the people Elections are considered essential for any representative Democracy.</p> <p>Understand the concept Nyaya Yudh</p> <p>Realizes that Elections are like exams where politicians</p>	<p>Testing the prior knowledge of the students the teacher asks questions</p> <p>Who is your class leader? Who appointed him? How many votes does a person can cast in an Election? Do you know last Assembly Elections was held in your state?</p> <div data-bbox="615 906 1178 1224" style="border: 1px solid black; height: 196px; width: 268px; margin: 10px auto;"></div> <p>Explain above picture</p> <p><u>Summary:</u></p>	<div data-bbox="1297 597 1436 776" style="text-align: center;">  </div> <p><i>We have seen why democracies need to have elections. But why do rulers in non-democratic countries need to hold elections?</i></p> <p align="center">Do you think most of the leaders fulfil their Election promises?</p> <p>When did elections held in Haryana?</p> <p>Which party formed by Devilal?</p> <p>What is the promise given by Devilal?</p> <p>How many seats won the Lokdal party?</p> <p>Who is the new chief minister in</p>	<p>Chart on Election procedures in India.</p> <p>Video</p> <div data-bbox="1808 979 1976 1174" style="text-align: center;">  </div> <p>Source: Let's Study English Social Science YouTube.com</p>

<p>and parties know if they have passed or failed.</p>	<p>- In 1987 state assembly election in Haryana. Chaudhary Devilal, formed a new party called Lokdal.</p> <p>-Devilal and his front joint election campaign.</p> <p>-He promises to waive the loan of farmers and small businessmen. Most people attracted with his promised and won the majority vote that is 60 out of 90 seats</p> <p>-Lokdal won 60 seats and thus had clear majority in the assembly</p> <p>-Devilal as a chief minister, His party ruled for 4 years.</p>	<p>Haryana?</p> <p>Activity 1 Collecting Information:</p> <ul style="list-style-type: none"> • Do you know when the last Assembly election was held in your state? • Which other elections have taken place in your locality in the last five years? • Write down the level of elections (National, Assembly, Panchayat, etc.), when were they held and the name and designation (MP, MLA, etc.) of the persons who got elected from your area. 	<p>https://www.youtube.com/watch?v=HzUWgHZpxPo</p>
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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: 9 CIVIS
Chapter – 3 ELECTORAL POLITICS
Period No: 2
Key Concepts: What Makes an Election Democratic
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>What Makes an Election Democratic.</p> <p>Is it Good to have Political competition</p> <p>Distinguishes democratic elections from any other elections</p> <p>Understand the minimum conditions of democratic election</p> <p>Understand Electoral competition has many demerits.</p> <p>Appreciate our constitution makers were aware of un health competitions in the Society.</p>	<p>Posing questions to test the prior knowledge:</p> <ol style="list-style-type: none"> 1. What is an Election? 2. When was Election conducted in your area? 3. Which party candidate won in that Election? 4. Do you know about political parties? 5. How many parties are there in your area? <p>Explain and discuss about the competition of political parties. Elections are thus about political competition. If there is no competition will become pointless.</p> <p>Demerits of the elections:</p> <p>Create a sense of disunity and factionalism in every locality. Political leaders often accuse against one another.</p> <p>Party and candidates always we dirty tricks to win Elections</p>	<div style="text-align: center;">  <p style="color: #00AEEF; font-size: 1.2em;">Ah! So, elections are like exams where politicians and parties know if they have passed or failed. But who are the examiners?</p> </div>	<p>Video on Elections in India:</p> <div style="text-align: center;">  </div> <p>Source: Aasoka, YouTube.com</p> <p>https://www.youtube.com/watch?v=0416yES6g</p>

Understand if a political party desire to take the power it will be forced to serve the people

Some good people do not enter into this political argument as they do not want to be in unhealthy competition

Activity:1 Analyse the following cartoon



Text book Page No: 76

What do you observe in the picture above?

What is the political leader's opinion?

What are the demerits of the Elections?

Name different political parties in your area?

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: 9 CIVIS
Chapter – 3 ELECTORAL POLITICS
Period No: 3
Key Concepts: Is it Good to have Political competition?
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>What Makes an Election Democratic.</p> <p>Is it Good to have Political competition</p> <p>Distinguishes democratic elections from any other elections</p> <p>Understand the minimum conditions of democratic election</p> <p>Understand Electoral competition has many demerits.</p> <p>Appreciate our constitution makers were aware of un health competitions in the Society.</p>	<p>Posing questions to test the prior knowledge:</p> <ol style="list-style-type: none"> 1. What is an Election? 2. When was Election conducted in your area? 3. Which party candidate won in that Election? 4. Do you know about political parties? 5. How many parties are there in your area? <p>Explain and discuss about the competition of political parties. Elections are thus about political competition. If there is no competition will become pointless.</p> <p>Demerits of the elections:</p> <p>Create a sense of disunity and factionalism in every locality. Political leaders often accuse against one another.</p> <p>Party and candidates always we dirty tricks to win</p>	<div style="text-align: center;">  <p>Ah! So, elections are like exams where politicians and parties know if they have passed or failed. But who are the examiners?</p> </div> <p>Activity:1 Analyse the following cartoon</p>	<p>Video on Elections in India:</p>  <p>Source: Aasoka YouTube.com, https://www.youtube.com/watch=0416yES4i6g</p>

<p>Understand if a political party desire to take the power it will be forced to serve the people</p>	<p>Elections</p> <p>Some good people do not enter into this political argument as they do not want to be in unhealthy competition</p>	 <p>Text book Page No: 76</p> <p>What do you observe in the picture above?</p> <p>What is the political leader's opinion?</p> <p>What are the demerits of the Elections?</p> <p>Name different political parties in your area?</p>
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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: 9 CIVIS
Chapter – 3 ELECTORAL POLITICS
Period No: 4
Key Concepts: What is our system of elections.
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>What is our system of elections.</p> <p>Electoral constituencies</p> <p>Identify how elections are held in India regularly after every 5 years.</p> <p>Explain by- election</p> <p>Mid- term elections</p> <p>Electoral constituencies</p>	<div style="border: 1px solid black; width: 250px; height: 150px; margin: 0 auto;"></div> <p>Do you know How the Elections are held in India?</p> <p>Who is your chief minister?</p> <p>The Lok Sabha and assembly elections held after regular interval of time 5years.</p> <p>Midterm Elections: The Elections held after dissolution of Lok Sabha or state assembly before 5 years . By-Elections: The election held only for one constituency to fill the vacancy causes by death or resignation of a member.</p>	<div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto;"></div> <p>What do you observe the above the picture?</p> <p>When did Lok Sabha elections held in your Area?</p>	<p>Video on Elections in India:</p>  <p>Source: Aasoka, YouTube.com, https://www.youtube.com/watch?v=0416yES4i6g</p>

Electoral Constituencies:

The country is divided into different areas for the purpose of elections these areas are called electoral constituencies.

Divided into 543 Lok Sabha constituencies the representative elected from each constituency is called a member of parliament MP

ACTIVITY:

mock -election: conducting elections in class room

Assembly constituencies: Each state is divided into a specific number of assembly constituencies. The elected representative is called the member of legislative assembly (MLA)

2.Each parliamentary constituency has within it several assembly constituencies.

Ex: Gulbarga Lok Sabha constituencies

The same principle applies for panchayat and municipal Elections.

Each village or town is divided into several wards

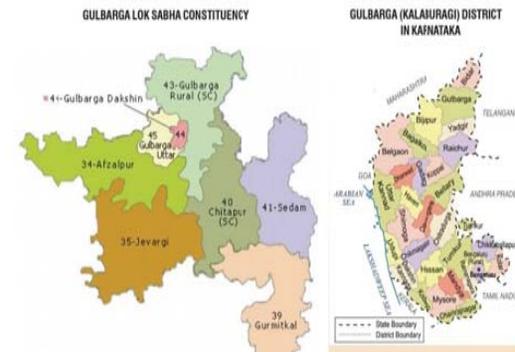
That are like constituencies.

Each wards elects one member of the village or the urban local body

Sometimes these constituencies are counted as seats for each constituency represents one seat in the



PROJECT: WHY IS THE BOUNDARY OF LOK SABHA CONSTITUENCIES NOT THE SAME AS THE DISTRICT BOUNDARY OF GULBARGA? DRAW A SIMILAR MAP FOR YOUR OWN LOK SABHA CONSTITUENCIES.



Text Book Page No: 78

Electoral Constituencie Map of India



Source: Goog <https://timesofindia.indiatimes.com/elections/constituency-map>

	assembly. Draw a picture for your own constituency.		
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Teachers' reflections and experiences:

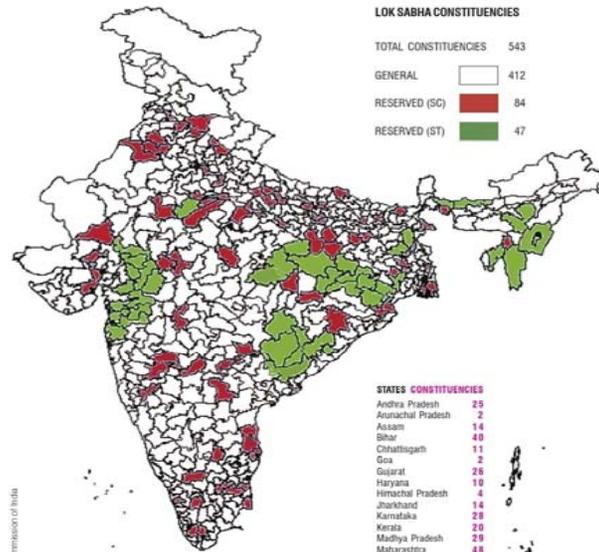
- 1. Is the lesson appropriately timed? _____
- 2. Is the flow of the lesson plan clear, smooth, and logical? _____
- 3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
- 4. Is there space for students to collaborate and cooperate with each other? _____
- 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: 9 CIVIS
Chapter – 3 ELECTORAL POLITICS
Period No: 5
Key Concepts: Reserved constituencies – Voter’s list. Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>Reserved constituencies</p>	<p>Prior Concept and Skills: What is your nationality? What is your sub -caste? What are the electoral constituencies? Why do we have reserved seats in Lok sabha?</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div> <p>Reserved Constituencies:</p>	<p>Which mandal from your village? How many seats reserved for SC&ST ?</p> <p>How many loksabha constituencies in Andhra Pradesh?</p> <p>What is your village name?</p> <p>What is your mandal name?</p> <p>What is meant by voter list?</p> <p>What is a reserved constituency</p> <p>What is meant by universal adult franchise?</p> <p>What is Epic?</p>	<p>Electoral Constituencie Map of India</p>  <p>Source: Goog https://timesofindia.indiatimes.com/elections/constituency-map</p>

Voter's list.

Understand why the country is divided in to different electoral constituencies



- See the map above and answer the following questions.
- What is the number of Lok Sabha constituencies in your state and the neighbouring two states?
 - Which states have more than 30 Lok Sabha constituencies?
 - Why do some states have such a large number of constituencies?
 - Why are some constituencies small in area while others are very big?
 - Are the constituencies reserved for the SCs and STs evenly spread all over the entire country or are there more in some areas?

They are some seats where people certain communities/castes can contest for elections these are called reserved constituencies for 84 seats are reserved for the scheduled castes and 47 for scheduled tribes (ST) in the Lok Sabha

Summary: In Democratic elections everyone should get an equal opportunity to choose representatives

Universal adult franchise:
Means all the citizens aged 18 years about can vote in the elections

Every citizen has the right to vote regard less of his or her caste religion or Gender.

Recognized in the Lok Sabha 84 seats SC-47, ST 1/3 of the seats reserved for Woman.

निर्वाचक नामावली, 2014

संविधान अनुसूचित जात/संविधान का नाम : ओमप्रकाश शर्मा
 निर्वाच क्षेत्र का नाम व संख्या : 125-मुम्बई
 सचिव निर्वाच कार्यलय : 0

भाग नं : 3

31	TGW0748343	32	TGW0748330	33	TGW1944277
नाम: संदीप	नाम: विनायक	नाम: चणू अग्रवाल	नाम: चणू अग्रवाल	नाम: चणू अग्रवाल	नाम: चणू अग्रवाल
विवरण संख्या: 455					
125-47	विव: पुण	125-49	विव: मी	125-20	विव: मी
34	CTK03038940	35	CTK03038932	36	TGW1401611
नाम: अरुण शिंदे	नाम: राजेश शिंदे	नाम: अरुण शिंदे	नाम: अरुण शिंदे	नाम: अरुण शिंदे	नाम: अरुण शिंदे
विवरण संख्या: 458					
125-68	विव: पुण	125-58	विव: मी	125-37	विव: पुण
37	TGW1401702	38	TGW1401629	39	TGW1401710
नाम: सुनील	नाम: सवित्री शर्मा				
विवरण संख्या: 458					
125-56	विव: मी	125-40	विव: पुण	125-32	विव: मी
40	CTK03042371	41	CTK03042397	42	CTK03042355
नाम: श्रीमतीसती	नाम: अरुण शिंदे				
विवरण संख्या: 458					
125-29	विव: मी	125-37	विव: पुण	125-33	विव: मी
43	CTK03040698	44	CTK03040706	45	CTK03042330
नाम: लक्ष्मण शिंदे	नाम: रमेश शर्मा				
विवरण संख्या: 458					
125-40	विव: पुण	125-35	विव: मी	125-38	विव: मी
46	CTK03042405	47	CTK03042413	48	TGW1690023
नाम: संजय शिंदे					
विवरण संख्या: 458					
125-52	विव: पुण	125-34	विव: पुण	125-24	विव: मी
49	TGW1690929	50	TGW0031716	51	CTK4552870
नाम: सतीश शर्मा					
विवरण संख्या: 458	विवरण संख्या: 472				
125-85	विव: मी	125-41	विव: मी	125-43	विव: पुण

VOTER LISTS: This is a list of Citizens those who are eligible to vote it is prepared much before the election this is officially called electoral roll.

Do you think it is necessary to have a voters list for the conduction of an Election?

Epic: the electoral photo identity card epic is an identify document issued by the electoral registration officer.



Like in Panchayats, should we not have at least one-third seats in the parliament and assemblies reserved for women?

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)

<p>Election campaign, polling and counting of votes (15 min)</p>	<p>candidates 2.details of the assets and liabilities of the candidate and his or her family. 3.education qualification of the candidates This information has to be made public. Every person who wishes to contest security deposits along with nomination form.</p> <div data-bbox="646 418 1115 743" style="border: 1px solid black; height: 200px; width: 223px; margin: 10px auto;"></div> <p>What do you observe in the above in picture?</p> <p>Conclusion:</p> <p>A campaign in any series of actions or events that are meant achieve a particular result.</p> <ol style="list-style-type: none"> 1.the good of a political campaign is to put a candidate in office. 2. In India two-week period between the announcement final list of candidates and the date of polling is the duration for campaign 3.The publicity is done through newspaper, television channels election meeting poster and personal contact during the campaign 4.successfull slogans given by different political parties. Party and candidates can't bribe or threaten voters.appeal to them in the name of the caste and religion 	<p>What is Election Campaign?</p> <p>How is the campaigning done by candidates?</p> <div data-bbox="1260 483 1736 735" style="border: 1px solid black; height: 155px; width: 227px; margin: 10px auto;"></div> <p>What is full form of EVM?</p> <p>What do you call the counting of votes?</p> <p>Why are the party agents attended in the polling booth and counting center?</p> <p>Who declared Election results?</p> <p>Project: Make list of promises given by the candidates in an Election by referring Newspapers or Internet.</p> <p>Activity 1 Collecting Information:</p> <ul style="list-style-type: none"> ▪ How was the election campaign in your constituency in the last Lok Sabha elections? 	<p>Video on Process of Voting virtual demo</p> <div data-bbox="1812 451 2003 643" style="text-align: center;">  </div> <p>Source: Election Commission of India, YouTube.com.</p>
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Use Government resources for election campaign.
*Use any place of worship for election propaganda;
* Use Government vehicles aircraft and officials for election.
*Once election is announced minister shall not lay foundation stones of any projects
Explains-Polling and counting of voter.
The Voters poll their vote

- Prepare a list of what the candidates and parties said and did.



Why are party agents present in the polling booth and the counting centre?

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: 9 CIVIS
Chapter – 3 ELECTORAL POLITICS
Period No: 7

Key Concepts: What makes elections in India democratic?Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5min)</p> <p>What makes elections in India democratic? (10 min)</p> <p>Independent election commission. (5 min)</p> <p>Explain Why do we need elections. (5 min)</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <p>How elections conducted in INDIA?</p> <p>Why are election important in a democracy?</p> <p>Conclusion:</p> <p>Everyone should able to choose this means that everyone should have one vote and every vote should have equal value</p> <p>Parties and candidates should be free to contest election and should offer some real choice to the voters.</p>	<p>Which party do you like most?</p> <p>Who is your favorite political leader?</p> <p>When did you get right to vote?</p> <p>What are the minimum conditions of a democratic election? Enlist them?</p> <p>What are the unfair practices?</p>	<p>Election commission of India website</p> <p>https://voters.eci.gov.in/</p>

<p>Understand the functions of the Election commission</p> <p>Analyze how does the election commission have so much powers</p> <p>Recognize an election commission which is appointed by the president.</p>	<p>FUNCTIONS OF ELECTION COMMISSION:</p> <div data-bbox="548 253 1110 495" style="border: 1px solid black; height: 150px; width: 100%;"></div> <p>To conduct and control election from the announcement of election to the declaration of results.</p> <p>It implements the code of conduct and punishes any candidates or party that violates it.</p> <p>During the election period the EC can order the Government to follow some guidelines, to prevent use and misuse of governmental power. Enhance its chance to win Elections</p> <p>When an election duty Government officers work under the control of the EC but not the Government.</p>	<p>Activity: Read these headlines carefully and identify which powers are used by the Election Commission in each instance to ensure free and fair elections</p> <div data-bbox="1257 505 1671 751"> </div>	<p>Chart on Functions of Election Commission.</p>
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Teachers' reflections and experiences:

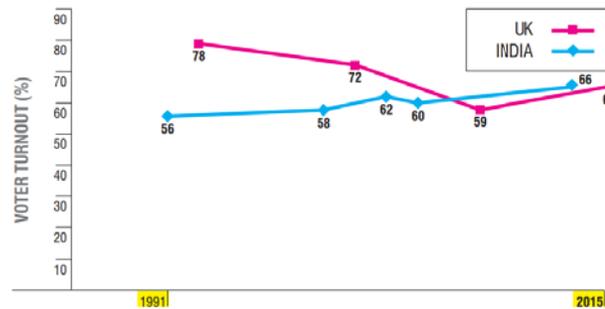
1. Is the lesson appropriately timed? _____
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3. Is each stage of the lesson aligned to the learning objectives and outcomes of the lesson? _____
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5. Does the lesson provide adequate opportunity for the students to practice the skills? _____
6. Any specific reflections by teacher: (Have to write based on Teacher's personal observations and experiences)

Class: 9 CIVIS
Chapter – 3 ELECTORAL POLITICS
Period No: 8
Key Concepts: POPULAR PARTICIPATION Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p> <p>Popular participation, Acceptance of election outcome (10 min)</p> <p>Understand if the election process is not free fair people will not continue to participate in exercise. (10 min)</p> <p>Compares people’s participation in election gone up then Europe and USA. (15 min)</p>	<p>Prior concept and knowledge</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div> <p>Who conducts the elections? How is Government formed? What is Election commission?</p>	<p>What are the advantages electoral competition?</p> <p>What is an election process</p> <p>How many voters participated 1999 Elections?</p> <p>Why elections are necessary?</p>	<p>Video on Election in India</p>  <p>Source: Orchids eLearning, YouTube.com https://www.youtube.com/watch?v=VpfcL0R_p6I</p>

People's participation in the election is measured by voter turnout figures.

1 VOTER TURNOUT IN INDIA AND THE UK

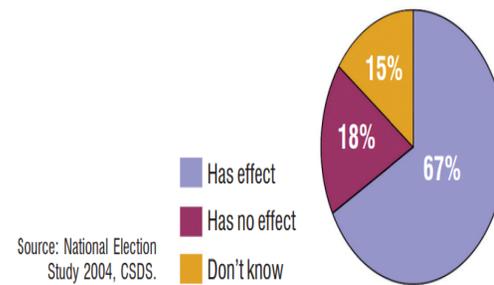


Turnout indicates the percent of Eligible voters who actually cast their vote

What Makes Election Democratic?

Text Book Pa
No: 96

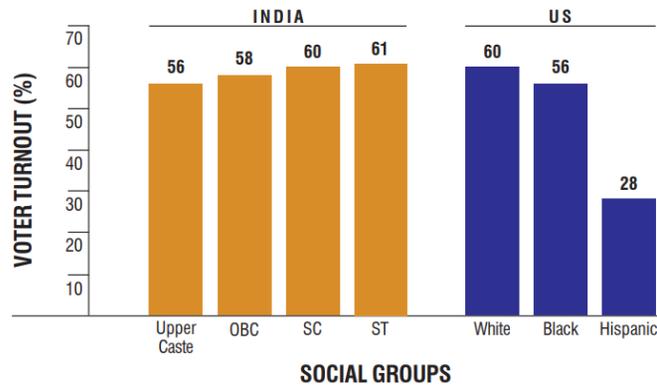
3 DO YOU THINK YOUR VOTE MAKES A DIFFERENCE?



Text Book Pa
No: 98

what do you understand the above the graph?

2 VOTER TURNOUT IN INDIA AND US BY SOCIAL GROUPS, 2004



***In India the poor illiterate and under privileged people vote in larger proportion as compared to the rich and privileged sections.**

And low-income groups of people vote in large numbers compared to rich people.

***Interest of voters in election has significantly increased in recent years.**



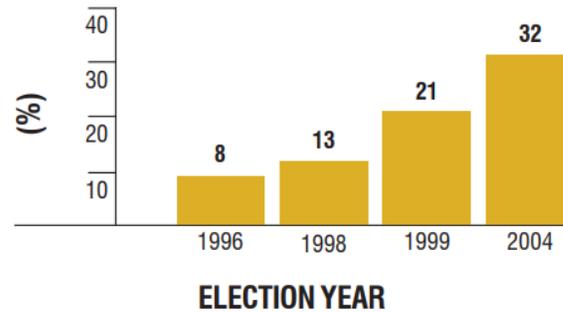
A C T I V I T Y

Ask the eligible voters in your family whether they voted in the last election to the Lok Sabha or to the state assembly. If they did not, ask them why did they not vote. If they did, ask them which party and candidate they voted for and why. Also ask them whether they had participated in any other election-related activity like attending an election meeting or rally etc.

**Text Book Pa
No: 98**

4 THOSE WHO PARTICIPATED IN ANY ELECTION RELATED ACTIVITY IN INDIA

Source: National Election Study 1996-2004, CSDS.



Acceptance of election outcome:



One final test of the free and fairness of the election is the outcome its self.

- 1.the ruling parties routinely lose elections in India both at the national and state level
2. In the USA an incumbent or sitting elected

	<p>representatives rarely loses an election</p> <p>3.candidates who are known to have spent lot of money buying votes and those with known criminal connections often lose elections.</p> <p>4.Barring very few disputed election the electoral outcomes are usually accepted as peoples verdict by the defeated party.</p>		
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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? _____
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6. Any specific reflections by teacher: (Have to write based on Teacher’s personal observations and experiences)

Class: 9 CIVIS
Chapter – 3 ELECTORAL POLITICS
Period No: 9
Key Concepts: Challenges to free and fair election Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation (5 min)</p>	<div data-bbox="533 669 1171 1081" style="border: 1px solid black; height: 254px; width: 304px; margin-bottom: 10px;"></div> <p>What you understand above the picture?</p> <p>What is free and fair election?</p> <p>What are the challenges faced EC in India?</p>	<div data-bbox="1268 766 1759 1123" style="text-align: center;"> </div> <p>Text Book Page No: 100</p> <p>What do you understand from the above the picture? give a comment</p>	<p>Video</p> <div data-bbox="1814 750 2003 938" style="text-align: center;"> </div> <p>Source: Civics academy SA, YouTube.com,</p> <p>https://www.youtube.com/watch?v=mDdLO6zUIUI</p>

Challenges to free and fair elections (15 min)

Conclusion:

Candidates and parties with a lot of money may not be sure of their victory but they do enjoy a big and unfair advantage over smaller parties and independence.

2. In some parties of the candidates with criminal connection have been able to secure a ticket from major parties

-family politics

-similarity of parties in policies and practices

disadvantages of smaller parties and independent candidates

FREE AND FAIR OF ELECTION:

For a true democracy it is important that elections are impartial and transparent .

Recognize election in India basically free and fair. (10 min)

What do political parties do during an election campaign?



Text Book Page No: 102

In this picture what happens to the voters before and after elections?

Did you find any difference between these two pictures?

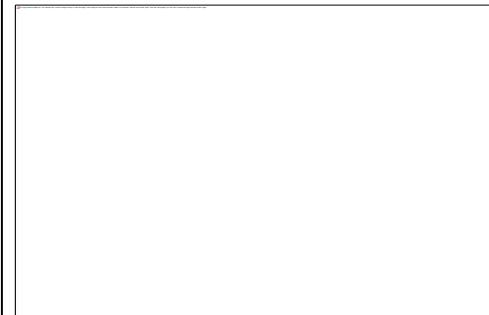


Chart on Challenges to Free and fair Elections

Cartoon on Text Book Page No: 102

Pictures

<p>Identify How the challenges faced by E. C during the election period.(10 min)</p>	<div data-bbox="535 159 1125 474" style="border: 1px solid black; height: 194px; width: 281px; margin-bottom: 10px;"></div> <p>Code of conduct: A set of norms and guidelines to be followed by political parties and contesting candidates during election time.</p> <div data-bbox="535 646 1125 961" style="border: 1px solid black; height: 194px; width: 281px; margin-bottom: 10px;"></div> <p>Constituency: Voters in a geographical area who elected a representative to the legislative bodies Incumbent: the current holder of a political office usually the choice for the voters in elections is between the incumbent party or candidate and those who oppose them.</p> <p>Level playing field: condition in which all parties and candidates contesting in an election have equal opportunities to appeal for votes and to carry out election campaign</p>	<p>What do you mean by code of conduct? Who issued the model code of conduct?</p> <p>What did you understand above the picture shows? What are the challenges faced by the voter from the candidates?</p> <div data-bbox="1262 688 1747 906" style="border: 1px solid black; height: 134px; width: 231px; margin-bottom: 10px;"></div> <p>What is meant by constituency? What is meant by incumbent?</p> <div data-bbox="1262 1042 1789 1341" style="border: 1px solid black; height: 184px; width: 251px;"></div>	<p>Pictures</p>
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	<p>Rigging: fraud and malpractices indulged by a party or candidate to increase their votes</p> <p>_stuffing ballot boxes</p> <p>_regarding multiple votes by the same person.</p> <p>Voting turnout: the %of eligible voters who cast their votes in an election</p>	<p>What is meant by rigging?</p>	

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)

IX CLASS – SOCIAL STUDIES
CIVICS – CHAPTER -4 ELECTORAL POLITICS
Period No: 10 - WORKSHEET-Max.Marks:20

I Multiple Choice Questions:

4x1=4 M

1. Elections are like exams where politicians & parties know if they have passed or failed. But who are the examiners? []
a) Election Commission b) Voters
c) State Government d) National Government
2. Who led the Nyaya Yudh []
a) Chaudhary Charan Singh b) Chaudhary Devi Lal
c) Ajit Singh d) None of the above
3. What is meant by the term Constituency? []
a) Secretariat
b) Parliament
c) An area from where voters elect their representatives for Legislative Assembly/Parliament
d) All of the above
4. Who has given the slogan Garibi Hatao? []
a) Indira Gandhi b) Rajiv Gandhi
c) Rahul Gandhi d) None of these

II Answer the following questions in short.

2x2=4M

5. The Election Commissioner of India does not have enough powers to conduct free and fair elections in the country. Do you agree? Give reasons.
6. It is very easy for the party in power to win an election. Do you agree? Give two reasons

III Answer the following questions briefly.

1x3=3M

7. Why are election campaigns needed?

IV Answer the following:

1x4=4M

8. Mention the powers and functions of Election Commission of India.

V Answer the following questions in details:

1x5=5M

9. What are the merits and demerits of an electoral competition?

Class: 9 CIVIS
Chapter – 3 ELECTORAL POLITICS
Period No: 10

Key Concepts: Remedial Teaching and Assessment

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Recapitulation – 5 minutes</p> <p>Remedial Teaching & Assessment (20 min)</p>	<ul style="list-style-type: none"> • 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 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)

LESSON PLAN: Democratic Politics 1

CLASS-9 CHAPTER- 4:Working of Institutions

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:

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-5 understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government

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

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.

Competencies (Illustrative):

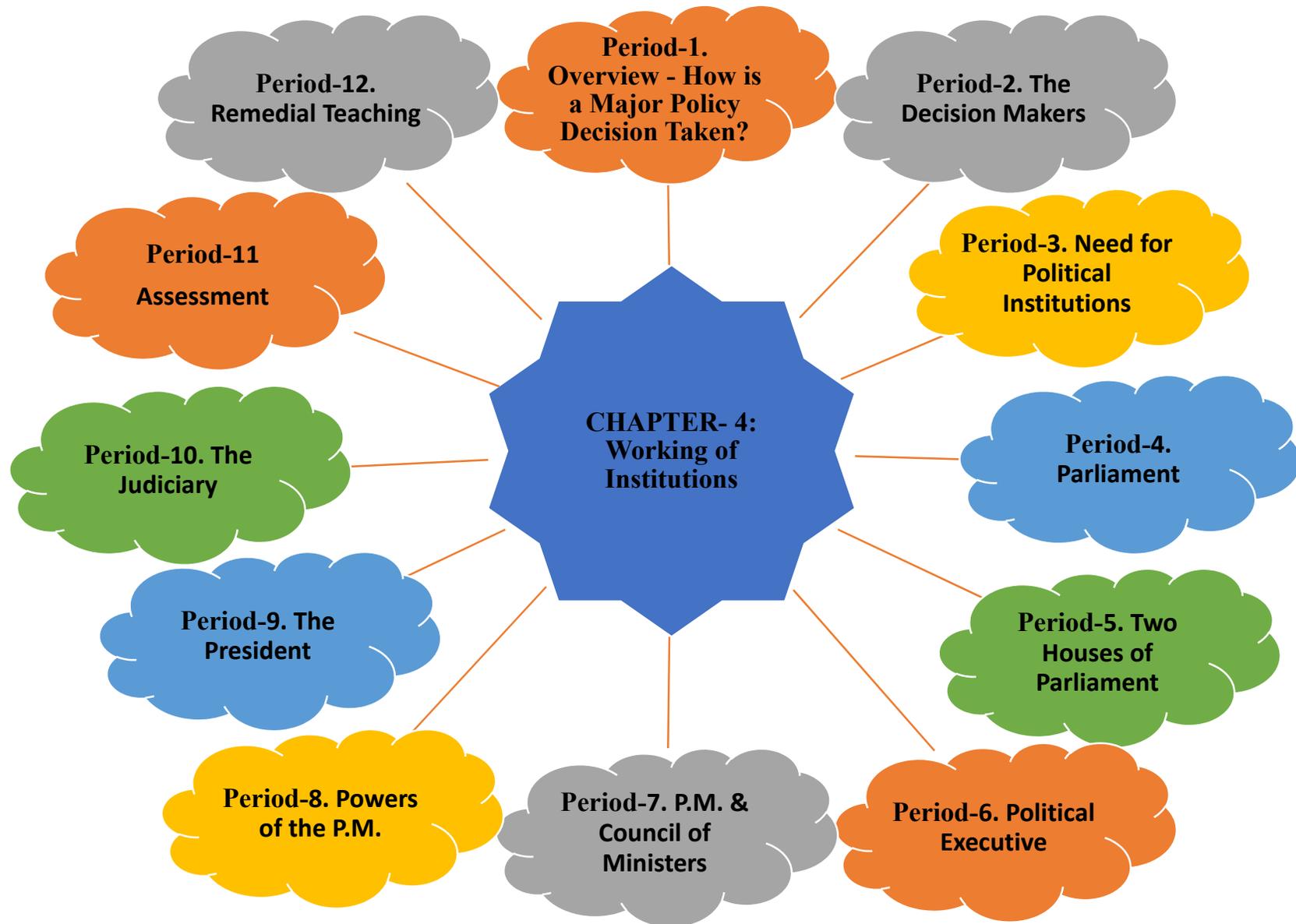
C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation

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

C-6.4 Understands that a progressive society and nation such as India is one that recognizes not only its civilization 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

9TH CIVICS CHAPTER- 4: WORKING OF INSTITUTIONS MIND MAPPING (12 Periods)



Chapter 4–Working of Institutions - Periods Allotted:12

Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
Period-1 Overview - How is a Major Policy Decision Taken?	LO7: Identifies how policy decisions are taken in a democratic government.	C7.1: Learn about the key terms of Government Order, Office Memorandum, Mandal Commission, Socially and Educationally Backward Classes (SEBC) etc.
Period-2 The Decision Makers	LO2: Analysis how major decisions are taken and implemented in the country.	C2.1: Analyze about the Mandal Commission, reservations, ‘Indira Sawhney and others Vs Union of India case’.
Period-3 Need for Political Institutions	LO3: understand why democratic governments insist on institutions.	C3.1: Learn about institutions that take all important policy decisions, responsible for taking steps to implement theministers’ decisions
Period-4 Parliament	LO1: Recognizes why we need a Parliament.	C1.1: Describes about the mechanism of Parliament.
Period-5 Two Houses of Parliament	LO2: Classifies and compares two houses of the Parliament.	C2.1: compares between Lok Sabha and Rajya Sabha, difference between two houses, budget, no confidence etc.
Period-6 Political Executive	LO3: Explains the role of a Political Executive	C3.1: Learn about executive, ‘execution’ of the policies of the government, political and permanent executives.
Period-7 P.M. & Council of Ministers	LO1Recognizesthe role and power of a Prime Minister and Council of Ministers	C1.1: Describes about Prime Minister, Council of Ministers, Cabinet Ministers, Ministers of State with independent Charge.

Period-8 Powers of the P.M.	LO3: Explains what are the real powers a Prime Minister of India having	C3.1. Analyses about coalition politics, coalition government, positions of the coalition partners.
Period-9 The President	LO 7: Identifies the role of a President in the Indian Democracy	C 7.1: Learn about President, Presidential Democracy, and Queen of Britain.
Period-10 The Judiciary	LO 7: Identifies the role of Independent Judiciary in a Democratic Government	C 7.1: Importance of the Judiciary, Supreme Court, High Court, Chief Justice in a democracy. Public Interest Litigation, Judicial Review
Period-11 Assessment	LO 11: To assess the progress of students.	C13: Analysis of progress of students.
Period-12 Remedial Teaching	LO 12: This will be to revise the above concepts only for those who didn't understand it properly.	C14: Revision and re-teaching

- Note:** 1. The teachers should not exclude 'Check your progress?', 'Activities' and Read the cartoon given in the textbook, pertaining to the chapter.
2. Teacher may take an assessment during the lesson.

Class: 9– Democratic Politics 1
Chapter - 4: Working of Institutions
Period No: 01

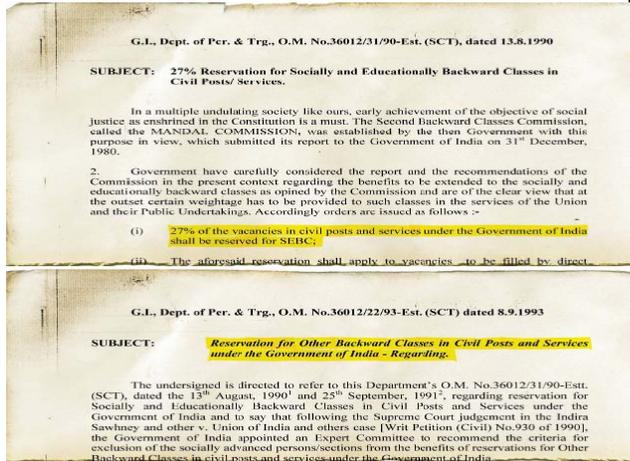
Key concepts: Overview - How is a Major Policy Decision Taken?

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Overview of Concepts related to Working of Institutions. - Democracy - Legislature - Executive - Judiciary. Identify different institutions in a democratic government (20 mins)</p> <p>2. How is a Major Policy Decision Taken? Understand how policy decisions are taken in a democratic government (20 mins)</p> <p>LO7: Identifies how policy decisions are taken in a democratic</p>	<p>Posing questions related to the topic.</p> <ol style="list-style-type: none"> Who is the head of your family? Does the head of your family take major decisions in your family? Who implements those major decisions? Do all the family members agree to the decisions? If one or some members do not agree to the decisions, what will the head do? Does the head of the family implement the decisions even though some members object them? <p>In order to explain the topic, the class continues with</p> <ol style="list-style-type: none"> ‘How many of you visited panchayats office of your village? In that panchayats office how many members are there? Who is the head of the panchayat’s office in your village? Do you know who is the major decision maker in your village regarding village development? How do the villagers know the new decisions? 	<ol style="list-style-type: none"> Which institutions are at work in the running of your school? Would it be better if one person alone took all the decisions regarding management of your school? What did we learn about institutions? What were some of the institutions we read about in the newspapers? 	<div data-bbox="1772 505 1976 797" style="text-align: center;">  <p>T8P1Y5</p> </div> <p align="center">Video</p>

government.
 C7.1: Learn about the key terms of Government Order, Office Memorandum, Mandal Commission, Socially and Educationally Backward Classes (SEBC) etc.

6. What is the news clipping about?
 (By showing a latest implemented GO)
 7. Who were some different people or groups involved in this?

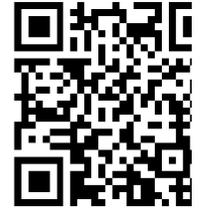


Institutions are structures and arrangements that perform a specific function.
 Examples: Prime Ministers, President, Council of Ministers
 Other Institutions: Parliament, Supreme Court.



A C T I V I T Y

- Which points, other than the ones mentioned above, do you recall about these institutions from the previous class? Discuss in class.
- Can you think of a major decision made by your state government? How were the Governor, the Council of Ministers, the state assembly and the courts involved in that decision?



Source:
 theOpenBook,
 YouTube.com

<https://youtu.be/anx6PY9BJM?share=shared>

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: 9 – Democratic Politics 1
Chapter - 4: Working of Institutions
Period No: 02
Key concepts: The Decision Makers
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Recapitulation (5 mins)</p> <p>2. Heads of the State and Government. (15 Mins)</p> <p>LO2: Analysis how major decisions are taken and implemented in the country. C2.1: Analyze about the Mandal Commission, reservations, 'Indira Sawhney and others Vs Union of India case'.</p>	<p>Posing Questions:</p> <ul style="list-style-type: none"> ❖ What is SEBC? ❖ Who decided to issue this Memorandum? <p>➤ President is the head of the state and is the highest formal authority in the country.</p> <p>➤ Prime Minister is the head of the government and actually exercises all governmental powers.</p> <p>➤ Which points, other than the ones mentioned above, do you recall about these institutions from previous classes? Discuss in class.</p> <p>➤ This Office Memorandum was the culmination of a long chain of events.</p> <p>➤ Is every Office Memorandum a major political decision? If not, what made this one different?</p> <p>➤ The Government of India had</p>	<p>1. Who recommended the 27% reservation in government jobs?</p> <p>2. Who passed the law and brought it to action?</p> <p>3. Who signed the order?</p> <p>4. Who resolved the conflict and modified the law?</p> <p>5. Was this commission just independently set up or someone directed it to be?"</p> <p>6. What is meant by 'Office</p>	<p>Chart on the decision makers</p>

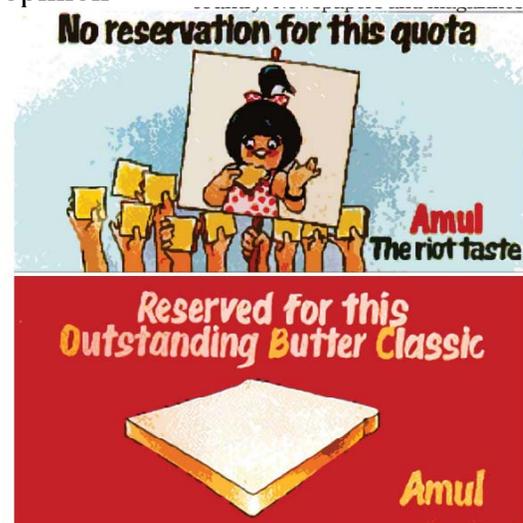
<p>3. Mandal Commission (20 Mins)</p>	<p>appointed the Second Backward Classes Commission in 1979 headed by B.P. Mandal.</p> <ul style="list-style-type: none"> ➤ The Commission gave its Report in 1980.  <ul style="list-style-type: none"> ➤ Why did the President of India in his address to the Parliament announce the intention of the government to implement the recommendations of the Mandal Commission? <ul style="list-style-type: none"> ➤ To which department was the above decision of the Cabinet sent? ➤ O.M. No. 36012/ 31/90 was born on 13 August 1990. ❖ Some felt that existence of inequalities among people of different castes in Indian necessitated job reservations. 	<p>Memorandum?</p> <p>7. Why did people react strongly to the Mandal Commission Report?</p>	<p>Video</p>  <p>Source: Pebbles CBSE Board Syllabus, YouTube.com https://www.youtube.com/watch?v=Ma_5vA6Gh0w</p>
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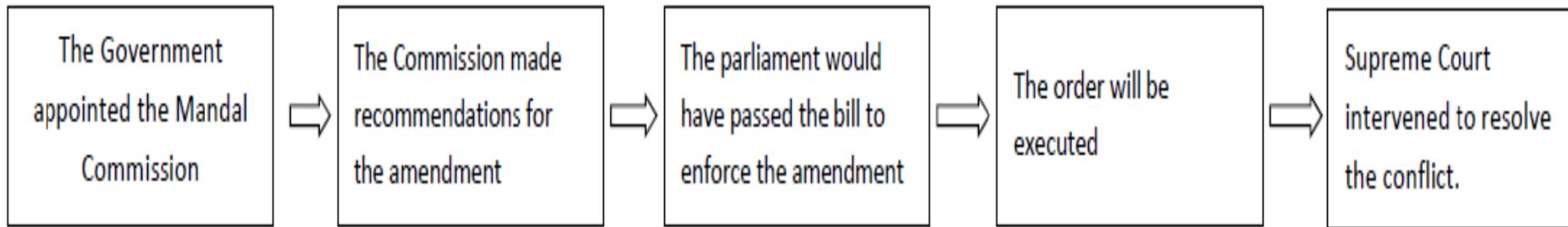
- ❖ Some felt that this would perpetuate caste feelings among people and hamper national unity.
- ❖ Who resolved this dispute?
- ❖ This case was known as the ‘Indira Sawhney and others Vs Union of India case’.
- ❖ The Supreme Court judges in 1992 declared that this order of the Government of India was valid.

Conclusion:

1. Whoever makes the law comes under “LEGISLATURE” –
2. Who executes it comes under “EXECUTIVE” and
3. Who interprets it or resolves the conflict comes under “JUDICIARY”.

Activity 1:
Teacher makes the students to read the given cartoon and write their opinion





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: 9 – Democratic Politics 1 Chapter - 4: Working of Institutions Period No: 03 Key concepts: Period-3. Need for Political Institutions Date:			
TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Recapitulation (10 mins)</p> <p>2. Need for Political Institutions (30 mins)</p> <p>LO3: understand why democratic governments insist on institutions.</p> <p>C3.1: Learn about institutions that take all important policy decisions, responsible for taking steps to implement the ministers' decisions</p>	<p>What was the reaction of the people to the implementation of Mandal Commission Report?</p> <p><u>Activity Set Up</u> - For the activity following chits will have to be made: Chits with the name of the institutions- Parliament, Judiciary, Executive (Political Executive and Civil Servants)</p> <p><u>Instructions for the Activity</u> - Divide students in 3 different groups. - One person from each group will come and pick a chit and go back. - In their groups, students will have to discuss, what would happen if this particular institution fails to perform its function? - Allot 5 minutes for the discussion - During the group discussion, the teacher should move around listening to each group and asking guiding questions to further the discussion.</p> <p><u>Some of the guiding questions that can be asked are:</u> • What would be a consequence of a failure of</p>	<p>1. Can you think of some other institutions in this example? What is their role?</p> <p>2. One might feel that it is much better to have one person take all decisions without any rules, procedures and meetings in India. But that is not correct why?</p> <p>3. What do the Civil Servants do?</p>	<p>Pictures</p> <p>Power Point Presentation</p> <p>ICT</p> <p>https://youtu.be/ghT</p>

this institution?

- What will change in terms of the power structure?
- Think about the impact on the citizens, different functions and minorities?

After the discussion, one person from each group will present the thoughts.

Likely Responses

A. Failure of Parliament:

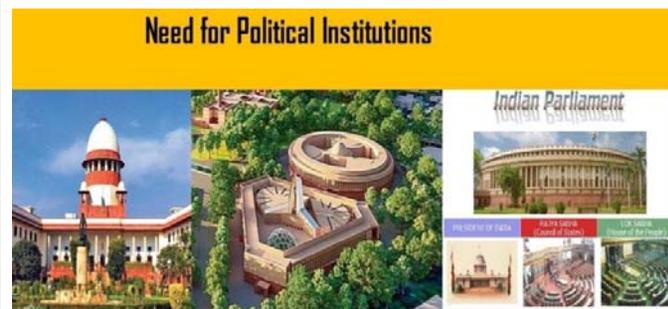
1. We will not be able to make new laws.
2. We will not be able to pass amendments for existing laws.
3. No budget would be approved for the country.

B. Failure of Judiciary:

1. There will be no institution to safeguard interests of the citizens.
2. Everyone will break laws.
3. Conflicts will escalate.

Failure of Executive:

1. Laws will not be executed.
2. No work will get accomplished.



❖ The government is responsible for

4. Even though civil servants are far more educated and have expert knowledge on various subjects, why does the ultimate power to decide matters lie with the ministers?

[Vv6zjthk?si=Y4U7ilZAXw29lqib](https://www.youtube.com/watch?v=Vv6zjthk?si=Y4U7ilZAXw29lqib)

(source- youtube)

ensuring security to the citizens and providing facilities for education and health to all. It collects taxes and spends the money thus raised on administration, defense and development programmes.

- ❖ It is also important that these activities keep taking place even if the persons in key positions change.
- ❖ So, to attend to all these tasks, several arrangements are made in all modern democracies.
- ❖ Such arrangements are called institutions.



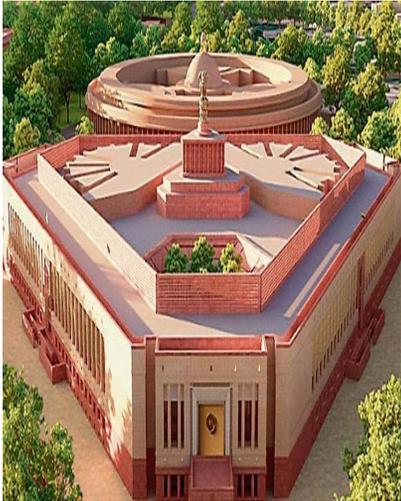
Which institutions are at work in the running of your school? Would it be better if one person alone took all the decisions regarding management of your school?

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? _____

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

Class: 9 – Democratic Politics 1
Chapter - 4: Working of Institutions
Period No: 04
Key concepts: Parliament
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Parliament (10 mins)</p> <p>2. Why do we need a Parliament (Understand the need for a Parliament.) (15 mins) LO1: Recognizes why we need a Parliament. C1.1: Describes about the mechanism of Parliament.</p> <p>3. Students are able to know the importance of Parliament (15 Mins)</p>	<p>In the example of the Office Memorandum, do you remember the role of Parliament?</p> <ul style="list-style-type: none"> ❖ You might think that Parliament had no role in it. ❖ Let us recall the points. ❖ If Parliament was not in favour of this decision, the Government could not have gone ahead with it. ❖ Can you guess why? ❖ In India a national assembly of elected representatives is called Parliament. ❖ Parliament is the final authority for making laws in any country. <p><u>Functions of the Parliament:</u></p> <ol style="list-style-type: none"> 1. Making Amendments to existing laws 2. Making New Laws 3. Abolishing existing Laws 	<ol style="list-style-type: none"> 1. What is 'Parliament'? 2. Which of these are correct so far as powers of the Parliament are concerned, apart from making laws? <ol style="list-style-type: none"> (a) Exercising control over the government (b) Controlling finance of the country (c) Serving as the highest forum of discussion and debate (d) All the above 3. In which ways does the Parliament exercise political authority on behalf of the people? 	<p>https://youtu.be/ CvjUyQdaDo?si=2jmdQGC6OcA1_oj5 (source- youtube)</p>  <p>(Source-Google)</p>

4. Controlling the spending of Public Money
5. Creating budgets
6. Discussing and Debating Policy Matters



4. 4.A teacher was making preparations for a mock parliament. She called two students to act as leaders of two political parties. She gave them an option: Each one could choose to have a majority either in the mock Lok Sabha or in the mock Rajya Sabha. If this choice was given to you, which one would you choose and why?

ICT

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: 9 – Democratic Politics 1
Chapter - 4: Working of Institutions
Period No: 05
Key concepts: Two Houses of Parliament
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1.Revision (5 mins)</p> <p>2. Two Houses of Parliament (To understand the role of each House of the Parliament and the difference between them through an inquiry driven discussion.) 20 Mins</p> <p>LO2: Classifies and compares two houses of the Parliament. C2.1: compares between Lok Sabha and Rajya Sabha, difference between two houses, budget, no confidence etc.</p>	<p>What is ‘Parliament’?</p> <p>Let’s now understand what comprises the Parliament. We read that the Parliament has two houses- Rajya Sabha and Lok Sabha. The Rajya Sabha is the Council of States and the Lok Sabha is the House of the People. From this line, can you infer which of these two houses will be directly elected?”</p> <p>We have learnt that our Parliament includes the President, the Rajya Sabha and the Lok Sabha. ❖ Who do you think is the more powerful house? Discuss with the class, the process of making laws in the country: “In terms of making laws, both houses have equal power except in case of finance and money related matters- in that case, the Lok Sabha has more powers and can override Rajya Sabha’s decision.”</p>	<p>1. For how long can the Rajya Sabha delay a Money Bill?</p> <p>2. Who is the presiding officer of the Lok Sabha? (a) Speaker (b) Vice President (c) President (d) Prime Minister</p> <p>3. What if the President rejects the bill?</p> <p>4. Do you think it is easy to turn a bill into law?...</p> <p>5. ...And do you think that it is good that it is not so easy?</p> <p>6. If you had to pick, you would want to be a leader of which house? Why?</p> <p>Activity-1: Watch and gather information</p>	<p>Power Point Presentation</p> <p>ICT</p> <p>https://youtu.be/HkJo_rkjKqU?si=MK17IXvpuGJhzag3 (source- youtube)</p>

3. A day in the life of the Lok Sabha
(15 Mins)

“From everything that we have learnt about the Parliament, now, can you think why it is important to vote?”



Mock Parliament Activity:

In this activity, the whole class will be divided in two groups. One group will act as Lok Sabha and the second group will act as Rajya Sabha. Make 2 placards with Rajya Sabha and Lok Sabha and put it in front of each group. One student volunteer will act as the President and should be seated in the center. The teacher will act as a moderator.

Scenario: ‘Students should be allowed to wear colored clothes.’”

The houses are debating the above bill in the Parliament.

Make the following chits and ask students to pick it up randomly.

- a. Your friends say they do not want the uniform but would like to have the school sweater in winter.
- b. Your family has a tailor shop; if

When Parliament is in session, there is a special programme every day on Doordarshan about the proceedings in Lok Sabha and Rajya Sabha. Watch the proceedings or read about it in the newspapers and note the following:

- Powers of the two Houses of Parliament.
- Role of the Speaker.
- Role of the Opposition.

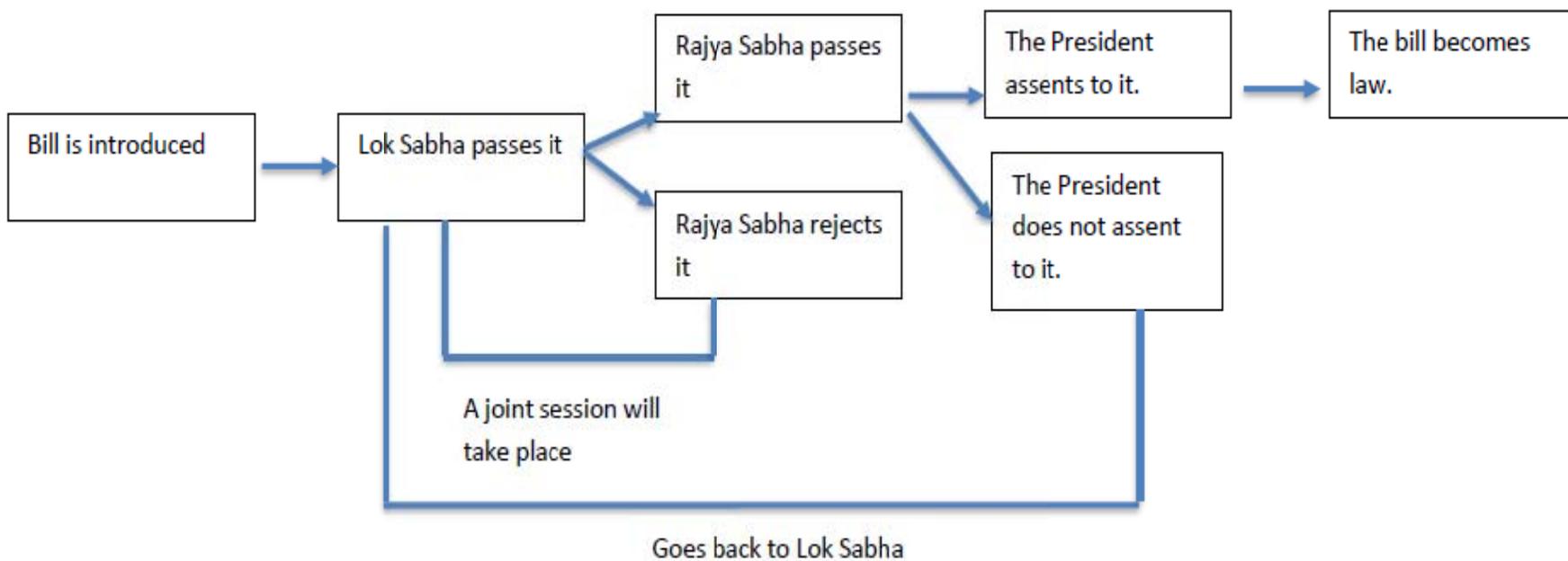
Assessment Question:

Read the following statements and mark true or false:

1. Rajya Sabha can introduce bills on money related matters. (F)
2. If there is a difference between two houses, the final decision is taken in a joint session. (T)
3. Lok Sabha, House of the People is directly elected by the people of India. (T)
4. A bill can become a law with or without President’s assent. (F)
5. Rajya Sabha is the more powerful of both the houses. (F)
6. Lok Sabha has a greater number of members than Rajya Sabha. (T)

Pictures

there are no uniforms your family will not be able to earn enough.
 c. There are some families with multiple kids and uniforms become very expensive.
 d. If the bill is passed, there might be class distinction according to clothes between rich students and not so well-off students.



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: 9 – Democratic Politics 1
Chapter - 4: Working of Institutions
Period No: 06
Key concepts: Political Executive
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1.Recapitulation (10 mins)</p> <p>2. Understand the role of a Political Executive (15 Mins)</p> <p>LO3: Explains the role of a Political Executive</p> <p>C3.1: Learn about executive, 'execution' of the policies of the government, political and permanent executives.</p>	<p>1. Who makes the law? 2. What is the process of making a law? Can someone share it in a single sentence? 3. What kind of bills can only be introduced by Lok Sabha?</p> <p>Can we govern a country by just making laws? (Likely Response: No) - Then, what else is needed? (Likely Response: We need someone to implement/execute these laws.) - Exactly, and this someone comprises the Executive. Let's take an example. If there is new policy that is made, the discussions, debates happen in the Parliament but who ensures that these policies are implemented on the ground? (Likely Response: The Executives)</p> <p>“Political Executives are the leaders that are elected by the People and</p>	<p>1. What is the role of Executive? 2. Who do you think is a part of the Executive? 3. Are they appointed or elected? 4. Who among the following is a part of the political executive? (a) Home Minister (b) District Collector (c) Secretary of the Ministry of Home Affairs</p>	<p>https://youtu.be/HkJo_rkJKqU?si=MK17IXvpuGJhzag3 (source- youtube)</p> <p>Power Point Presentation</p> <p>ICT</p>

3. Differentiate between Political Executives and Civil Servants
(15 mins)

who take major decisions. Whereas Permanent Executives are people appointed for the long-term. These are people in civil services.”

- Ask students to give an example of civil services.

Political Executive:

1. Taking decisions on frameworks and objectives of the policy.
2. Are heads of the ministries.
3. Are elected by the people.

Permanent Executive:

1. Have technical expertise on the matter.
2. Are appointed.
3. Look after the day-to-day functioning's.
4. Stay the same even if the ruling party changes.

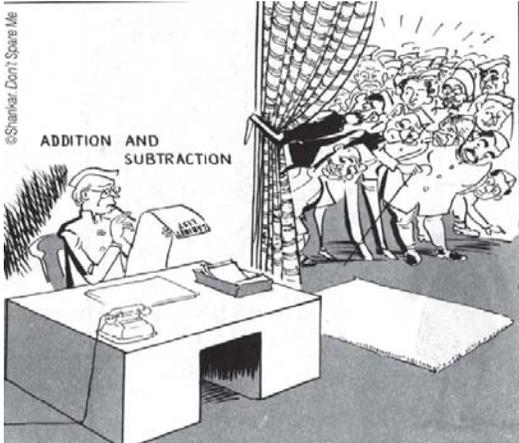


Pictures

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: 9 – Democratic Politics 1
Chapter - 4: Working of Institutions
Period No: 07
Key concepts: P.M. & Council of Ministers
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Prior concepts (5 mins)</p> <p>2. P.M. & Council of Ministers</p> <p>(To learn about the institution of Prime Minister and the Council of Ministers) 35 Mins</p> <p>LO1 Recognizes the role and power of a Prime Minister and Council of Ministers</p> <p>C1.1: Describes about Prime Minister, Council of Ministers, Cabinet Ministers, Ministers of State with independent Charge.</p>	<p>1. Who holds the most important and powerful position in the government? 2. What is the tenure of office of the Prime Minister?</p> <p>“The Prime Minister is the head of the Government and The President is the head of the state. Prime Minister, along with his Cabinet Ministers, takes most of the important decisions related to the country and therefore Parliamentary Democracy is also called Cabinet Form of Government.”</p> <p>Cabinet Ministers are usually top-level leaders of the ruling party or parties who are in charge of the major ministries.</p> <p>What are the duties performed by the cabinet minister?</p> <p>Ministers of State with independent charge are usually in-charge of</p>	<p>1. Who becomes the Prime-Minister? 2. Who appoints the Council of Ministers? 3. In which way do the cabinet ministers exercise more powers than the other ministers?</p>  <p>Activity 1: Study the given cartoon and comment on its theme. Express your own views also.</p> <p>Activity 2: Project work</p> <ul style="list-style-type: none"> List the names of five Cabinet 	<p>https://youtu.be/HQalnwfO?si=4qyk3y_caZgZY6 (source- youtube)</p> <p>Power Point Presentat</p> <p>ICT</p>

	<p>smaller Ministries.</p> <p>Ministers of State are attached to and required to assist Cabinet Ministers.</p> 	<p>Ministers and their ministries each at the Union level and in your state.</p> <ul style="list-style-type: none"> Meet the Mayor or Municipal Chairperson of your town or the President of Zilla Parishad of your district and ask him or her about how the city, town or district is administered. 	<p>Pictures</p>
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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: 9 – Democratic Politics 1
Chapter - 4: Working of Institutions
Period No: 08

Key concepts: Powers of the P.M.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1.Revision (5 mins)</p> <p>2.Powers of the Prime Minister In this section, students will learn about the powers of Prime Minister with the help of an activity and will then move on to reading about the powers of the Prime Minister. (20 mins)</p> <p>LO3: Explains what are the real powers a Prime Minister of India</p>	<p>Who becomes the Prime-Minister? Who appoints the Council of Ministers?</p> <p>How to do the Activity</p> <ul style="list-style-type: none"> - Divide students in groups of 4-6 - Share that they have 10 minutes to do this. - Write down the following questions on the board: <ol style="list-style-type: none"> a. What roles and responsibilities should the Prime Minister of India have? b. What kind of skills and qualifications does he need to have? - After 10 minutes, allot 2 minutes for each group to present their Job Descriptions. 	<p>Why is the Prime Minister the most powerful man in the government?</p> <p>Write any three powers of the Prime Minister?</p>  <p>Study the given cartoon and comment on its theme. Explain your own views regarding the theme.</p>	<p>https://youtu.be/HQalnwfO?si=4qyk3y caZ ZY6 (source- youtube)</p> <p>Power Point Presentat</p> <p>ICT</p>

<p>having C3.1. analyses about coalition politics, coalition government, positions of the coalition partners.</p> <p>2. coalition government</p>	<p>- A good practice would be to make two columns on the board- column 1 for roles and responsibilities and column 2 for skills and qualifications and note down responses there. Do not note down or merge similar responses.</p> <p>- Sum up the discussions and then share the Handout 2 with students.</p> <p>- Say, now we are going to read this and find out, what are some of the actual functions of the Prime Minister.</p> <p>- This can be used to cross check what students had written in their job descriptions.</p> <p>Powers and Functions of the Prime Minister</p> <ol style="list-style-type: none"> 1. Prime Minister is the head of the Government. 2. Ministers are appointed on the advice of the Prime Minister. 3. The Prime Minister distributes and redistributes the work to the minister. 4. He/She can dismiss the Ministers. 5. He/She chair Cabinet Meetings. 6. He/She co-ordinates the work between different departments. His decision is final in case of disagreements between two departments. 7. He/She are the Leader of the Lower 	<p>Which of these options is/are correct regarding the powers of the Prime Minister?</p> <p>(a) He chairs the Cabinet meetings (b) He distributes work to the different departments © He can dismiss ministers (d) All the above</p> <p>What is the government formed by an alliance of two or more political parties called?</p> <div data-bbox="1220 748 1373 1015" data-label="Image"> </div> <p>What is better for a democracy: A Prime Minister who can do whatever he wishes or a Prime Minister who needs to consult other leaders and parties?</p>	<p>Pictures</p>
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<p>(15 mins)</p>	<p>House of the Parliament. 8. He/She represent the country on foreign tours.</p> <p>a) Is the Prime Minister the most powerful then? b) b) What is the possible risk of having too much power?</p> <p>What is a coalition government? Why the Prime Minister of a coalition government cannot take decisions as he likes?</p>		
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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: 9 – Democratic Politics 1
Chapter – 4: Working of Institutions
Period No: 09
Key concepts: The President
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUI
<p>c. Prior Concept (5 mins)</p> <p>2. The President of India In this section, students will have a discussion about what they know about the President of the Country. (15 Mins)</p> <p>2. Power of the President In this section, students will understand the power of the President and analyze why the President office is required in a Democracy. Students will also compare and contrast the powers of the President with the Powers of the</p>	<p>Who is the President of India? Tell some of the names of ex-presidents of India? Where is the Rashtra Pati Bhavan located in India?</p> <p>We understand the roles and the powers of a Prime Minister. Now let's come to our President, which is another important institution of our country. We know he/she is the head of the state. What does this mean? What powers does the President have? - We will try to understand this. Before we start, let's think back and note down everything we know about the President of India.</p> <p>For how many years, the President is Elected? Are there any general elections held for the President? What kind of news do we listen to or watch about the President? “From the discussion, we understand that</p>	<p>What are some of the other countries that have a Presidential System of Democracy?</p> <p>What are some of the countries with the Parliamentary system of Democracy?</p>  <p>Who are the dignitaries in the above picture?</p>	<p>https://youtu.be/oEZnlmt0?si=gu-bT5ktFsmsJTe (source- youtube)</p> <p>Power Point Presentation</p> <p>ICT</p>

<p>Prime Minister. (10 mins)</p> <p>3.Parliamentary System VS Presidential System</p> <p>In this section, students will learn the difference between the Parliamentary System and the Presidential System by comparing and contrasting the features of American Democracy with Indian Democracy. (10 mins)</p> <p>LO 7: Identifies the role of a President in the Indian Democracy C 7.1: Learn about President, Presidential Democracy, and Queen of Britain.</p>	<p>the President is not an active participant in day-to-day activities. There are no elections held for him/her such as those for the Prime Minister. Yet, he/she is the head of the State. What does this mean? Let’s try to understand this by learning more about the Powers of the President. “</p>  <p>While the Prime Minister is the head of the government, the President is the head of the State. In our political system the head of the State exercises only nominal powers. The President of India is like the Queen of Britain whose functions are to a large extent ceremonial. The President supervises the overall functioning of all the political institutions in the country so that they operate in harmony to achieve the objectives of the State.</p> <p>What do you think will happen if the President and the Prime Minister disagree about some policy? b. Why do you think the President is appointed the Supreme Commander of</p>	<p>What are they doing in the picture?</p> <p>What is the position of the President? (a) Nominal head of the state (b) Real head of the state © Hereditary head of the state</p> <p>The president of India is elected by (a) Direct Election by citizens ... 18 years of age (b) Indirect Election by the Electoral College © The Prime Minister and the Council of Ministers</p> <p>What is the key difference between the Parliamentary System and the Presidential System of Democracy?</p>  <p>Why does this book refer to the President as 'she'? Have we ever had a woman President in our country?</p>	<p>Pictures</p>
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the Air Force?

c. If all power rests with the Prime Minister, why is the office of the President important?



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: 9 – Democratic Politics 1
Chapter - 4: Working of Institutions
Period No: 10
Key concepts: The Judiciary
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>1. Revision (10 mins)</p> <p>2. The Judiciary Understand the role of Independent Judiciary in a Democratic Government</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the balance of power in a democracy by learning the role of Independent Judiciary <p>(30 mins)</p> <p>LO 7: Identifies the role of Independent Judiciary in a Democratic Government</p> <p>C 7.1: Importance of the Judiciary, Supreme Court, High Court, Chief Justice in a</p>	<p>Why are people allowed to go to courts against the government’s decisions?</p> <p>How many types of courts do you know?</p> <p>Where is the Supreme Court located in India?</p> <div style="text-align: center;">  SUPREME COURT OF INDIA </div>  <p>The third most important institution is the Judiciary and we will learn more about it. Before we begin, let’s review a case study- In 1990, an office memorandum was issued which said 27% of vacancies in Civil Post and services will be reserved for SEBC or Socially and Educationally Backward classes. It led to protests around the country- many supported this move and thought it</p>	<p>a. Who appoints the Judges of Supreme Court and High Court?</p> <p>b. Is appointment of Judges subject to political influence?</p>  <p>Who are the dignitaries in the above picture?</p> <p>What are they doing in the picture?</p>	<p>https://youtu.be/AJZIdeVxnMviBc3LASrbvtg2 (source- youtub</p> <p>Power Poin Presentation</p> <p>ICT</p>

<p>democracy. Public Interest Litigation, Judicial Review</p>	<p>will bring equality in opportunity and many were against it. Who do you think resolved this dispute?</p> <p>a. What major function does the Judiciary play? b. Who comprises the Judiciary?</p> <p>What major function does the Judiciary play?</p> <div data-bbox="522 581 1173 954" data-label="Diagram"> <pre> graph TD NATION --> SC[Supreme Court] STATE --> HC[High Court] LOCAL --> DC[District Court] SC --> HC HC --> DC </pre> </div> <p>India has an integrated judiciary. It means the Supreme Court controls the judicial administration in the country. Its decisions are binding on all other courts of the country. It can take up any dispute</p> <ul style="list-style-type: none"> • Between citizens of the country; • Between citizens and government; • Between two or more state governments; <p>and</p> <ul style="list-style-type: none"> • Between governments at the union and the state level. 	<div data-bbox="1205 305 1703 402" data-label="Section-Header"> <h2>A C T I V I T Y</h2> </div> <p>Follow the news about any major court case in a High Court or the Supreme Court. What was the original verdict? Did the High Court or the Supreme Court change it? What was the reason?</p> <p>Project work on the given activity in the pg.no:146 of the text book.</p>	<p>Pictures</p>
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The judges of the Supreme Court and the High Courts are appointed by the President on the advice of the Prime Minister and in consultation with the Chief Justice of the Supreme Court.

How can judges be removed?

d. What powers does the Judiciary have?

PIL - What does this mean?



Why are people allowed to go to courts against the government's decisions?

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: 9 – Democratic Politics 1
Chapter - 4: Working of Institutions
Period No: 12
Key concepts: Remedial Teaching
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
1. Remedial Teaching	1.This will be to revise the above concepts only for those who didn't understand it		

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: 9

SUBJECTS: SOCIAL SCIENCE

PART: CIVICS



NAME OF THE LESSON: 5-DEMOCRATIC RIGHTS

NO OF PERIODS:10

Aims of Education:

Rational Thought and Autonomy: Individuals 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.

- a. **Health and wellbeing**
- 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, 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

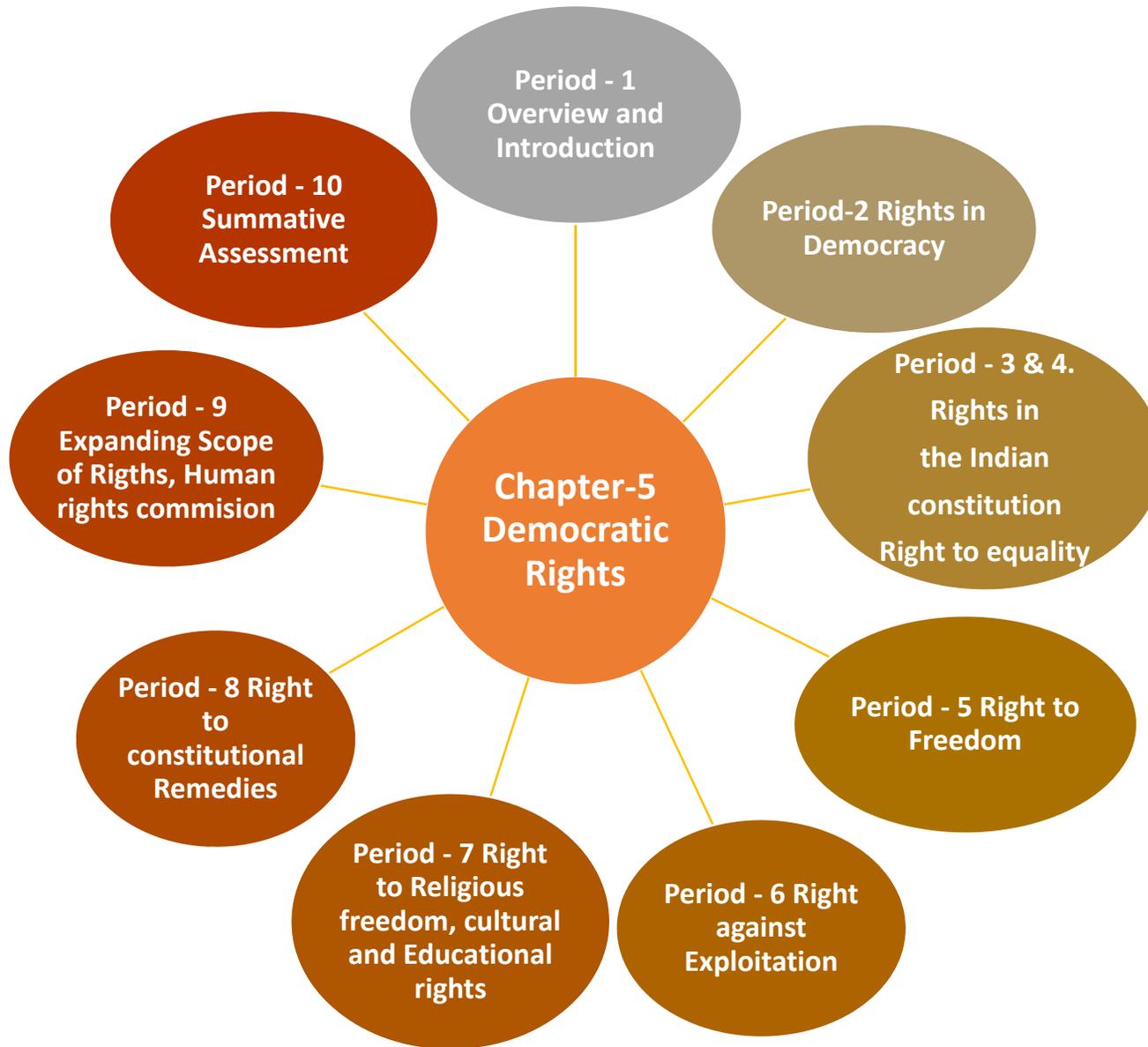
CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government

- 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

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-6.3 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 recognises 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

9th CIVICS:5-DEMOCRATIC RIGHTS-MIND MAPPING (10 Periods)



Period and Topics	Learning Outcomes	Indicators (from learning Framework + CBSE 2023 Curriculum)
1. Introduction Life without Rights	<p>LO3: Understand how the life is miserable in the absence of rights with examples</p> <ul style="list-style-type: none"> * Guantanamo Bay * Rights in Saudi Arabia * Massacre in Kosovo <p>LO2: Compare different situations that the countries when they do not have rights</p>	3.1 Revision of concepts related to rights such as natural rights, basic rights, features of rights, features of democracy etc.
2.Rights in Democracy	LO1: Understand the meaning and importance of Rights in Democratic system.	<p>1.1 Meaning and qualities of rights.</p> <p>1.2 Understand the need of rights in democracy.Appreciate the role of government in protecting the interests of the people.</p>
3& 4. Rights in the Indian constitution Right to equality	<p>LO3: Discuss the importance of fundamental rights in a democracy and constitution</p> <p>LO4: Analyze right to equality.</p> <p>LO1: Identify different types of equality.</p>	3.1 Explain articles come under right to equality (14 to 18), features of right to equality, significance and various types of equality.
5.Right to freedom	<p>LO1: Identify that Right to Freedom is basic human right.</p> <p>LO3: Understand different types of rights.</p>	<p>1.1 Explain meaning of freedom.</p> <p>3.1 Evaluate freedoms guaranteed under Indian constitutions and their limitations.</p>
6.Right against exploitation.	<p>LO3: Discuss Significant features of Right against exploitation.</p> <p>LO3: Specific evils mentioned in the constitution and their types.</p>	<p>3.1 Explain the purpose of Right against exploitation.</p> <p>3.2 Understand provisions to prevent exploitation.</p> <p>3.3 Types of exploitation.</p> <p>.</p>
7.Right to Religious Freedom Cultural and Educational Rights.	<p>LO3: Identify the fact that every person has a right to profess, practice and propagate the religion he or she believes in.</p> <p>LO3: Understand the need of special protection of language, culture and religion of the minorities.</p>	<p>3.1 Explain Right to Religious Freedom article under it</p> <p>3.2 Analyze Secular State-Limitations</p> <p>3.3 Identify the articles under cultural and educational rights.</p> <p>3.4 Recognize the importance of majority rule and minority rights.</p>
8.Right to constitutional	LO3: Identify the right which protects all Fundamental Rights and how it protects.	<p>3.1 Explain the meaning of constitutional Remedies</p> <p>3.2 Analyze the objectives of Right to Constitutional Remedies</p>

Remedies.	LO12: Appreciate Dr. Ambedkar views LO1: Recognize the writs for the enforcement of the Fundamental Rights which are ordered by courts.	3.3 Understand the importance and limitations of constitutional remedies.
9.Human Rights Commission Expanding scope of rights Identify the fact that Fundamental Rights are the source of all rights	LO3: Identify the purpose and importance of National Human Rights Commission LO1: Identify the fact the Fundamental Rights are the source of all rights LO3: Discuss international covenant on Economic, social and cultural rights. LO12: Appreciate the new rights guaranteed by South African constitution to its citizens.	3.1 Explain the work of National Human Rights Commission. 12.1 Appreciate work of National and State Human Rights commission 3.3 Explain how the scope of rights has been expanded recent times. 3.4 Explain the new rights guaranteed by South African constitution. 12.2 Appreciate the rights recognized by international covenant.
Period – 710 Work Sheet Assessment (20 Marks) A and Remedial teaching.	<ul style="list-style-type: none"> • 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 teachers should not exclude ‘Check your progress? ,’Activities’ and Read the cartoon given in the textbook, pertaining to the chapter.
2. Teacher may take an assessment during the lesson.

CLASS-9
CHAPTER: DEMOCRATIC RIGHTS
PERIOD NO:1
KEY CONCEPTS: OVERVIEW – INTRODUCTION

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing prior skills/knowledge:</p> <p>Revising concepts related to Rights:</p> <p>Life without rights</p> <p>Analyze that Guantanamo Bay is considered as major breach of human rights.</p>	<p>Posing questions related to Rights</p> <ul style="list-style-type: none"> • What are the features of Democracy? • Which rights are considered as natural rights? • Which act provides free and compulsory education? • Can you imagine your life without rights? <p>There are some countries where the Rights are under the control of leaders or authoritative governments Some examples</p> <p><u>Prison in Guantanamo Bay</u></p>  <p>Activity 1: Group discussion on the miserable condition of the prisoners in Guantanamo Bay prison</p>	<ul style="list-style-type: none"> - What is Guantanamo Bay where is it? - Which organization reported about human rights violation in Guantanamo Bay? - What is called 9/11 attacks? <p>Activity: 1 Analyze the following letter in the light of human rights violation in Guantanamo Bay</p>	<p>World map</p>  <p>Source: Google</p> <p>Video</p>  <p>Source:Examrace, YouTube.com</p>

Understand the relation between citizens and the government's positions in Saudi Arabia.

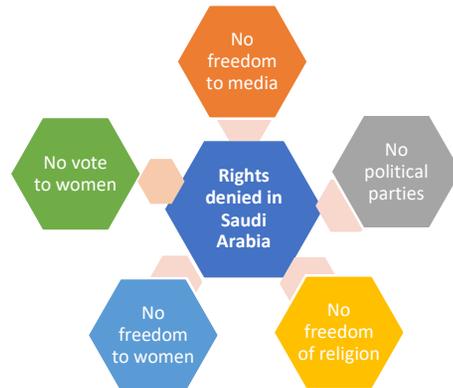
Explain the deal between US and Cuba in 1903.

- 600 people picked up by forces.
- Considered as enemies of US during 9/11 attacks.
- Strict interrogation.
- Amnesty international

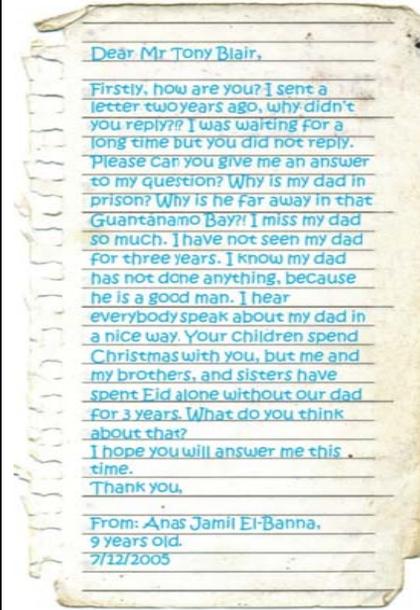
Explain citizens' rights in Saudi Arabia



By showing the picture, explain how rights are denied in Saudi Arabia.



Identify similar conditions in Oman and Libya also.



Text Book Page No; 150

<https://www.youtube.com/watch?v=hEsOkMiTOgk>

Source YouTube.com

Activity-1: Project work

- Write a letter to Anas Jamil in UK, describing your reactions after reading his letter to Tony Blair.
- Write a letter from Batisha in Kosovo to a woman who faced a similar situation in India.
- Write a memorandum on behalf of women in Saudi Arabia to the Secretary General of the United Nations

Chart on rights denied in Saudi Arabia



Understand ethnic minorities, i.e., Albanians faced problems by majority Serbs.

Activity 2: Debate on the Rights of women in Saudi Arabia



Discuss the incident that had taken place in Kosovo to an Albanian family in April 1990.

Analyze that the massacre was being carried out by the army under the direction of a leader who came to power through democratic elections.

Discuss ethnic violence in India during partition of India.

- What is the condition of women in Saudi Arabia?
- What is the role of the citizens in Saudi Arabia?
- Students are asked to write a memorandum on behalf of women in Saudi Arabia to the secretary General of UN?

What is the meaning of ethnic cleansing?

What is the majority community in Kosovo?

Who was the Serb's nationalist leader?

Explain ethnic massacre in Kosovo

Video Link:

https://www.youtube.com/watch?v=o1XPEn_CU90

Video



Source: TRT World, Youtube.com video on Ethnic massacre of Kosovo. https://www.youtube.com/watch?v=o1XPEn_CU90

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-9
CHAPTER: DEMOCRATIC RIGHTS
PERIOD NO:2
KEY CONCEPTS: RIGHTS IN A DEMOCRACY
 Date:

TOPIC/SUB TOPIC, LEARNING OUTCOMES& INDICATORS	PEDAGOGICAL PROCESSES / TEACHING-LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing previous knowledge and skills</p> <p>Rights in a Democracy.</p> <p>Students are able to understand the meaning of Right</p> <p>Students are able to identify when a 'Right' is possible</p>	<p>Posing questions to introduce the topic What is the importance of Democracy? How can you say that the country is democratic? Who suffered in Guantanamo Bay? Do the people of Saudi Arabia have any right in electing or changing ruler? Which country's elected government attacked the rights of their own citizens</p> <p>In the above 3 cases do the people enjoy any right?</p> <p>Explain the meaning of Right. Rights are the claims of a person over other fellow beings, over the society and over the government. It is recognized by society and sanctioned by law.</p> <p>Discuss – that the right is possible when one makes a claim that is equally possible for other A right come with an obligate to respect others' rights The basis of these rights lies on the factors which are recognized by society as rightful</p>	<p>What is the definition of Right? Activity: 1 Project: Collect information required by observing the following Picture</p>  <p>What are the examples of elected governments not protecting or even attacking the rights of their own citizens? Why do they do that?</p>	<p>World map</p>  <p>Source: Google</p>

Explain qualities of rights:

Qualities of Rights

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graph TD
    A[Qualities of Rights] --> B[Reasonable Claims]
    A --> C[Recognized by Society]
    A --> D[Sanctioned by Law]
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Reasonable Claims Recognized by Society Sanctioned by Law

Activity: Group discussion on violation of rights.

Explain violation of rights – approach to the courts

Analyze the need of rights in democracy



Discuss the need for rights in democracy

Explain the special role of rights in democracy by

Text Book Page No: 156

How can you say that rights change from time to times and society to society?

What are the qualities of Rights?

Why do we need rights in a democracy?

Video on Why do we need rights in democracy.



Source: W:
to Success
Frame,
YouTube.c
m.
<https://www.youtube.com/watch?v=5BLv-A5vM>

Chart on Rights in Democracy

<p>Analyze the role of rights in democracy</p> <p>Discuss why rights need to be placed higher than the government:</p>	<div data-bbox="583 168 1060 597" data-label="Diagram"> </div> <p>Text Book Page No: 158</p> <p>Observe the Picture and find out rights that matches Protecting Minority Majority can't do whatever it likes Rights are guarantees which can be used when things go wrong.</p> <p>Explain in what way rights protect citizens against the unjust use of power by the government.</p>	<p>In which conditions the government cannot violate the rights?</p>	
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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? _____

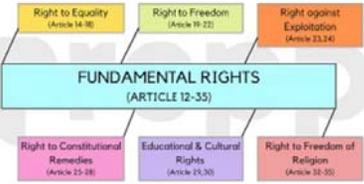
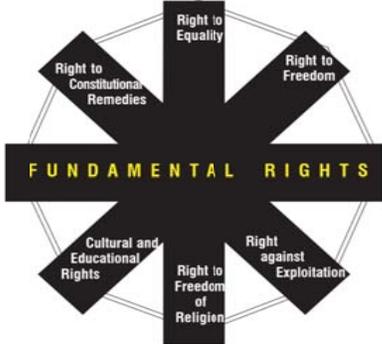
Is there space for students to collaborate and cooperate with each other? _____

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-9
CHAPTER: DEMOCRATIC RIGHTS
PERIOD NO: 3 & 4
KEY CONCEPTS: RIGHTS IN THE INDIAN CONSTITUTION RIGHT TO EQUALITY

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing previous knowledge and skills</p> <p>Understand importance of Fundamental Rights in the constitution</p> <p>Students are able to identify that fundamental rights are important basic features of India's constitution</p> <p>Examine the importance of judiciary in protecting fundamental rights</p> <p>Identify fundamental rights and under articles</p>	<p>Posing questions</p> <ol style="list-style-type: none"> 1. When did our constitution come into force? 2. Name some features of Indian Constitution. 3. What are Rights? 4. Can Democracy survive without Rights? <p>Conclusion: Some rights which are fundamental to our life are given a special status are called Fundamental Rights.</p>  <p>Discuss the meaning and importance of fundamental rights.</p> <ul style="list-style-type: none"> ➤ Enshrined in the constitution ➤ Guaranteed to all ➤ Applied to all ➤ Enforced by the court <p>Discuss preamble to our constitution which secures all citizens equality, liberty and justice and the part of constitution that fundamental rights are</p>	 <p>- List out Fundamental Rights</p> <p>Which are very necessary for the growth of every individual?</p> <p>Which country first used fundamental rights?</p> <p>In which part of the constitution fundamental rights are placed?</p>	<p>Digital Reading</p>  <p>https://byjus.com/ce-ias-prep/right-to-equality/</p> <p>Source.byjus.com</p> <p>Video on Fundamental</p> 

<p>Understand the importance of right to equality which is essential for creating a just and equitable society. Identify that the equality is essence of democracy .</p> <p>Recognize the fact that all Indians are equal and will get same treatment in the court of law i.e. equal protection of law</p> <p>Identify social equality.</p> <p>Analyze equality of opportunity</p>	<p>incorporated</p> <p>Activity 1: Debate on Why do we need Rights?</p> <p>Discuss how judiciary provides remedies for violation of fundamental rights by issues of writs like Habeas corpus , mandamus certiorari</p> <p>Study different fundamental rights under articles</p> <p>Discuss right to equality.</p>  <p>Explain different kinds of equality.</p>  <p>Explain the rule of law which is foundation of any</p>	<p>What is habeas corpus?</p> <p>Is it taken place in case of Guantanamo Bay?</p> <p>How many fundamentals are there in the constitution?</p> <p>Which articles come under fundamental rights?</p> <div style="border: 1px solid black; background-color: #ffffcc; padding: 5px;"> <p> A C T I V I T Y</p> <ul style="list-style-type: none"> ■ Go to the playground of the school or any stadium and watch a 400 metre race on any track. Why are the competitors in the outer lane placed ahead of those in the inner lane at the starting point of the race? What would happen if all the competitors start the race from the same line? Which of these two would be an equal and fair race? Apply this example to a competition for jobs. ■ Observe any big public building. Is there a ramp for physically handicapped? Are there any other facilities that make it possible for physically handicapped to use the building in the same way as any one else? Should these special facilities be provided, if it leads to extra expenditure on the building? Do these special provisions go against the principle of equality? </div> <p>Text Book Page No: 160</p>	<p>rights.</p> <p>https://www.youtube.com/watch?v=xw8HSfVgA_k</p> <p>Chart on Fundamental Rights</p> <p>Chart work on Rights of Equality.</p> <p>Chart on kinds of Equality</p>
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<p>Students are able to get clarity that reservations are not a violation of the right to equality.</p> <p>Identify that untouchability is an offense and if anyone is doing so it is punishable by law. Identify that the article 17, abolishes untouchability.</p> <p>Understand article 18 which abolished titles and forbids any state from conferring any title on anyone.</p>	<p>democracy.</p> <ul style="list-style-type: none"> No person is above the law. <p>Discuss with an example</p> <ul style="list-style-type: none"> Prime minister to small farmer in a remote village is subjected to same laws. <p>Discuss that how the state is providing social equality without discriminating any citizen on grounds of caste, sex and religion.</p> <ul style="list-style-type: none"> Reservation facility for SC and ST in jobs and educational institutions. Giving everyone an equal opportunity to achieve whatever on his capable <p>Activity 2:</p>  <p>Observe the competitors in the outer lane and inner lane, differences in the starting point of the race. Identify the right to equality.</p> <p>Activity 3:</p> <p>Observe any public building, is there any ramp for physically handicapped? Are there any other facilities that make it possible for physically handicapped to use the building in the same way as anyone else? Do these special provisions go against the principle of equality? Explain the principle of non-discrimination.</p>	<p>Project work: Read news report and identify the right. The Allahabad high court quashed the central law, which gave Aligarh Muslim university its minority status, and held illegal reservation of seats for Muslims in PG medical courses.</p> <p>What is the equality of law?</p> <p>What do you mean by social equality?</p> <p>What are the examples of social equality?</p> <p>What is equality of opportunity in India?</p>	<p>Video on Untouchability</p>  <p>Source: Sarvesh</p>
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Explain different forms of untouchability.
Discuss article 17 of Indian constitution and legal abolishment of untouchability in 1950.

Discuss that titles like Raj Bahadur, Khan Bahadur were meant for a regular class of aristocrats created by the British government.

Explain the reason of abolition of titles under article 18.

Do you think reservations are necessary?

What is article 17?

When was untouchability abolished legally?

Do you find untouchability in your area?

Which titles were abolished by the constitution?

Is Bharath Ratna under article 18?

Janakiraman,
YouTube.com.

<https://www.youtube.com/watch?v=Sk-wUXhFCac>

Digital Reading



Source:

Google.com
<https://samistilegal.in/article-17-of-the-constitution/#:~:text=ARTICLE%2017%20OF%20THE%20INDIAN,Constitution%20nor%20in%20the%20Act.>

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-9
CHAPTER: DEMOCRATIC RIGHTS
PERIOD NO: 5
KEY CONCEPTS: RIGHT TO FREEDOM
Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing previous knowledge and skills</p> <p>Understand the meaning of freedom and the individual rights that were considered vital by the framers of the constitution.</p> <p>Understand the articles that come under 'Right to Freedom'.</p> <p>Students understand 6 freedoms guaranteed by the Indian constitution as a part of right to freedom</p> <p>Identify articles 20-22.</p>	<p>Activity-1: Role-play: Divide students into groups and assign each group a different scenario where someone's freedom is being restricted. Have them act out the scenario and then discuss the importance of freedom and how to protect it. Posing Question 1. How many fundamental rights are there in Indian constitution? 2. Does that ensure Freedom to all Citizens?</p> <p>Define freedom ❖ Freedom means absence of constraints. ❖ We want to live in society, we want to be free.</p> <p>Students identify the right to freedom is a basic human right, aim to protect and promote the ideas of liberty as per the preamble. Explain-the right to freedom offers its citizens the independence to live with dignity.</p> <ul style="list-style-type: none"> • Right to freedom under articles 19, 20, 21 	<p>What is a basic human right?</p> <p>Which articles under right to freedom?</p> <p>What are 6 freedoms under right to</p>	<p>Video</p>  <p>Source:onlinecourses.swayam2.ac.in https://onlinecourses.swayam2.ac.in/nou23_hs39/preview</p> <p>Chart on Right to freedom</p>

Discuss that the citizens can express their views in many ways

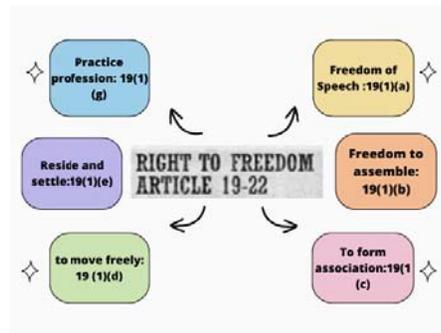
Recognize the laws that regulate freedom of speech.

Analyze how an issue can get public support.

Recognize the fact citizens can also form associations?

Recognize the fact—the citizens of India have freedom to travel any part of the country. Person from any part of the country reside any place.

(A) and 22 in the constitution.



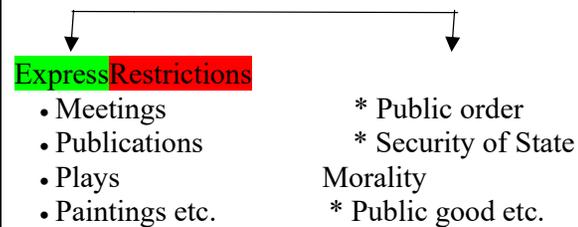
Discuss articles from 20

to 22 like right to life.

- Discuss the right to freedom of speech and expression.



Students able to understand that the citizens can express their views through



Discuss freedom of speech can't be used without thought not to be defamatory.

freedom?

‘Right to life’ under which article?

In which article right to freedom of speech and expression enshrined?

Give some examples for freedom of speech.

What are the limitations of freedom of expression?



Should freedom of expression be extended to those who are

Digital Reading



Source:Byju's.com,
<https://byjus.com/ias-questions/what-is-article-21-of-the-constitution/>

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

CLASS-9
CHAPTER: DEMOCRATIC RIGHTS
PERIOD NO: 6
KEY CONCEPTS: RIGHT AGAINST EXPLOITATION

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing prior skills/knowledge</p> <p>Recognize the fact right against exploitation is a Fundamental right under article 23, and It prohibits all types of forced labour, child labour and trafficking of people</p> <p>Understand the meaning of human trafficking and it's nature</p> <p>Define forced labour or beggar</p> <p>Analyze the reasons for child labor.</p>	<p>Posing questions:</p> <ol style="list-style-type: none"> 1. What does the right to equality says? 2. Who are considered as children? 3. What causes exploitation? 4. Do you know free labor? <p>Discuss the significant features of right against exploitation</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Forced Beggar</p> <p>Organ removal</p> </div> <div style="text-align: center;"> <p>Human Trafficking</p> </div> <div style="text-align: center;"> <p>Forced Labour</p> <p>Sexual slavery</p> </div> </div> <p>Explain the ways of human trafficking by showing above pie diagram.</p> <ul style="list-style-type: none"> • poverty, lack of education, cultural factors etc., are causes 	<p>Why is article 23 and 24 important?</p> <p>Activity 1: Collect the News paper cutting on human trafficking.</p> <p>Activity 2: Gathering Information.</p> <ul style="list-style-type: none"> ▪ Do you know what the minimum wages in your state are? If not, can you find out? ▪ Speak to five people doing different types of work in your neighborhood and find out if they are earning the minimum wages or not. ▪ Ask them if they know what the minimum wages are. ▪ Ask them if men and women are getting the same wages. 	<p>Digital Reading</p> <div style="text-align: center;">  </div> <p>https://byjus.com/free-ias-prep/right-against-exploitation-articles-23-24/#:~:text=Article%2023%20forbids%20any%20form.than%2Dminimum%20wage%20is%20paid.</p>

<p>Identify under article of the Indian constitution and what Article 24 states</p> <p>Understand laws have been made to prohibit children to work in industries, beedimaking, firecrackers etc.. Describe article 35</p>	<p>Discuss the meaning of forced labour Reason for compelled forced labour Article under it. Where it happens? How it takes place?</p> <p>Activity 1: Role play on Child Labour.</p> <p>Discuss the causes of child labour like poverty, migration, large family size, lack of proper education etc.. by showing picture</p>  <p>Discuss article 24 of the Indian Constitution The child labour act of 1986. Its aim to prohibit child labour in factories and other hazardous jobs.</p> <p>Explain article 35 which empowers the parliament to make laws for punishing one who violates article 23 and 24 of constitution.</p>	<p>How can we prevent human trafficking?</p> <p>Which article comes under forced labour?</p> <p>Beggar word derived from which language?</p> <p>Is child labour a crime? How can we stop child labour?</p> <p>Differentiate between child labour and forced labour.</p> <p>What type of prohibition is Article 24?</p> <p>What is the importance of Article 35?</p> <p>Project work : collect the news paper cuttings related to child labour and prepare a scrap book.</p>	<p>Chart on Child Labour</p> <p>Video on Child labor</p>  <p>Source: LearningPie Preschool, YouTube.com https://www.youtube.com/watch?v=U6bBudEnSG4</p>
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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-9
CHAPTER: DEMOCRATIC RIGHTS
PERIOD NO:7
KEY CONCEPTS: RIGHT TO RELIGIOUS FREEDOM CULTURAL AND EDUCATIONAL RIGHTS.
Date:

TOPIC/SUB TOPIC, LEARNING OUTCOMES& INDICATORS	PEDAGOGICAL PROCESSES / TEACHING-LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing previous knowledge and skills</p> <p>Recognize the fact The right to freedom includes right to freedom of religion and article under it.</p> <p>Recognize the fact that every person has a right to profess, practice and propagate any religion.</p> <p>Understand the limitations of freedom of religion in India.</p>	<p>Posing questions:</p> <ol style="list-style-type: none"> 1. Can you find different religious people in your area? 2. Which religion is majority in India? 3. Name some minor religions. 4. What is culture? Give example. <p>Discuss the meaning of religion 42nd amendment Words incorporated Article 25</p>  <p>By showing the picture discuss religious freedom</p>	<p>In which year 42nd Amendment taken place?</p> <p>Which words added to the preamble?</p> <p>Can anyone follow any religion if he/she wish?</p> <p>Why do we need religious freedom?</p> <p>Do you support animal sacrifice for religious activity?</p>	<p>Digital Reading</p>  <p>Source: Byju's.com, https://byjus.com/free-ias-prep/right-to-freedom-of-religion-articles-25-28/</p>

Identify the need for special protection of language culture and religion of the minority.

Identify the articles under cultural and educational rights of the minorities.

Explain Article 26 which gives all denominations the right to manage their own affairs in matter of religion. Individuals have the right to express their religious beliefs without interference from the government.

Discuss the limitations or restrictions.



No compulsion for conversion.

No person can do whatever he wants with examples; sacrifice of animals.

No compulsion to pay tax for the maintenance of religious institution.

Discuss diversity of India. Who are called minorities? Importance of majority rule and minority rights.

Article 29 { • Protection of Interests of Minorities.

Article 30 { • Right of Minorities to Establish and Administer Educational Institutions

By showing the picture explain articles 29 and 30, what they guarantee.

Activity:2
Conduct group discussion different type of

Activity:1



1. Prepare a bar graph based on the percentage of proportion of religions.



The Constitution does not give people their religion. Then how can it give people the right to practise their religion?

Chart on Article 29 and 30



Video on Unity in Diversity.

<https://www.youtube.com/watch?v=bUbhlhzwC9k>

	minorities on the basis of language, caste etc		
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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-9
CHAPTER: DEMOCRATIC RIGHTS
PERIOD NO:8

KEY CONCEPTS: RIGHT TO CONSTITUTIONAL REMEDIES.

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing prior skills/knowledge</p> <p>Identify the right which protects all fundamental rights and how it protects.</p> <p>Appreciate Ambedkar views</p> <p>Identify Fundamental Rights are guaranteed against the actions of the legislatures, the executive and any other authorities.</p> <p>Analyze the writs for the enforcement of the Fundamental Rights.</p>	<p>Probing questions:</p> <ol style="list-style-type: none"> 1. What is the highest court in the state as well as country? 2. Is there any scope of the violation of fundamental rights? <p>Explain the meaning of right to constitutional remedies which is a fundamental right *Under article 32 *Understand the role of judiciary in protection of rights</p> <p>Discuss: Right to constitutional Remedies as heart and soul of the constitution. Explain if fundamental rights are violated what we have to do with an example.</p> <p>Discuss * No law or action violate Fundamental Rights *If any law takes away any fundamental right it will be invalid.</p>	<p>Activity 1: Information Gathering.</p> <ul style="list-style-type: none"> ▪ Is there a State Human Rights Commission in your state? ▪ Find out about its activities. ▪ Write a petition to the NHRC if you know any instances of human rights violation in your area. <p>Why did Dr. Ambedkar call Right to Constitutional Remedies as the heart and soul of the constitution?</p> <p>Can fundamental rights be taken away?</p> <p>How many writs are issued to enforce fundamental rights?</p>	<p>Digital Reading</p>  <p>https://byjus.com/social-science/fundamental-rights-of-india/</p> <p>Project: Fundamental Rights</p>  <p>https://www.youtube.com/watch?v=oRMo8rXX</p>



By showing the picture explain various types of writs.

Discuss how the supreme court and high court issue directions, orders or writs for the enforcement of Fundamental Rights.

Which writ is not followed in the case of Guantanamo Bay



Can the President of India stop you from approaching the Supreme Court to secure your fundamental rights?

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-9
CHAPTER: DEMOCRATIC RIGHTS
PERIOD NO:9
KEY CONCEPTS: HUMAN RIGHTS COMMISSION

Date:

TOPIC/SUB TOPIC, LEARNING OUT COMES & INDICATORS	PEDAGOGICAL PROCESSES / TEACHING LEARNING PROCESS	ASSESSMENT STRATEGIES	MATERIALS REQUIRED
<p>Testing prior skills/knowledge</p> <p>Understand purpose and importance of National Human Rights commission</p> <p>Differentiate human rights and fundamental rights</p>	<p>Probing questions:</p> <ol style="list-style-type: none"> 1. Name some basic human rights. 2. When did we celebrate human right's day? 3. Is human right important? <p>Explain formation and purpose of Human Rights Commission</p> <div data-bbox="533 794 1062 1127" data-label="Image"> </div> <p>By showing the picture explain that NHRC was formed in 1993</p> <ul style="list-style-type: none"> • Composition • Appointment • First chairman-Ranganath Mishra • Present chairman- Arun Kumar Mishra 	<p>Expand NHRC</p> <p>Who appoints HRC?</p>	<p>National Human Rights commission video</p> <p>https://www.youtube.com/watch?v=ECVpBlctpk</p> <div data-bbox="1730 1073 1955 1289" data-label="Image"> </div>

<p>Able to understand role of Human Rights commission in India.</p> <p>Identify the fact that NHRC cannot by itself punish the guilty</p> <p>Discuss state human rights commission</p> <p>Identify scope of rights expanded over the years.</p>	<ul style="list-style-type: none"> • Explain powers of Human Rights commission • Explain similarities and differences between human rights and fundamental rights. • Discuss the limitations of NHRC • Explain major issues related to NHRC <p>Discuss the human rights violating causes which are being brought to the public notice from across India. E.g.: Gujarat Riots</p> <p>Activity 1: Write a letter to the address given regarding Guantanamo Bay incident. Discuss all state human rights commission and its activities. Discuss PIL</p> <p>Write a petition toNHRC if you know any instances of human rights violation in your area. Understand how to address violation of human rights to NHRC.</p> <p>Explain activities of State human rights commission</p>	<p>Who is the present chairman of Human Rights Commission?</p> <p>What is drawback of NHRC?</p> <p>Can HRC punish the guilty?</p>	<p>World map</p>  <p>Source: Google</p>
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Recognize the fact that some international covenants have also contributed to the expansion of rights.

Understand that the scope of rights has been increasing due to struggle of the people, development of societies or due to forming of new constitutions.

- Explain the meaning of scope of rights
- Discuss the rights that derived from the fundamental rights like right to information and right to education.

Understand that from time to time the court give judgments to expand the scope of rights.

Explain the convenient which entered into force in 1976 by May 2012 it had been ratified by 160 countries.

Discuss the rights that are not directly part of fundamental rights but recognized by international covenant.

Human right activists all over the world see this as a standard of human rights.

Explain the new rights guaranteed by South African constitution to it citizens.



- Right to privacy
- Right to healthy environment
- Right to have housing
- Right to have access to health care



A C T I V I T Y

Is there a State Human Rights Commission in your state? Find out about its activities.

Write a petition to the NHRC if you know any instances of human rights violation in your area.

Can NHRC punish the guilty?

How do we expand the scope of rights?

What are the rights recognized by an international covenant oneconomic, social and cultural rights?

	<p>Activity 2: Conduct a debate the new rights of South African constitution to be made Fundamental Rights of India or not?</p>	<p>What are the new rights guaranteed by South African Constitution?</p>	
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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 - 5: Democratic Rights
Period No: 10
Date:

WORK SHEET FOR ASSESSMENT-Max.Marks:20

Multiple Choice Questions 4 x 1 = 4 M

1. Which of the following freedom is not available to an Indian citizen?
 - a. Freedom to criticize the government
 - b. Freedom to participate in armed revolution
 - c. Freedom to start a movement to change the government
 - d. Freedom to oppose the central values of the constitution
2. Name the fundamental right under which each of the following rights falls.
 - a. Freedom to propagate one's religion
 - b. Right to life
 - c. Abolition of untouchability
 - d. Ban on bonded labour
3. Which of the following rights is available under the Indian constitution?
 - a. Right to work
 - b. Right to adequate lively hood
 - c. Right to protect one's culture
 - d. Right to privacy
4. Who called Right to constitutional remedies as the 'heart and soul' of the constitution?
 - a. Dr. B.R. Ambedkar
 - b. Jawaharlal Nehru
 - c. Dr. Babu Rajendra Prasad
 - d. K.M. Munshi

Answer the following questions in short.

2 x 2 = 4 M

5. What is a Writ?
6. Which agency can protect the fundamental rights of the people?

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

7. Describe the Ethnic Massacre in Kosovo.

Answer the following questions in detail.

8. Discuss the features of a secular state.
9. What is the role of National Human Rights Commission in securing the human rights? How does it work?

1 x 4 = 4 M

1 x 5 = 5 M

SOCIAL SCIENCE

ECONOMICS

Lesson Plan

GEOGRAPHY

CLASS-9 CHAPTER-1 THE STORY OF VILLAGE PALAMPUR (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-9 -C1.GEOGRAPHY - THE STORY OF VILLAGE PALAMPUR (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 (Illustrative):

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.

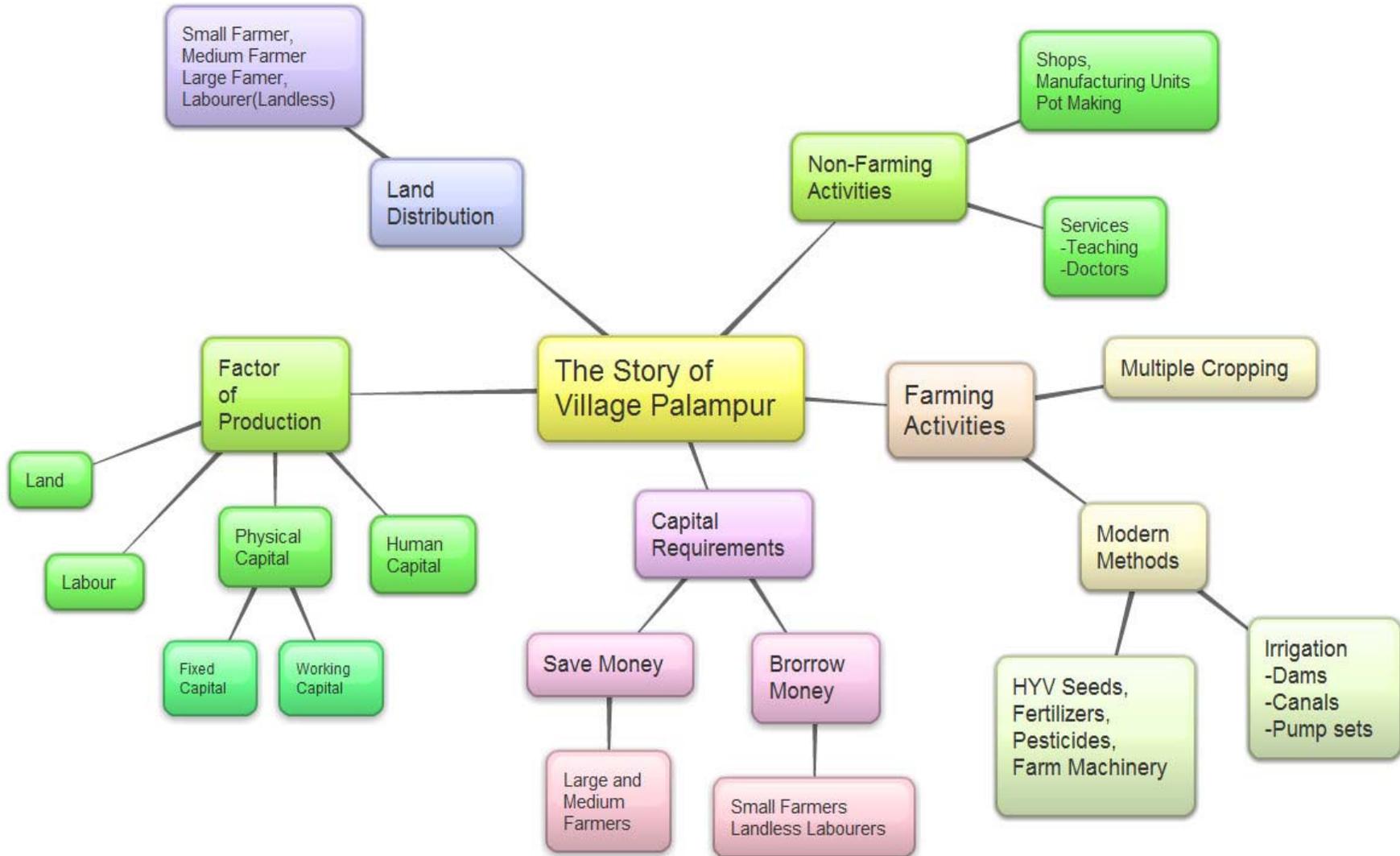
Curricular goals (Illustrative):

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-9 _ CHAPTER-1. THE STORY OF VILLAGE PALAMPUR



Topic/ Sub topic	Content based domain specific Learning outcomes	Micro CompetencyIndicators
1.Overview – Introduction	LO1: Recognise the life of the people in the village- Palampur. LO2: Compare the life of the people with their area.	C1: Understand and analyse the experiences of children who have been to a village, about different aspects of village life.
2.Organisation of production	LO2: Classify that production of goods and services require factors of production.	C2.1: Explains factors responsible for production activity C2.2: Explains fixed capital and working capital with examples.
3.Farming in Palampur	LO3: Identify the seasons Discuss the most common way of increasing production on a given piece of land.	C2.1: Explains meaning of farming activity C3.1: Identify and analyse the most important factor of production.
4.Green Revolution- Will the land sustain?	LO4: Analyze the modern farming methods.	C3.1; Analyzes inputs in Green Revolution, State the merits and de-merits of Green Revolution. C2.1: Explains how land fragmentation is an obstacle.

<p>5. Distribution of land Identify the need for migration of landless farmers.</p>	<p>LO2: Categorize farmers into Small Medium Large</p>	<p>C2.1: Explain causes for the differences in the wages in male and female. Various works done on the field in a proper sequence. Role-play Explain reasons for rural to urban migration due to lack of farm-work.</p>
<p>6. The capital needed in farming</p>	<p>LO11: Illustrate how small farmers borrow money from medium and large to arrange their capital.</p>	<p>C2.1: Explains the arranging of capital and labour for farming – Different farmers. C2.2: Explains how the farmers use their savings</p>
<p>7. Sale of surplus in production Non-farm activities in Palampur-Diary</p>	<p>LO5: Interprets surplus production.</p>	<p>C5.1: Appreciate non-farm activities.</p>
<p>8. Non-farm activities in Palampur Small scale manufacturing</p>	<p>LO3: Identify the main non-farm activities in their area. Make a brief report.</p>	<p>C 3.1: Explains case study of Mishrilal. C 3.2: Explains self-employment in our country. C 3.3: Differentiate working capital and physical capital in small scale manufacturing.</p>
<p>9. Transport: -A fast developing sector</p>	<p>LO5: Interprets the role of transport in Palampur.</p>	<p>C2.1: Explains different types of capital in transport activities and arranging formal loans</p>

10. Remedial teaching and assessment	This will be revising the above concepts those who didn't understand it and those who learned will be given assessment
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Note:

1. The teacher should not exclude the activities given in the text book pertaining to the Lesson.
2. Teacher may give two or three worksheets depending upon the number of periods allotted and the content.

CLASS-9

CHAPTER: THE STORY OF VILLAGE PALAMPUR

PERIOD NO:1

KEY CONCEPTS: OVERVIEW – INTRODUCTION

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
<p>Testing prior skills/knowledge- 5 Min</p> <p>Interpret the life of the people in your area. 5Min</p> <p>Identifying location (site,situation) of Palampur - 10Min</p> <p>Population distribution in Palampur – 5Min</p>	<p>To test the prior knowledge certain questions will be asked</p> <ul style="list-style-type: none"> • What is the main productive activity in India? • Name some natural resources. • Name some vehicles you can see in villages.  <ul style="list-style-type: none"> • What are the vehicles you see in Palampur? <p>Discuss population houses, families in their villages. Discuss the population, houses and facilities in</p>	<p>Is Palampur well connected with neighboring villages and towns?</p> <p>Name the big village near to Palampur.</p>	<p>Chart Pictures of vehicles Field Trip</p>  <p>Source Byjus</p>

**Interprets survey-
10Min**

**Identify non-farm
activities in Palampur
5min**

LO1: Recognise the life
of the people in the
village- Palampur.

LO2: Compare the life of
the people with their area.

C1: Understand and
analyse the experiences of
children who have been to
a village, about different
aspects of village life.

Palampur.

Activity 1

For how many years the census will be conducted?
Conduct a survey in their area and fill the table.

Cultivated Land		Land not available for cultivation (Area covering dwellings, roads, ponds, grazing ground)
Irrigated	Unirrigated	
		26 hectares

d. FACILITIES:

Educational	
Medical	
Market	
Electricity Supply	
Communication	
Nearest Town	

Explains educational, health and electrical facilities in
Palampur.

How many families are there
in Palampur?

Describe the houses of
Dalits.

Collect the source of income
of Dalits in your area.

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.)

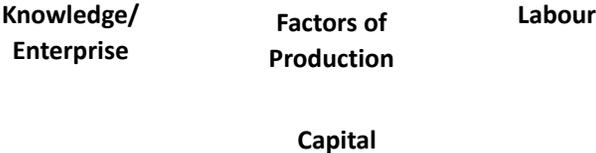
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4. Were there any disruptions or behavioral issues that I need to address?
5. What strategies can I implement to improve classroom management?
6. Did the students actively participate and show interest in the lesson?
7. How can I better manage the time allocated for each activity?

CLASS-9

CHAPTER: THE STORY OF VILLAGE PALAMPUR

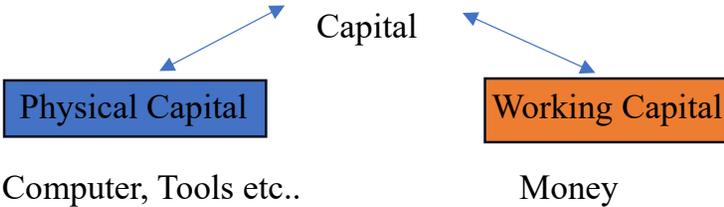
PERIOD NO:2

KEY CONCEPTS: Organization of Production

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
<p>1. Testing prior knowledge skills (5Mins)</p> <p>2. Identify and comprehend the various factors necessary for production -20Min</p> <p>a) Analyze the most important factor of production.</p>	<ul style="list-style-type: none"> • What is production? • What is the main aim of production? • Name some natural resources which are required for farm production. <p>ACTIVITY: 1 Discuss the factors of production</p> <div style="text-align: center;"> <p>Land</p>  <p>Knowledge/Enterprise Factors of Production Labour</p> <p>Capital</p> </div>	<p>What are factors of production?</p>	<p>Charts Internet</p>  <p>SOURCE BYJUS</p>

<p>b) Differentiate skilled and unskilled labour?</p> <p>3.The students are able to classify working capital and fixed capital- 10Min</p> <p>4. Analyze about the</p>	<p>https://byjus.com/question-answer/what-are-the-factors-of-production-is-the-most-important/</p> <ul style="list-style-type: none"> • What is the first natural requirement for the farm production? • Explain the meaning of land in Economics. • Discuss characteristic features of land. <p>Explains labour as a factor of the production. Explains meaning of labour and different types with a flow chart.</p> <p>Activity 2 Recognise the picture and fill the box.</p> <p>Labour</p> <p>Skilled</p> <p>Highly Trained</p> <p>Educated</p> <p>https://byjus.com/question-answer/differentiate-between-skilled-semiskilled-and-unskilled-labour/</p> <p>Recognise that variety of inputs are required at every stage during production Discuss and explain capital and its features with live examples.</p>	<p>What does the labour refer to?</p> <p>Is cotton working capital/fixed capital?</p> <p>Give some examples for fixed capital.</p> <p>Under which factor of production Mukesh Ambani does come?</p>	 <p>SOURCE BYJUS</p>
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<p>link between the 3 factors of production through knowledge and enterprise – 5Min</p> <p>LO2: Classify that production of goods and services require factors of production. C2.1: Explains factors responsible for production activity C2.2: Explains fixed capital and working capital with examples.</p>	 <p>Computer, Tools etc.. Money</p> <p>Conceptualize enterprise through case study on the importance of human capital.</p> <ul style="list-style-type: none"> • What to produce? • Where to produce? • How to produce? <p>Explains returns of factors of production. Land—rent Labour—wage Capital—interest Knowledge/Entrepreneur—profit/loss Organization</p>	<p>Appreciate the role of entrepreneurs in the process of production.</p> <p>What is the return for land?</p>	
<p>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.)</p>			

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CLASS-9

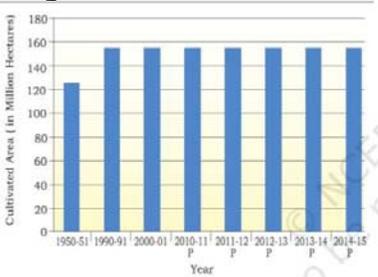
CHAPTER: THE STORY OF VILLAGE PALAMPUR

PERIOD NO:3

KEY CONCEPTS: Farming in Palampur

Techniques to increase production.

Multiple cropping, crop rotations.

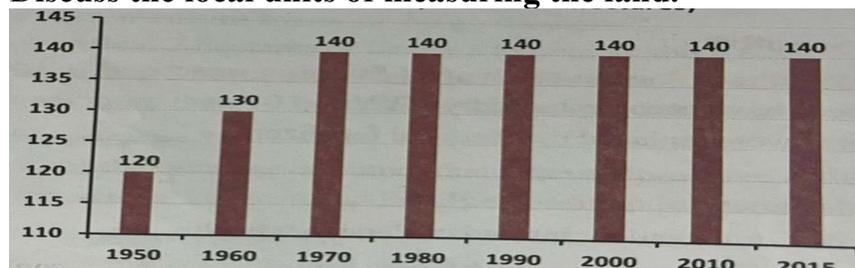
Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required																								
<p>1. Testing prior skills 5 Min</p> <p>Identify the standard unit of Measuring land</p>	<p>What is the main activity in Palampur? What is the first factor of production that required for farming? ‘The land area under cultivation was not expanded in Palampur since 1960.’ Discuss the above statement in relevance to India.</p>	<p>Activity:</p> <p>Convert the given bar diagram into table</p>  <table border="1" data-bbox="1417 1079 1795 1356"> <caption>Cultivated Area (in Million Hectares)</caption> <thead> <tr> <th>Year</th> <th>Cultivated Area (in Million Hectares)</th> </tr> </thead> <tbody> <tr><td>1950-51</td><td>120</td></tr> <tr><td>1960-61</td><td>150</td></tr> <tr><td>1970-71</td><td>150</td></tr> <tr><td>1980-81</td><td>150</td></tr> <tr><td>1990-91</td><td>150</td></tr> <tr><td>2000-01</td><td>150</td></tr> <tr><td>2010-11</td><td>150</td></tr> <tr><td>2011-12</td><td>150</td></tr> <tr><td>2012-13</td><td>150</td></tr> <tr><td>2013-14</td><td>150</td></tr> <tr><td>2014-15</td><td>150</td></tr> </tbody> </table>	Year	Cultivated Area (in Million Hectares)	1950-51	120	1960-61	150	1970-71	150	1980-81	150	1990-91	150	2000-01	150	2010-11	150	2011-12	150	2012-13	150	2013-14	150	2014-15	150	<p>Charts</p> <p>Live Examples</p>
Year	Cultivated Area (in Million Hectares)																										
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2013-14	150																										
2014-15	150																										

2. Classify the seasons 10 Min

Analyze how crops change in various seasons.

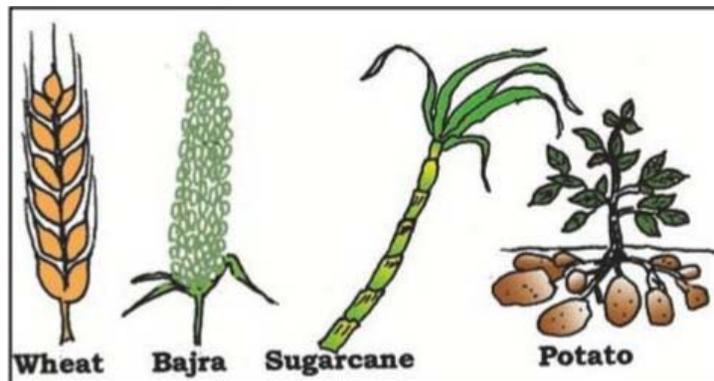
Activity: 1

Discuss the local units of measuring the land.



Activity 2

Discuss seasons in farming activity in Palampur.



<https://byjus.com/free-ias-prep/major-cropping-seasons-in-india/>

Compare the area of one hectare field with the area of your school ground.

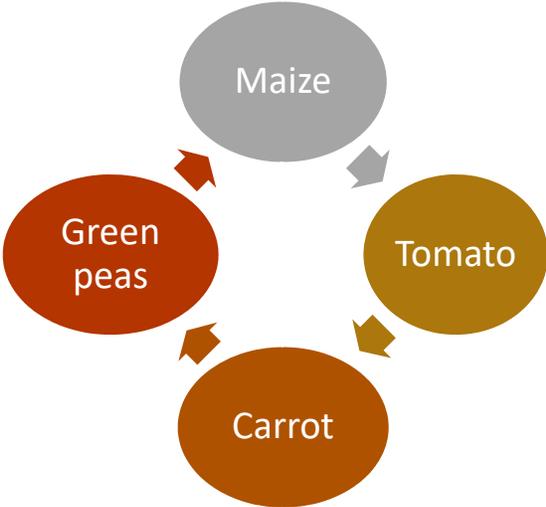
One Hectare = _____ Sq.mts

Make a list of Agricultural products according to seasons in your area.



Source
Byjus

3. Analyze on multiple cropping in a rural area to increase the production on the same piece of land

<p>LO3: Identify the seasons discuss the most common way of increasing production on a given piece of land.</p> <p>C3.1: Identify and analyse the most important factor of production.</p>	<p>Name some seasons</p> <p>Kharif – Jowar and Bajra – Rainy Season Mid Crop – Potato – October and December Rabi – Wheat -Winter</p> <p>Explains importance of irrigation</p> <ul style="list-style-type: none"> ➤ Identify the areas that are well irrigated in India. ➤ Discuss the advantages of multiple cropping in Palampur. ➤ Discuss another way to increase the farm production - crop rotation. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ➤ Analyze the advantages of crop rotation. 	<p>Name the crops that are grown in kharif.</p> <p>Make a list of agricultural products according to seasons in your area.</p> <p>Find out the crops that are grown in Palampur</p>	
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Teachers’ reflections and experiences:

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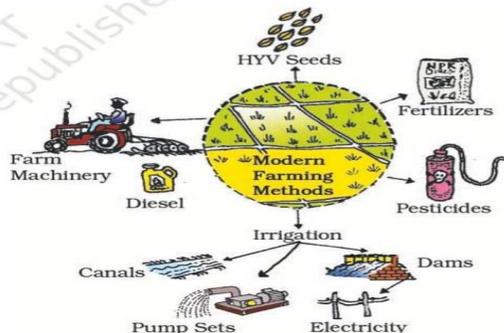
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CLASS-9

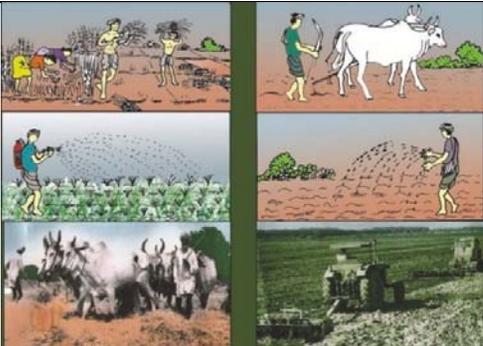
CHAPTER: THE STORY OF VILLAGE PALAMPUR

PERIOD NO: 4

KEY CONCEPTS: Green revolution – will the land sustain

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
<p>Testing prior knowledge 5 Min</p> <p>Analyze the modern farming method 10 Min</p>	<p>How many crop seasons are there in Palampur?</p> <p>Name some methods to increase the crop production on the same piece of land.</p> <p>Assess the necessity to increase the production.</p> <p>ACTIVITY : 1</p> <p>➤ Discuss the improved techniques of production</p> 	<p>Recognise and analyse the states where the Green Revolution started first</p>	<p>Charts</p> <p>Field Trip</p> <p>Internet</p> <p>INDIA MAP</p>

<p>Analyze the consequences of Green Revolution 10 Min</p> <p>Analyze the impact of over use of natural resources such as ground water and over use of chemical fertilizers 15m</p>	<p>Explain the merits of green revolution.</p> <p>https://byjus.com/free-ias-prep/green-revolution/</p> <p>What are the changes that have taken place in the way of farming practiced in Palampur as well as India?</p> <p>Explain the increase of production due to green revolution in wheat and pulses.</p> <p>What is meant by white and Blue revolution?</p> <p>https://byjus.com/free-ias-prep/blue-revolution/</p> <p>Differentiate between multiple cropping and modern farming methods.</p> <p>Differentiate between traditional methods and modern methods.</p>	<p>Plot on a graph the production of pulses and wheat from 1965-66 to 2019-20</p> <p>What is the working capital required by the farmer for modern farming methods?</p>	 <p>SOURCE Byjus</p>  <p>SOURCE Byjus</p>
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<p>LO4: Analyze the modern farming methods.</p> <p>C3.1; Analyzes inputs in Green Revolution, State the merits and de-merits of Green Revolution.</p> <p>C2.1: Explains how land fragmentation is an obstacle.</p>	 <p>Discuss and explain the consequences of excessive use of chemical fertilizers and pesticides by taking an example of an incident taken place in Kasargad in the northern part of Kerala.</p> <p>Explain the consequences of continuous use of ground water for tube well irrigation.</p> <p>Activity: Write letter to the agricultural minister telling him the use of chemical fertilizers can be harmful.</p>	<p>In which state consumption of chemical fertilizers is highest?</p> <p>Suggest measures to increase ground water level.</p>	
<p>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.)</p> <ol style="list-style-type: none"> 1. Did I clearly communicate the lesson objectives to the students? 			

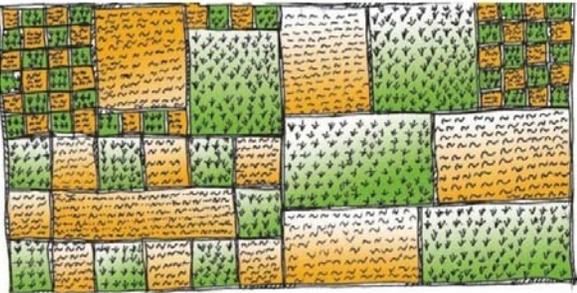
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7. How can I better manage the time allocated for each activity?

CLASS-9

CHAPTER: THE STORY OF VILLAGE PALAMPUR

PERIOD NO: 5

KEY CONCEPTS: Distribution of land in Palampur

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
<p>Testing prior knowledge 5 Min</p> <p>Able to compare the different categories of farmers 5 Min</p> <p>Analyze the reason why many farmers cultivate small plots of land 10 Min</p>	<p>Which factor of production is nature’s gift? Who is known as Landlord? Who is Tenant?</p> <p>Explain small, medium and large farmers. Discuss unequal distribution of cultivable land in Palampur.</p> <p>ACTIVITY 1 Shade the land cultivated by small farmers in the picture given below</p> 		<p>Chart Internet</p>

<p>Discuss the land distribution of India 10 Min</p> <p>Analyze the linkages between the type of farmer and get labour for their farms</p> <p>List various works done on the field in a proper sequence 5 min</p>	<p>Explain with a case study : ACTIVITY 2 Collect Information of different types of farmers in your area</p> <p>In 1960, Gobind was a farmer with 2.25 hectares of largely unirrigated land. With the help of his three sons Gobind cultivated the land. Though they didn't live very comfortably, the family managed to feed itself with a little bit of extra income from one buffalo that the family possessed. Some years after Gobind's death, this land was divided among his three sons. Each one now has a plot of land that is only 0.75 hectare in size. Even with improved irrigation and modern farming method, Gobind's sons are not able to make a living from their land. They have to look for additional work during part of the year.</p> <p>Summary: small land holdings in India. https://byjusexamprep.com/upsc-exam/what-is-the-definition-of-a-small-and-marginal-farmer-in-india</p>	<p>Who is known as small farmer?</p> <p>Who is known as medium farmer?</p> <p>Who is known as large farmer?</p>	 <p>SOURCE BYJUS</p>
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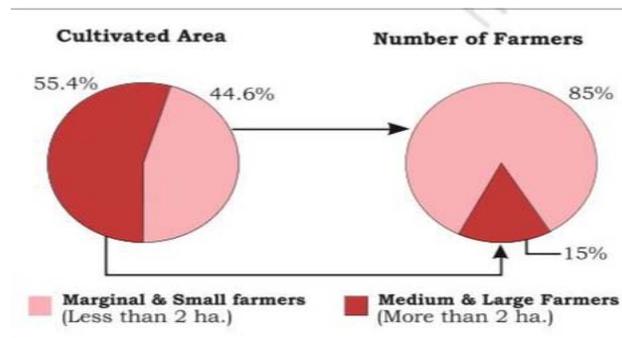
Compare the differences in Wages
5 Min

Identify the reason for rural to urban migration
5min

LO2: Categorize different farmers into
Small
Medium
Large

C2.1: Explain causes for the differences in the wages in male and female.
Various works done on the field in a proper sequence.
Role-play

Explains distribution of cultivated area and farmers in India.



Explain how land fragmentation is an obstacle to agricultural development.

Explain how different type of farmers gets labour for their farms.

State the differences between farmers and farm laborers.

Explain who will be the farm laborer.

ACTIVITY: 3

<p>Explain reasons for rural to urban migration due to lack of farm-work.</p>	<p>Role Play Conversation: Dala and Ramkali</p> <p>Explain the different types of wages. Discuss the differences in wages.</p> <p>Discuss the situation that had taken place in Gosaipur and Majauli.</p>	<p>Why do you think men receive higher wages than women for the same job? Discuss</p>	<p>MAP</p>
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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-9

CHAPTER: THE STORY OF VILLAGE PALAMPUR

PERIOD NO: 6

KEY CONCEPTS: Capital needed in farming

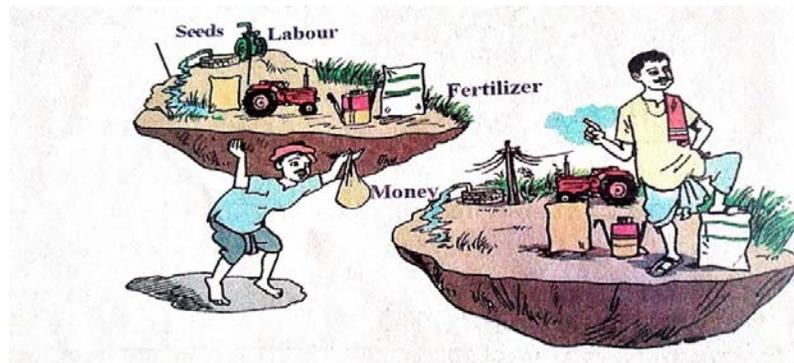
Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
<p>Testing prior skills (5 mins)</p> <p>Discuss the way that small farmers arrange physical and working capital (10mins)</p>	<p>The teacher will start a lesson with a discussion to check the prior knowledge</p> <p>What is the 3rd factor of production? What is the return for capital?</p> <p>How does the modern farming methods require great deal of capital?</p> <p>Explains the situation of a small farmer to arrange capital with a case study Savitha.</p> <p>Discuss the interest rate, terms, and conditions laid by Tejpal the large farmer.</p>	<p>Which farmer requires more capital?</p> <p>What type of credit Savitha has taken?</p>	<p>Charts</p>

Analyze the government loans to the poor 5 min

Recall the 3 factors of production and its availability 10 min

ACTIVITY 1

Discuss and explain the credit facilities between the large and small scale farmer.



What is the most abundant factor of the production?

Which factor of the production can we increase other than labor?

Identify abundant factor of production and scarce factor of production in your region?



Source
byjus

<p>LO11: Illustrate how small farmers borrow money from medium and large to arrange their capital.</p> <p>C2.1: Explains the arranging of capital and labour for farming – Different farmers.</p> <p>C2.2: Explains how the farmers use their savings.</p>	<p>https://byjus.com/commerce/sources-of-credit/</p> <p>Explain getting loan is difficult to a small farmer why.</p> <p>Discuss the role of government in giving cheap loans to poor landless households.</p> <p>Discuss the basic difference between two scarce factors of production, Land and Capital.</p> <p>Explain the care that to be taken while using the land and other natural resources.</p>		
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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.)

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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?

<p>(10mins)</p> <p>Identify the percentage of people that engaged in activities other than agriculture. 5m</p> <p>Identify the fodder of buffaloes that grow in Palampur 5m</p> <p>Discuss the role of transport in Palampur 5m</p> <p>Compare the production of wheat by 3 farmers 5 min</p>	<p>ACTIVITY 1 ASK</p> <p>Discuss non-farm activities in Palampur</p> <div data-bbox="485 461 1268 911" data-label="Diagram"> </div> <p>https://byjus.com/question-answer/what-is-meant-by-non-farming-activities-explain-with-examples/</p> <p>Explain Non-farm activities.</p> <p>Give some examples of Non-farm activities.</p> <p>Explain classification of Non-Farm activities.</p> <p>Regular Employment Self-Employment Casual Employment</p>	<p>If Production is 80 and consumption is 70 what will be the surplus?</p>	<div data-bbox="1829 399 1976 581" data-label="Image"> </div> <p>Source Byjus</p>
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<p>LO5: Interprets surplus production.</p> <p>C3.1: Identifies and analyse the production of wheat by the three farmers over the year.</p> <p>C5.1: Appreciate non-farm activities.</p> <p>C3.2: Identify non-farm activities need.</p>	<p>Activity: Field trip – Dairy Farming</p> <p>Discusses dairy farming practiced in Palampur. Discusses various kinds of grass and jowar that grows in Palampur.</p> <p>Explain collection cum chilling centers of Raigunj.</p> <p>Compare the production of wheat by the 3 farmers over 3 years.</p>		<p>Field trip</p>
<p>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.)</p> <p>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.)</p> <ol style="list-style-type: none"> 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-9

CHAPTER: THE STORY OF VILLAGE PALAMPUR

PERIOD NO: 8

KEY CONCEPTS: Non-Farm activities; small scale manufacturing

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
Testing Prior knowledge skills (5 mins) Recognize the small- scale manufacturing activities in Palampur Analyze the production activities of small-scale manufactures 5 min	Name Some of the smallscaleIndustries. Give Some examples for cottage industries. Name some non-farm activities in Palampur. Explain the meaning of small-scale manufacturing. Discuss the characteristics of small-scale manufacturing.	What are the non-farm activities in Palampur?	Internet Chart



Identify the factors of the production that used in small scale manufacturing in Palampur

Explain and discuss the sugarcane manufacturing unit started by Mishrilal in Palampur.

Discuss capital that Mishrilal need to setup his jaggery manufacturing unit.

Discuss why he sells his jaggery to the trader in nearby town.

Analyze the concept of trading of goods 10m

Explain Barter system.

Explain the position of shop keepers, kinds of shops and items available in Palampur.

What is his fixed capital?

What is his working capital?

Who provides labor to Misharilal?

Can you find barter system in your area?

ACTIVITY 2 CASE STUDY

Recognise the analyses the picture collect information of different types entrepreneurship with a case study –Kharim

Kareem has opened a computer class centre in the village. In recent years a large number of students have been attending college in Shahpur town. Kareem found that a number of students from the village are also attending computer classes in the town. There were two women in the village who had a degree in computer applications. He decided to employ them. He bought computers and set up the classes in the front room of their house overlooking the market. High school students have started attending them in good numbers.



<p>Analyze the factor of production enterprise</p> <p>LO3: Identify the main non-farm activities in their area. Make a brief report.</p> <p>C 3.1: Explains case study of Mishrilal.</p> <p>C 3.2: Explains self-employment in our country.</p> <p>C 3.3: Differentiate working capital and physical capital in small scale manufacturing.</p>	<p>Identify the difference between Kharim’s capital and labor and Misharilal’s capital and Labor</p> <p>Explain and discuss possible reasons not to start computer center earlier in Palampur</p>		
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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.)

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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-9**CHAPTER: THE STORY OF VILLAGE PALAMPUR****PERIOD NO: 9****KEY CONCEPTS: Fast developing sector**

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
<p>Testing prior knowledge skills 5 min</p> <p>Discuss the modern and traditional vehicles in Palampur 5min</p> <p>Identify different types of capital involved in Kishora's business Formal Credit (10 mins)</p>	<p>Name some means of transport.</p> <p>Name the means of transport in Palampur.</p> <p>What are the different means of transportation used to transport jaggery?</p> <p>Discuss and analyze transportation as a non-farm activity.</p> <p>Explain the fastest growing business in Palampur with Kishora's case study.</p> <p>Explain Kishora's fixed capital and working capital.</p> <p>Discuss the production activity in Kishora's business.</p> <p>Discuss formal credit system and its advantages.</p>	<p>Which is the most common mode of transport used in the villages?</p> <p>Is transportation a non-farm activity?</p> <p>What is Kishora's fixed capital?</p> <p>In how many productive activities is Kishora involved?</p>	<p>Chart</p> <p>Live examples</p> <p>Internet</p>

<p>Analyze the loans provided by government 5m</p> <p>Identify the purpose of Jan Dhan Yojana 5m</p> <p>Analyze the changes that have taken place in farming 5 min</p> <p>Identify the act that provide 100 days work in rural area 5m</p> <p>LO5: Interprets the role of transport in Palampur. C2.1: Explains different types of capital in transport activities and arranging formal loans</p>	<p>Discuss the role of government in giving cheap loans to poor landless households.</p> <p>Explain about JanDhan Yojana.</p> <p>Explains the need to improve non-farm activities in rural areas in India.</p> <p>Discuss and explains MNREGA objective.</p>	<p>What is the purpose of MGNREGA?</p>	
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<p>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.)</p> <ol style="list-style-type: none">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?			

Worksheet

CLASS-9

CHAPTER: THE STORY OF VILLAGE PALAMPUR

PERIOD NO: 10

REMEDIAL TEACHING AND ASSESSMENT PLANNING

Date:

Answer the following questions in very short.

- 1) Explain MNREGA
- 2) Expand HYV
- 3) Growing more than one crop on a piece of land during the year is known as -----
- 4) Who is a small farmer?

Answer the following questions briefly.

- 5) Give two examples for fixed capital.
- 6) In how many production activities is Kishore involved?
- 7) What are the reasons for multiple cropping in a rural area?

Answer the following questions in detail.

- 8) State the differences between farmers and farm labourers
- 9) How do the medium and large farmers obtain capital for farming? How is it different from small farmers?

9th Class - Lesson Plan

Chapter: 2 - PEOPLE AS RESOURCE

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):

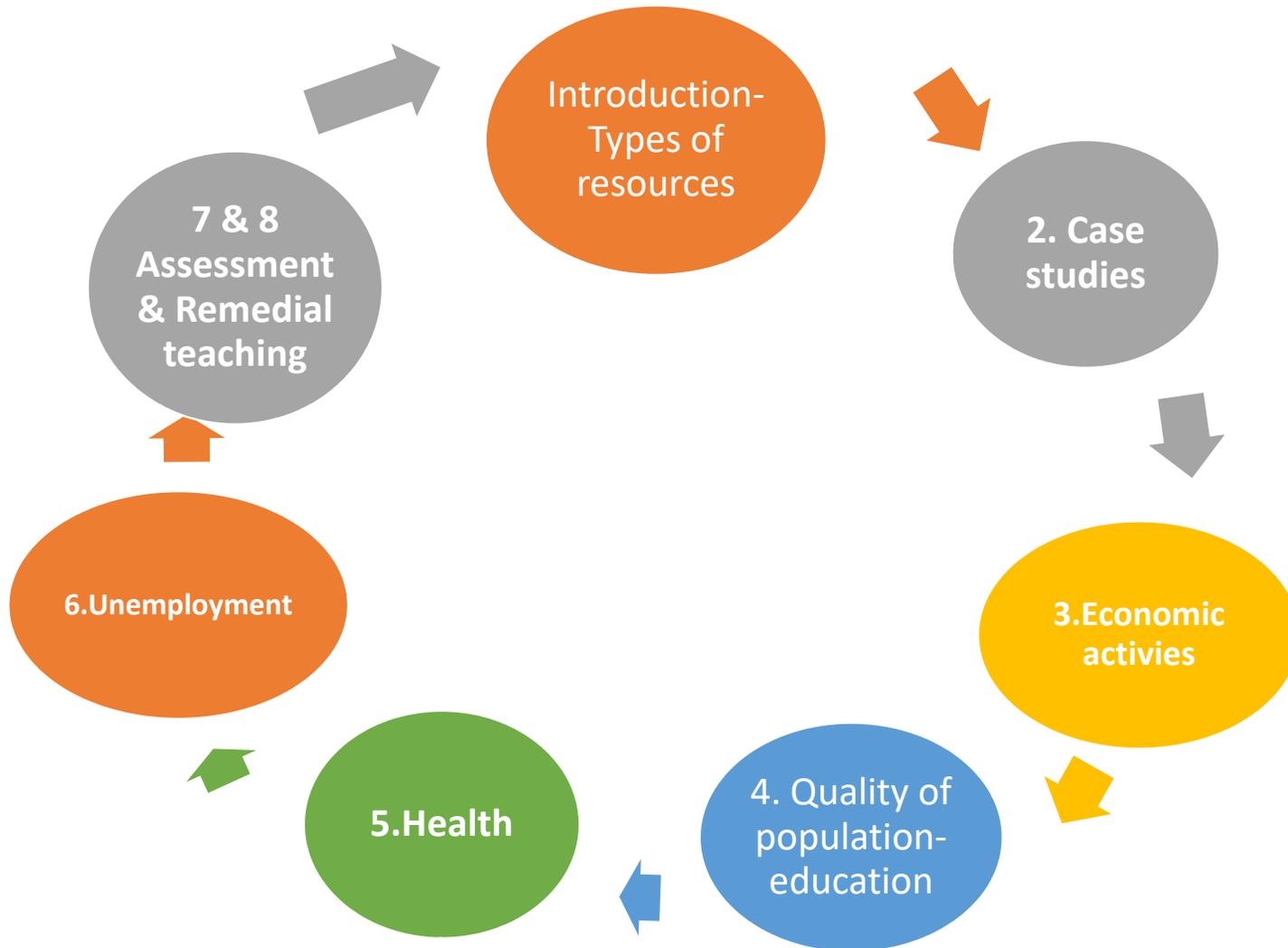
C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to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

9th Class - Lesson Plan

Chapter: 2 - PEOPLE AS RESOURCE Periods Allotted: 8



Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
1) Introduction-Types of resources	LO1: Classifies and compares events, facts, data, and figures.	C1: Differentiates between human, capital, and land resources.
2) Employment: Case studies 1 & 2- Story of Sakal and Vikas	LO2: Analyses and evaluates economic activities of the people in two case studies	C2: Critically evaluate the factor that influence the human resource in case of Sakal and Vilas
3) Economic activities	LO3: Classifies and compare the different sectors in the Economy	C3: Categorize the activities into different sectors.
4) Quality of population- education	LO4: Explains cause and effect relationship with regard to human resources. LO2 Compares the regional variations in literacy among gender-based groups.	C4.1. Explains how health and education are significant to quality human capital formation. C2.1 Interprets map-based data on regional variations in literacy.
5) Health	LO5: Interprets data related to health and population.	C5: Interprets state specific health and employment data in relation to government measures.
6) unemployment	LO4: Analyses and evaluates information regarding nature of employment.	C4: Analyses the challenges of disguised unemployment, urban unemployment, and educated-employment in the formation of human capital.
Period-7&8 Remedial teaching & summative assessment	This will be to revise the above concepts only for those who didn't understand it properly.	Analyses of progress of students.

Note:

1. The teacher should not exclude the activities given in the text book pertaining to the Lesson.
2. Teacher may give two or three worksheets depending upon the number of periods allotted and the content.

Class: 9 ECONOMICS
Chapter – 2 People's Resource
Period No: 1
Key concepts: Introduction-Types of resources
Date:

Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Material required
<p>Testing prior knowledge/skills (10 mins)</p> <p>LO1:Classifies and compares types of resources.</p> <p>C1: Differentiates between human, capital, and land resources. (30mins)</p>	<p>The Teacher starts Lesson with the discussion to check for Prior Knowledge-</p> <ol style="list-style-type: none"> 1.What is Meant by Resource? 2. Can you name the types of resource?  <ol style="list-style-type: none"> 3. Can you name some natural resources? 	<ol style="list-style-type: none"> 1.What do you understand by people as resource? 2.What are the major types of Resources? and what are they? 3.How human capital is Superior to other resources? 	



Man-Made resources

Give some more examples of man-made resources?



How human resources helpful for development of country?

Teacher probing questions while showing this picture-

4. Which type of population is an asset?

5. How can you Promote Human Capital?

Activity: Read the text given in Pg.No.42 and Write your perception.

India's Green Revolution is a dramatic example of how the input of greater knowledge in the form of improved production technologies can rapidly increase the productivity of scarce land resources. India's IT revolution is a striking instance of how the importance of human capital has come to acquire a higher position than that of material, plant and machinery.

Source: Planning Commission, Govt. of India.



PPT

PICTURES



Picture 2.1

Let's Discuss

- Looking at the photograph can you explain how a doctor, teacher, engineer and a tailor are an asset to the economy?

Conclusion: Investment in human capital (through education, training, medical care) yields a return just like investment in physical capital.

Teacher individual reflection:

1. Is the lesson appropriately timed?
2. Is the flow of lesson plan, clear, smooth, logical?
3. Is the stage of 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 participate the skills?

Class: 9 ECONOMICS
Chapter – 2 PeoplesResource
Period No: 2

Key concepts: Casestudies1&2-Story of Sakal and Vikas

Date:

Learning Outcomes & Indicators/micro-competencies	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Material required
<p>1. Testing prior knowledge/skills (10mins)</p> <p>Critically evaluate the factors that influence the human resource. (15 mins)</p> <p>1. Analyses and evaluate information</p>	<p>Teacher probing questions to check prior concepts-</p> <ol style="list-style-type: none"> 1. What are the different types of resources? 2. Can you tell about the human resources? <p>The Teacher will start Lesson with the discussion to check for Prior Knowledge.</p> <ol style="list-style-type: none"> 1. What is meant by Human as Resources’? 2. How is Human Capital is better than Land, Labour and machine? <p>Activity: Case Studies of Sakal and Vilas</p> <p>Teacher does make the students into 3-4 groups to read and understand the Stories of Sakal and Vilas.</p> <p>Conclusion:</p> <p>In the case of Sakal, several years of education added to the quality of labour. This enhanced his total productivity. Total productivity adds to the growth of the economy. This in turn pays an individual through salary or in some other form of his choice. In case of Vilas,</p>	<ol style="list-style-type: none"> 1. What part does Health play in the individuals working life? 2. What is the role of Education in human Capital formation? 3. Can you find reasons to become human capital or not? <p>Activity:</p> <p>Read the case studies and write your perceptions from the Stories of Sakal and Vilas.</p>	<p>https://www.youtube.com/watch?v=de_zDBu9djE</p>

there could not be any education or health care in the early part of his life. He spends his life selling fish like his mother. Henceforth, he draws the same salary of unskilled labourer as his mother. Investment in human resource (via education and medical care) can give high rates of return in future. This investment on people is the same as investment in land and capital.

Teacher probing questions while showing this picture-



Picture 2.2 Stories of Vilas and Sakal

Let's Discuss

- Do you notice any difference between the two friends? What are those?

Story of Sakal

There were two friends Vilas and Sakal living in the same village Semapur. Sakal was a twelve-year-old boy. His mother Sheela looked after domestic chores. His father Buta Chaudhary worked in an agricultural field. Sakal helped his mother in domestic chores. He also looked after his younger brother Jeetu and sister Seetu. His uncle Shyam had passed the matriculation examination, but, was sitting idle in the house as he had no job. Buta and Sheela were eager to teach Sakal. They forced him to join the village school which he soon joined. He started studying and completed his higher secondary examination. His father persuaded him to continue his studies. He raised a loan for Sakal to study a vocational course in computers. Sakal was meritorious and interested in studies from the beginning. With great vigour and enthusiasm he completed his course. After some time he got a job in a private firm. He even designed a new kind of software. This software helped him increase the sale of the firm. His boss acknowledged his services and rewarded him with a promotion.

Story of Vilas

Vilas was an eleven-year old boy residing in the same village as Sakal. Vilas's father Mahesh was a fisherman. His father passed away when he was only two years old. His mother Geeta sold fish to earn money to feed the family. She bought fish from the landowner's pond and sold it in the nearby *mandi*. She could earn only Rs 150 a day by selling fish. Vilas became a patient of arthritis. His mother could not afford to take him to the doctor. He could not go to school either. He was not interested in studies. He helped his mother in cooking and also looked after his younger brother Mohan. After some time his mother fell sick and there was no one to look after her. There was no one in the family to support them. Vilas, too, was forced to sell fish in the same village. He like his mother earned only a meagre income.

PageNo:46
CaseStudy-
2Story

PageNo:46
CaseStudy-
2Story

2. ConstructViewshow
SakalconsideredasHu
manResourcesandVila
snot.

(15 mins)

All the teams will come to a conclusion that how Circumstances made Sakal to be a Quality of Labour Where as Vilas not.

Students will find out the differences and Circumstances faced by the two friends.

Activity

Visit a nearby village or a slum area and write down a case study of a boy or girl of your age facing the same condition as Vilas or Sakal.



How did the country Japan become rich/developed?

Teacher individual reflection:

1. Is the lesson appropriately timed?
2. Is the flow of lesson plan, clear,smooth,logical?
3. Is the stage of 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 participate the skills?

Class: 9 ECONOMICS
Chapter – 2 PeoplesResource
Period No: 3
Key concepts: Economicactivities
Date:

Learning Outcomes & Indicators/micro-competencies	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	TLM required
<p>1. Testing prior knowledge/skills (10Minutes)</p> <p>LO3: Classifies and compare the activities into different sectors-primary, secondary and tertiary sector.</p> <p>Classifies the Economic activities into three main sectors. (30Minutes)</p>	<p>Probing questions-</p> <p>Can you tell about the characters of Sakal and Vilas. How they differ from each other?</p> <p>Teacher probing questions while showing this picture-</p> <ol style="list-style-type: none"> 1. Can you see the various works done by the people in your area? 2. Name some occupations in your locality. 3. What are different production activities? <p>Discuss and explains-</p> <p>The various activities have been classified into three main sectors i.e., primary, secondary and tertiary. Primary sector includes agriculture, forestry, animal husbandry, fishing, poultry farming, mining and quarrying. Manufacturing is included in the secondary sector. Trade, transport, communication, banking, education, health, tourism, services, insurance, etc. are included in the tertiary sector.</p>	<p>Activity-1: Read the picture</p>  <ul style="list-style-type: none"> • Based on the picture can you classify these activities into three sectors? • What are the activities undertaken by primary, secondary and tertiary sector? 	<p>Text book</p> <p>https://www.youtube.com/watch?v=6fWgHlOWwKs</p> <p>Images</p>

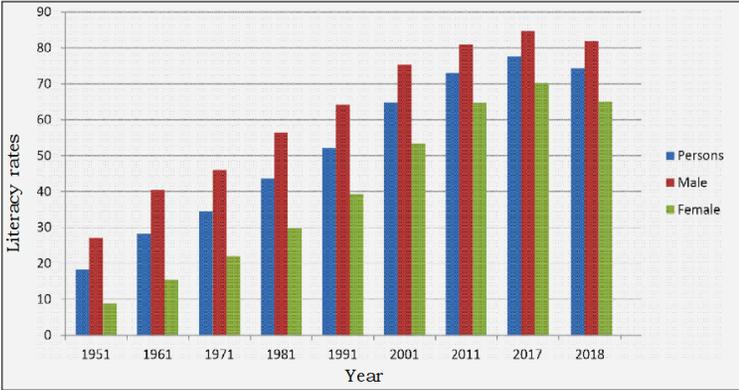
	<p>Discuss/Share with students live examples from society like farmers, construction workers, Artists in the field of cinema etc.</p> <p>Conclusion: These activities are called economic activities. Economic activities have two parts market activities and non-market activities. Market activities involve remuneration to anyone who performs i.e., activity performed for pay or profit. These include production of goods or services, including government service. Non-market activities are the production for self-consumption. These can be consumption and processing of primary product and own account production of fixed assets.</p>	<p>Activity :</p> <p>Visit a village or colony located near to your residential area and note down the various activities undertaken by the people of that village or colony.</p> <p>If this is not possible, ask your neighbour what is their profession? In which of the three sectors will you categorize their work?</p> <p>Activity: Say whether these activities are economic or non-economic activities:</p> <ul style="list-style-type: none"> • Vilas sells fish in the village market. • Vilas cooks food for his family. • Sakal works in the private firm. • Sakal looks after his younger brother and sister 	<p>Picture</p> <p>Text book</p>
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Teacher individual reflection:

1. Is the lesson appropriately timed?
2. Is the flow of lesson plan clear, smooth, logical?
3. Is the stage of 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 participate the skills?

Class: 9 ECONOMICS
Chapter – 2 PeoplesResource
Period No: 4

Key concepts: Quality of population-education Date:

Learning Outcomes & Indicators/micro-competencies	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	TLM required
<p>1. Testing prior knowledge/skills (10mins)</p> <p>2. Compares the regional variations in literacy among gender-based groups. (15mins)</p>	<p>Probing Questions-</p> <ul style="list-style-type: none"> • What activities are included in Primary sector? • What is an alternate name of the Primary sector? • Name the products which are made in Industries. • Which services we need in the development of the nation? • To get job, what do we require? <p>Activity :Let’s Discuss-</p> <p>Teacher does make the to Study the Graph 2.1: Trends in Literacy Rates In Post-Independent India and answer the following Questions given in the text book Pg.N0.52</p> <p align="center">Graph 2.1: Trends in Literacy Rates In Post-Independent India</p>  <p align="center"><i>Source:</i> Census of India, Office of Registrar General, India, 2021</p> <ol style="list-style-type: none"> 1. Has the literacy rates of the population increased since 1951? 2. In which year India has the highest literacy rates? 	<p>1. Give two indicators of Quality of life.</p> <p>2. What was the literacy rate in 2001 in India?</p> <p>3. What is universalization of Elementary education?</p>	<p>https://www.youtube.com/watch?v=WxZd9eR_Lhw</p>  <p align="center">Picture 2.4 School children</p>

3. Why literacy rate is high among the males of India?
4. Why are women less educated than men?
5. How would you calculate literacy rate in India?
6. What is your projection about India's literacy rate in 2025?

Activity: Let's Discuss-

Teacher does make the to Study the Table 2.1: Number of Institutions of Higher Education, Enrolment and Faculty and answer the following Questions given in the text book Pg.NO.54

Table 2.1: Number of Institutions of Higher Education, Enrolment and Faculty

Year	Number of Colleges	Number of Universities	Students	Teachers in Universities & Colleges
1950-51	750	30	2,63,000	24,000
1990-91	7,346	177	49,25,000	2,72,000
1998-99	11,089	238	74,17,000	3,42,000
2010-11	33,023	523	186,70,050	8,16,966
2012-13	37,204	628	223,02,938	9,25,396
2014-15	40,760	711	265,85,437	12,61,350
2015-16	41,435	753	284,84,741	14,38,000
2016-17	42,338	795	294,27,158*	14,70,190*
2017-18	41,012	851	366,42,378	12,84,957
2018-19	39,931	993	37,399,388	14,16,299
2019-20	44,374	1,236	38,275,207	12,07,204

Source: UGC Annual Report 2019-20 and Selected Educational Statistics, Ministry of HRD.

1. Is the increase in the number of colleges adequate to admit the increasing number of students?
2. Do you think we should have more number of universities?
3. What is the increase noticed among the teachers in the year 2015-16.
4. What is your idea about future colleges and universities?

3. Compares the given data and evaluate the information relate to education. (15mins)

4. Which state has high literacy rate?

Activity

Count the number of boys and girls studying in your school or in your neighbouring co-ed school.

Ask the school administrator to provide you with the data of boys and girls studying in the classroom. Study the difference if any and explain for reasons in the classroom.



Graphs

5. Which program is aimed to encourage attendance and retention of children in schools and their nutritional status?

Pictures

	<p>Conclusion-Teacher discuss with the students regarding the measures taken towards the improvement in enrolment in schools, universities and different schemes introduced by the Govt. in the field of education like SSA, MDM...etc.</p>	<p>6. Ask your sister or your classmate what she would like to take up as a career?</p>	<p>Pictures</p>
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Teacher individual reflection:

1. Is the lesson appropriately timed?
2. Is the flow of lesson plan clear, smooth, logical?
3. Is the stage of 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 participate the skills?

Class: 9 ECONOMICS
Chapter – 2 People as Resource
Period No: 5

Key concepts: Health

Date:

Learning Outcomes & Indicators/micro-competencies	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	TLM required
<p>1. Testing prior knowledge/skills (5mins)</p> <p>2. Identifies Health infrastructure and measures adopted to improve health status of population. (15mins)</p>	<p>Probing Questions-</p> <ul style="list-style-type: none"> • Give two indicators of Quality of life. • What strategy found in 11th plan for Quality Education? <p>Teacher Explains through Probing Questions-</p> <ul style="list-style-type: none"> • If you are poor, where will you go when you feel sick? • Do your village hasPHC? • Which provides you free health check ups?  <p align="center">Picture 2.5 <i>Children standing in queue for health check-up</i></p> <p align="right">(Source: text book)</p>	<p>1. What do you Understand by life expectancy?</p> <p>2. Why do we need health? How it is important to the people?</p>	<p>Text book</p> <p>Images</p> <p>Pictures from text book</p> <p>https://youtu.be/w2CsAR1MJ8?si=wKcHEcs_OhHzZ</p> <p>—</p>

3. Evaluates the efficacy of existing measures of the government of India in securing health care. (20mins)

Conclusion-

Health is an indispensable basis for realizing one's well-being. Hence forth, improvement in the health status of the population has been the priority of the country.

Our national policy, too aims at improving the accessibility of healthcare.

Activity: Let's Discuss-

Teacher does make the to Study the Table 2.2: Health infrastructure over the years and answer the following Questions given in the text book Pg.N0.58

Table 2.2: Health infrastructure over the years

	2014	2015	2016	2017	2018	2019
 SC/PHC/CHC	182,709	184,359	185,933	187,505	189,784	1,78,548
 Dispensaries and Hospitals	29,715	29,957	30,044	31,641	31,733	31,986 (under Ayush Management)
 Beds (Govt.)	675,779	754,724	6,34,879	710,761	713,986	818,396
 Registered Doctor in Medical Council	36,355	41,711	44,934	43,581	22,567 (registered allopathic doctor at PHCs)	29,799 (registered alopahthic doctor at PHCs)
 Nursing Personnel (ANM+RN&RM+LHV)	2,621,981	2,639,229	2,778,248	2,878,182	2,966,375	12,01,393 (2020)

3. What do you mean by infant Mortality rate ?

4. What does low IMR indicate?

How many doctors are there in the hospital?

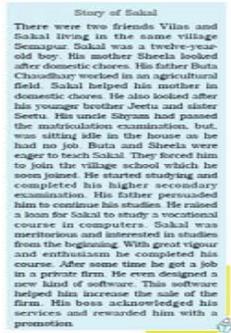
How many nurses work in that hospital?

Gather the following additional information from your locality?
How many hospitals are there in your locality?

How many dispensaries are there in your locality?

Picture

Class: 9 ECONOMICS
Chapter – 2 PeoplesResource
Period No: 6
Key concepts: Unemployment
Date:

Learning Outcomes Indicators/micro-competencies &	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	TLM required
<p>Testing prior knowledge/skills (10mins)</p> <p>Analyses the challenges of disguised unemployment, urban unemployment, and educated-employment in the formation of human capital. (30mins)</p>	<ol style="list-style-type: none"> Why is the government giving priority to the Health sector? Did you visit PHC ? How it helps the people? How Education and Health Plays an Important role in Human Resource Development? <p>Activity:Case Study of Sakal</p> <p>Teacher does make the students into 3-4 groups to read and understand the Story of Sakal .</p> <p>Conclusion: Unemployment is said to exist when people who are willing to work at the going wages cannot find jobs. Sheela is not interested in working outside her domestic domain. Jeetu and Seetu are too small to be counted in the work force population. Neither Jeetu, Seetu or Sheela can be counted as unemployed. The workforce population includes people from 15 years to 59 years. Sakals brother and sister do not fall within this age group so they cannot be called unemployed. Sakals mother Sheela works for the family. She is not willing to work outside her domestic domain for payment. She too cannot be called unemployed. Sakals grandparents (although not mentioned in the story) cannot be called unemployed.</p> <p>Can homemaker be called as unemployed?</p>	<ol style="list-style-type: none"> When there is disguised unemployment? <p>Activity:Read the case study of Sakal given in PageNo:44</p> <p>Sakals mother Sheela looked after the domestic chores, children and helped her husband Buta in the field. Sakals brother, Jeetu, and sister, Seetu, spend their time playing and roaming. Can you call Sheela or Jeetu or Seetu unemployed? If not, why?</p> 	<p>IFP</p> <p>https://www.youtube.com/watch?v=O2gMbVPEwnw</p> <p>PPT</p> <p>Images</p>



Picture 2.6 *Can you remember how much did you pay when you asked him to mend your shoes or slippers?*

Conclusion-

Let us read the ‘**Story of a Village**’ to know how people could become an asset for the economy of a village

Conclusion: Over time, this village, which formally had no job opportunities in the beginning, had many like teacher, tailor, Argo engineer and many more. This was the story of a simple village where the rising level of human capital enabled it to evolve into a place rich with complex and modern economic activities.

Activity: Let us discuss about the employment scenario in the three sectors mentioned earlier.

Teacher explains with live examples of rural and urban areas.

- In case of a person who is unemployed, so he does agriculture where actually he is not required so he is considered as disguised unemployment.
- Another person who is educated but he is not employed anywhere so he is considered as Educated unemployed.

2. What is meant by seasonal unemployment? Give some examples.

3. Why is educated unemployed a peculiar problem of India?

Activity: Read the ‘**Story of a Village**’ and analyze the factors helped the people to become an asset - given in the text book Pg. No-62

How does the story of a village which formally had no job but later had plenty?

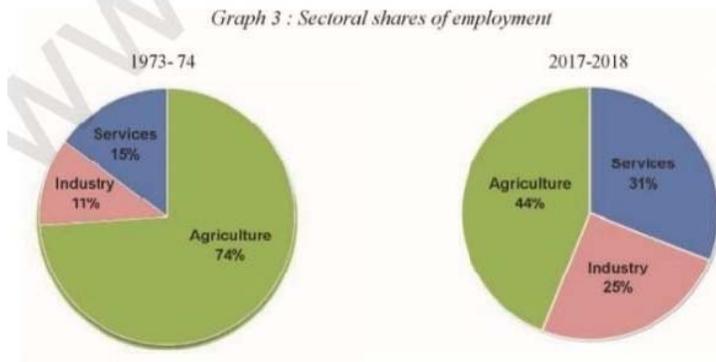
Project work: Teacher makes the

Pictures

Text Book

Teacher does make the students to read and observe the given Pie chart-

Observe the below pie chart and analyze it.



1. In which field do you think India can build a maximum employment?
2. Which is the maximum labour absorbing sector of India?
3. Compare the two pie charts and give Reasons for increasing and decreasing sectoral shares of employment.

students to visit your locality and collect information about the employment in different sectors and analyze it.



Activity: Convert the Pie chart information of Sectors of Employment into Bar diagram

Teacher individual reflection:

1. Is the lesson appropriately timed?
2. Is the flow of lesson plan clear, smooth, logical?
3. Is the stage of 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 participate the skills?

Class: 9 ECONOMICS
Chapter – 2 People as Resource
Period:7

WORK SHEET FOR ASSESSMENT Max. Marks-20

MULTIPLE CHOICE QUESTIONS(4M)

1. Which of the following activity comes under agriculture?
a) Lawyer b) Engineer c) Doctor d) Farmer
2. _____ Plays important role in human resource development?
a) Education b) Health c) None of the above d) Education & Health
3. Find out the odd one?
a) Farming b) Flour making c) Jaggery making d) Dairy farming
4. Which of the following sector contributes more income to the GDP?
a) Agriculture
b) Industry
c) Service
d) None of the above

VERY SHORT ANSWER QUESTIONS(4M)

5. What is the role of education in human capital formation?
6. What are the three economic activities?

SHORT ANSWER QUESTIONS(3M)

7. What do you understand by 'people as a resource'?

SHORT ANSWER QUESTIONS(4M)

8. How is human resource different from other resources like land and physical capital?

ESSAY ANSWER QUESTIONS(5M)

9. Why are women employed in low paid work?

Class: 9 ECONOMICS
Chapter – 2 PeoplesResource
Period No: 8
Key concepts: RemedialTeaching

Date:

Learning Outcomes & Indicators/micro-competencies	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	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.		

Teacher individual reflection:

1. Is the lesson appropriately timed?
2. Is the flow of lesson plan clear, smooth, logical?
3. Is the stage of 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 participate the skills?

Lesson Plan

Economics

Class:9

Chapter-3 - Poverty as a Challenge (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:9

Chapter -3.Poverty as a Challenge -(Number of 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 (Illustrative):

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.

Competencies (Illustrative):

C-6.2:Understands 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,religion,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 making efforts to address those challenges to become ever more prosperous,inclusive,just and harmonious.

Mind Mapping



Period No. & Topic	Learning Outcomes	Indicators (from Learning Framework +CBSE2023 curriculum)
Period:1 Overview and Introduction	LO1 : Recognisethe life of people in the slum areas LO2 : Compares the life of poverty ridden people in slum areas LO4 : Analyse the working conditions of the people in slum areas	1.1Recognises that poverty is one of the difficult challenges faced by India 1.2 Identify poverty as a serious problem 1.3 Recalls the life of people in slum areas 2.1Compares the landless labourers in villages and people living in overcrowded jhuggis in cities 4.1Analyse the working conditions of wage earners and child labour
Period:2 Two typical cases of poverty	LO2 : Compares the urban case and the rural case LO3 : Explains the conditions of the people in their vicinity LO5 : Interprets the picture3.1 &3.2 in pg.no.58 &70	2.1 Compares the life of Ram Saram and Lakha Singh 2.2 Distinguishes urban case and rural case. 3.1illustrate some daily experiences related to poverty. 3.2 Examines the size of families in their neighborhood.
Period:3 Poverty as seen by Social Scientists	LO 6 : Draws interlinkages between income, consumption and poverty LO12:Shows sensitivity to socially discriminated vulnerable groups LO3:Explain the problems that the poor people at times of natural calamities	1.1 Draws interlinkages between unemployment and poverty 1.2 Analyses the problem of malnutrition among the poor people 2.1 Shows sensitivity to social exclusion and caste system in India. 12.1 Empathises certain communities like physically handicapped and widows 3.1 Analyse the occurrence of disasters and its effect on the people living in poverty

<p>Period :4</p> <p>Poverty Line</p>	<p>LO 3 :Explain the indicators to measure poverty</p> <p>LO2: Compares the different calorie intake of different people living in different areas</p>	<p>3.1 Define poverty line 3.2 Recognises people living below poverty</p> <p>2.1 Distinguishes poverty line of India and the US 2.2 Compares the calorie intake of rural areas and urban areas</p>
<p>Period:5</p> <p>Poverty Estimates</p>	<p>LO1 : Analyse the table in pg.no.76 and know that more number of people live in poverty</p> <p>LO2 : Explains that poverty is a dynamic phenomenon to be dealt from time to time and can be reduced following certain measures</p>	<p>1.1Analyse the table 3.1 in pg.no</p> <p>2.1Explains the dynamics of poverty reduction in rural and urban areas.</p>
<p>Period :6</p> <p>Vulnerable Groups</p>	<p>LO1 : Recognises the poverty among the vulnerable groups is more than the average Indian poverty ratio</p> <p>LO2 : Interprets the graph 3.1 in pg.no.7</p> <p>LO3: Feels sensitive for the women and elderly people in their village or city</p> <p>LO1 : Recognises the life of the unskilled people</p> <p>LO2 : Interprets the picture 3.3 in pg.no.78</p> <p>LO3 : Analyses low wages and the level of income of the landless farmers</p> <p>LO4: Feels sensitive for the working conditions of the landless farmers</p>	<p>1.1 Identifies the vulnerable groups in the society</p> <p>2.1 Interprets the picture in pg.no.76</p> <p>3.1 Feels sensitive for the living conditions of Sivaraman and his family members</p> <p>1.1Recognises Karur if famous for its handloom and power loom fabric</p> <p>1.2 Identify shift in occupation from cobbler to agricultural labourer</p> <p>2 .1 Interprets the picture in pg.no.78</p> <p>3.1 Analyses the difference in wages</p> <p>5.1 Feels sensitive for the living conditions of Sivaraman and his family members</p>

Period:7 Worksheet	Assessment	
Period :8 Inter-State Disparities	LO1 : Identifies that poverty level differs from state to state LO2: Analyses the causes for decline in poverty in Punjab, Haryana, Tamilnadu,Andhra Pradesh, Kerala LO3: Develops Map reading and locating skills	1.1 Recognises the proportion of poor people is not same in every state 1.2 Identify the two poorest states with high poverty ratios 2.1 Explain the measures that some states have taken to reduce poverty 3.1 Will be able to locate states in India map
Period:9 & 10 Global Poverty Scenario	LO1 : Identifies the trends in poverty in different countries LO2: Develops Interpretation skill LO3 : Appreciates the role of the UN to reduce poverty LO4 : Feels sensitive for the people in the poorest country LO5 : Develops Interpretation skills	1.1 Recognises countries under poverty 1.2 Identify that poverty declined substantially in China and South East Asian countries 1.3 Identify the three states where poverty ratio is highest 2.1 Interprets the bar graph in pg.no. 82 3.1 Appreciate some countries like India, Pakistan, Sri Lanka, Nepal,Bangladesh,Bhutan for showing rapid decline in poverty 3.2 Appreciates the new sustainable goals of the UN to end all types of poverty by 2030 4.1 Feels sensitive for the sub- Saharan Africa as 9 in 10 of the extreme poor will live in that region 5.1 Interprets the graph 3.3 & 3.4 in pg.no.84
Period 11	LO1 : Describes the causes of poverty	1.1 Explains the causes of poverty and the impact on their lives

Causes of Poverty	LO2 : Analyses linkage between unemployment and poverty, illiteracy and poverty LO3: Appreciates reduction in poverty in some states	2.1 Analyses the income inequalities among the people 3.1 Appreciates the implementation of land reforms by most of the State Governments.
Period:12 Anti-Poverty Measures:(a)Promotion of Economic Growth	LO1 : Explains the relationship between economic growth and reduction in poverty LO2 : Analyses the role of education in reducing poverty	1.1 Explains higher economic growth rate and increase in income reduce poverty 2.1 Describes the importance of education in increasing the number of skilled people
Period:13 Anti-Poverty Measures: (b) Targeted Anti-poverty programs	LO1 : Appreciates the role of government in reducing poverty	1.1 Appreciates the poverty alleviation programmes introduced by the Government to reduce poverty
Period 14: The Challenges ahead	LO1 : Recognises that poverty is a great challenge nationally and globally	1.1 Identify that there is wide disparity between rural poverty and urban poverty 1.2 Recognises the scholars view of broadening the concept into human poverty
Period 15:	Worksheet	

Note:

- 1.The teacher should not exclude the activities given in the text book pertaining to the Lesson.
- 2.Teacher may give two or three worksheets depending upon the number of periods allotted and the content.

Class: 9 ECONOMICS
Chapter: 3. POVERTY AS A CHALLENGE
Period No : 1
Key Concept : Overview and Introduction

Learning Outcomes and Indicators /micro competencies	Teaching -Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for formative assessment- this should include strategies that will be used to check for understanding	Materials required
<p>LO1: 1.1Recognises that poverty is one of the difficult challenges faced by India</p> <p>1.2 Identify poverty as a serious problem</p> <p>1.3 Recalls the life of people in slum areas</p> <p>LO2:Compares the landless labourers in villages and people living in overcrowded jhuggis in cities</p> <p>LO4:Analyse the working conditions of wage earners and child labourers</p> <p>LO12:Shows sensitivity towards the poor people</p>	<p>To test the prior knowledge, the following questions will be asked...</p> <ul style="list-style-type: none"> • In what ways did the Britishers exploited India during their rule? • Mention some reasons for the under development of India at the time of independence. <p>Discuss and explain overview and introduction of the chapter by related picturesposing some questions:</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Slum areas (Source-Google) Jhuggis in cities</p> <ul style="list-style-type: none"> • What do you observe in the picture? • How are the living conditions of the people here? • How are the surroundings of their living areas? • Does the people living in slum areas experience social discrimination? <p>Explain in brief with the help of below link.</p> <p>Video Link https://youtu.be/tFARIPNAdrw?feature=shared</p>	<p>What are the basic needs of life?</p> <p>Do all the people living in your village\city are able to fulfill their basic needs?</p> <p>Identify the child labourers in your locality and make a note of their problems.</p> <p>Activity:</p>	<p>Pictures Newspaper cuttings</p> <p>Video Link: https://youtu.be/tFARIPNAdrw?feature=shared</p> 

	(Source:You Tube)	Visit a nearby slum area and list out the problems faced by the people.	
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Teacher's experiences and reflections:

(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.

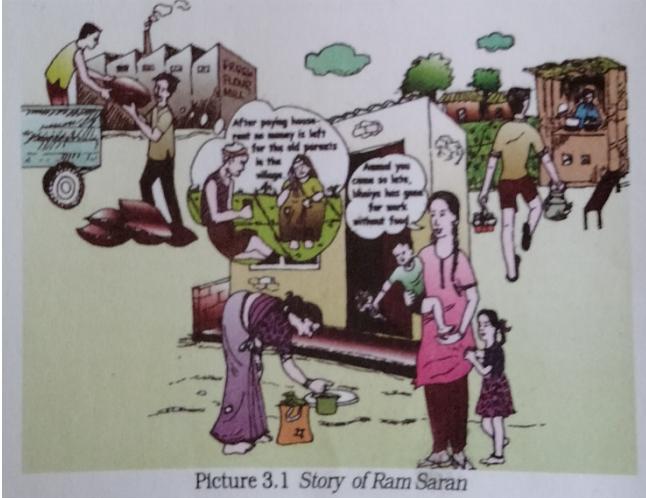
Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

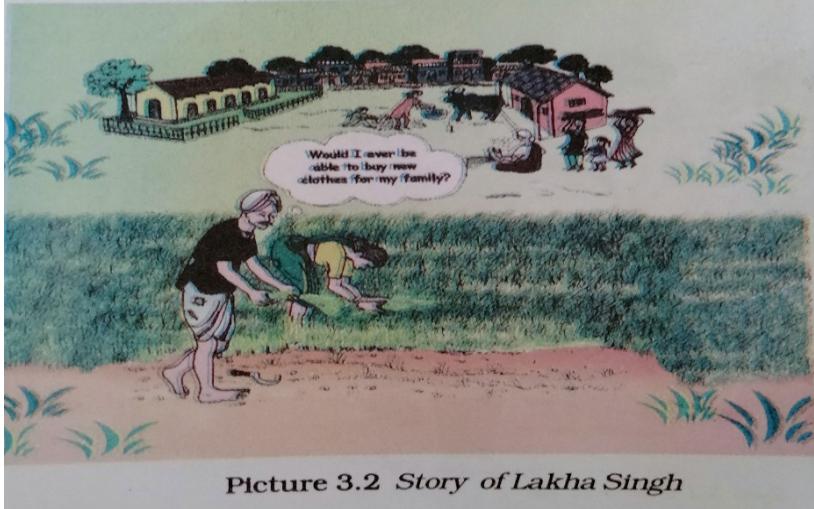
1. Did I clearly communicate the lesson objectives to the students?
2. Did I use effective instructional strategies to engage students in the lesson?
3. How well did I manage the classroom during the lesson?
4. Were there any disruptions or behavioral issues that I need to address?
5. What strategies 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?

Chapter – 3 POVERTY AS A CHALLENGE

Period No. 2

Key concept : Two typical cases of poverty

<p>Learning Outcomes and Indicators/micro competencies</p>	<p>Teaching-Learning Process This should include activities to facilitate learning along with broad time duration</p>	<p>Pointers for formative assessment-this should include strategies that will be used to Check for Understanding</p>	<p>Material required</p>
<p>LO2 Compares the life of rural families</p> <p>2.1 Compares the life of Ram Saram and Lakha Singh.</p> <p>2.2 Distinguishes urban case and rural case.</p> <p>LO3. Explains some of the issues related to poverty.</p> <p>3.1 Illustrate some daily experiences related to poverty.</p>	<p>Explain urban case with the help of a picture:</p>  <p>Picture 3.1 Story of Ram Saran</p> <p>Group Discussion:</p> <p>Make the students read the story and discuss the life style of the family.</p> <ul style="list-style-type: none"> • What do you observe in the picture? • What is the size of Ram Saram family? • What is Ram Saram’s occupation? • Where does Sita Devi work? 	<ul style="list-style-type: none"> • Write a short notes on the living conditions of the people living in poverty. • What is meant by illiteracy? 	<p>Picture from NCERT Text book</p>

<p>3.2 Examines the size of families in their neighbourhood.</p> <p>LO6 Interprets pic 3.1 & pic 3.2 in pg no. 68 & 70.</p> <p>LO1 Recognises issues related to poverty.</p> <p>LO12 Feels sensitivity for the living conditions of the poor families.</p>	<ul style="list-style-type: none"> • Are the children going to School? • Do you experience the problems of Ram Saram’s family in your lives? <p>Explain Rural case by comparing the lives of the rural people.</p>  <p>Picture 3.2 <i>Story of Lakha Singh</i></p> <p>Discuss rural case and issues related to poverty by asking some questions:</p> <ul style="list-style-type: none"> • Where do Lakha Singh live? • What work does he do? • What is the size of his family? • How does size of family affect the lives of the poor? • Is there any relationship between size of family and malnutrition? How? <p>Discuss:Issues related to poverty by a chart: Unemployment, illiteracy, malnutrition, landlessness, size of families.</p>	<ul style="list-style-type: none"> • Why do the children of these families suffer from malnutrition? <p>Activity:</p> <ul style="list-style-type: none"> • Collect pictures related to poverty. From magazines and Newspapers <p>Prepare a list of families around your neighbourhood where you find families like Lakha Singh.</p>	<p>Chart showing issues related to poverty</p>
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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.)

8. Did I clearly communicate the lesson objectives to the students?
9. Did I use effective instructional strategies to engage students in the lesson?
10. How well did I manage the classroom during the lesson?
11. Were there any disruptions or behavioral issues that I need to address?
12. What strategies can I implement to improve classroom management?
13. Did the students actively participate and show interest in the lesson?
14. How can I better manage the time allocated for each activity?

Chapter – 3 POVERTY AS A CHALLENGE

Period No. 3

Key concept : Poverty as seen by Social Scientists

Learning Outcomes and Indicators/micro competencies	Teaching-Learning Process- This should include activities to facilitate learning along with broad time duration	Pointers for formative assessment-this should include strategies that will be used to Check for understanding	Material required								
<p>LO5 Draws interlinkages between unemployment and poverty</p> <p>5.1 Analyses the problem of malnutrition among the poor people</p> <p>LO1 Identify different facets of poverty and variety of indicators as put forth by social</p>	<p>To explain the term “consumption” the picture here under will be shown and some questions will be posed:</p>  <p>Picture-B (Source: Google)</p> <ol style="list-style-type: none"> What do you observe in picture-A? To which income group do they belong? What do you observe in picture-B? To which income group do these people belong? Do the children live in poverty? How can you say? <p><u>Video:</u> Link: https://youtu.be/6ougDbMti0A?feature=shared To discuss and explain the poverty, indicators of poverty with the help of a video:</p>	<p>How does level of income effect the consumption pattern of the people?</p> <p>Collect information in your locality about the people earning different income and their consumption in a day.</p> <p>Collect information of eating habits of some children in your surroundings and identify children suffering from malnutrition. What are the main indicators of poverty?</p> <p>Activity:</p> <table border="1" data-bbox="1223 1315 1868 1421"> <thead> <tr> <th>S.N.</th> <th>Occupation</th> <th>Approximate Income per</th> <th>Consumption pattern</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	S.N.	Occupation	Approximate Income per	Consumption pattern					<p>Material required</p> <p>Pictures related to consumption (Source:Google)</p> <p>Videos</p>
S.N.	Occupation	Approximate Income per	Consumption pattern								

scientists

LO12 Shows sensitivity to social exclusion and caste system in India

LO12 Empathises certain communities like physically handicapped and widows

LO4 Analyse the occurrence of disasters and its effect on the people living in poverty

Discuss and explain social exclusion and vulnerability with the picture and video:

Picture-A



Picture-B



- I. What do you observe in picture-A and picture-B?
- II. Do the people in the pictures experience poverty?
- III. Is your locality well developed or backward?
- IV. List out some reasons for the backwardness of your locality.

Discuss Disasters and its impact on the poor people by posing some questions:

		month	
1	Teacher		
2	Doctor		
3	Agricultural Labourer		
4	Flowers vendor		

What do you observe from the above table?

Why is the consumption pattern of agriculture labourer and vendor less compared to a doctor and teacher?

Who experiences social exclusion?

Video Link:

<https://youtu.be/6ougDbMti0A?feature=shared>



LO6 Extrapolates famine and poverty	<ol style="list-style-type: none"> I. List out some natural disasters. II. How does floods affect the lives of the poor? III. What would be the impact of droughts on the lives of the rural people? 	<p>Which section of the society comes under vulnerable groups?</p> <p>Collect some pictures related to social exclusion and vulnerability.</p>	
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Teachers’ reflections and experiences:

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Chapter – 3 POVERTY AS A CHALLENGE

Period No. 4

Key concept: Poverty Line

Learning Outcomes and Indicators/micro competencies	Teaching-Learning Process- This should include activities to facilitate learning along with broad time duration	Pointers for formative assessment-this should include strategies that will be used to Check for understanding	Material required
<p>LO1 1.1 Will be able to describe poverty</p> <p>1.2 Define poverty line</p> <p>1.3 Recognises people living below poverty line</p> <p>LO2 Compares the calorie intake of rural areas and urban areas</p>	<p>Explain poverty line by asking some questions:</p> <ul style="list-style-type: none"> • What are the basic needs of life? • Are all the people able to fulfill their basic needs? <p>Activity 1:</p> <p>Call a physically weak student and make him/her to lift a heavy school bag. (Student finds difficult to lift the bag)</p> <p>Now pose the following questions:</p> <ul style="list-style-type: none"> • Why is the student unable to lift the bag? • What is the reason for his weakness? • How do we measure the energy we get from food? <p>Explain calorie intake of food in rural and urban areas.</p>	<p>On what basis is poverty measured?</p> <p>Is the consumption of different income groups same?</p> <p>Quiz [sample questions]</p> <p>*In India, what is the prescribed calorie requirement per person per day in rural areas?</p> <p>*What is the calorie intake in urban areas?</p> <p>*What is the income needed for a family in rural areas according to 2011-12 estimates?</p>	<p>Charts, Images, Pictures, Videos</p>

Discuss poverty line vary with time and place by posing some questions and showing pictures related to India and USA.

a) India:



b) USA (Source: Google):



- a) What do you observe in the picture?
- b) Having a car in India, Is that the status symbol?
- c) Can you consider a person having a basic model car as rich in the United States of America?
- d) Why such difference exist in a developing countries like India and a developed countries like USA

*Which organization in India conducts survey to estimate poverty line?

What do you think would be the minimum necessary level in your locality?

LO3 Explains the relationship between per capita income

Discuss and explain poverty line fixed on the basis of monetary per capita expenditure by posing some questions:

and consumption levels	<ul style="list-style-type: none"> • What are the basic necessities of life? • Do the people living in urban areas need more income compared to the people in rural areas? Why? • Why is the cost of living more in urban areas? • How does low wages affect the lives of the poor people? 		
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Teachers' reflections and experiences:

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Chapter – 3 POVERTY AS A CHALLENGE

Period No. 5

Key concept : Poverty Estimates

Learning Outcomes and Indicators/micro competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for formative assessment-this should include strategies that will be used to Check for Understanding.	Material required																																									
<p>LO1 Analyse the table 3.1 in pg.no.76</p> <p>LO4 Explains the dynamics of poverty reduction in rural and urban areas.</p>	<p>To test prior knowledge the following questions will be asked:</p> <ul style="list-style-type: none"> Which organization conducts surveys to estimate poverty? For how many years is poverty estimated? Will the level of poverty be same in both rural and urban areas? <p>Discuss and explain poverty estimates with the help of a given table:</p> <table border="1" data-bbox="505 857 1400 1203"> <caption>Table 3.1: Estimates of Poverty in India (Tendulkar Methodology)</caption> <thead> <tr> <th rowspan="2">Year</th> <th colspan="3">Poverty ratio (%)</th> <th colspan="3">Number of poor (in millions)</th> </tr> <tr> <th>Rural</th> <th>Urban</th> <th>Total</th> <th>Rural</th> <th>Urban</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>1993-94</td> <td>50</td> <td>32</td> <td>45</td> <td>329</td> <td>75</td> <td>404</td> </tr> <tr> <td>2004-05</td> <td>42</td> <td>26</td> <td>37</td> <td>326</td> <td>81</td> <td>407</td> </tr> <tr> <td>2009-10</td> <td>34</td> <td>21</td> <td>30</td> <td>278</td> <td>76</td> <td>355</td> </tr> <tr> <td>2011-12</td> <td>26</td> <td>14</td> <td>22</td> <td>217</td> <td>53</td> <td>270</td> </tr> </tbody> </table> <p><i>Source:</i> India in figures, 2018, Government of India Central Statistics office. niti.gov.in/state-statistics (accessed on Nov. 15, 2021)</p> <p>Summary: From the table it is clear that from 1993-94 to 2011-12 there is a decline in poverty but rural poverty still remains more than the urban poverty during the years.</p> <p>Video Link:</p>	Year	Poverty ratio (%)			Number of poor (in millions)			Rural	Urban	Total	Rural	Urban	Combined	1993-94	50	32	45	329	75	404	2004-05	42	26	37	326	81	407	2009-10	34	21	30	278	76	355	2011-12	26	14	22	217	53	270	<p>Refer the table 3.1 in pg.no.76 and answer the following questions</p> <p>What is the total poverty ratio in 1993-94 and 2004-05?</p> <p>Is there a decline in poverty ratio from 1993-94 to 2004-05?</p> <p>Even if poverty ratio declined between 1993-94 and 2004-05, why did the number of people remain at about 407 million?</p> <p>Are the dynamics in poverty reduction the same in rural and urban areas? Why was there a difference between the two?</p>	<p>Chart</p> <p>PPT https://youtu.be/pOb9c_ICxIA?feature=shared (Source: You Tube)</p> 
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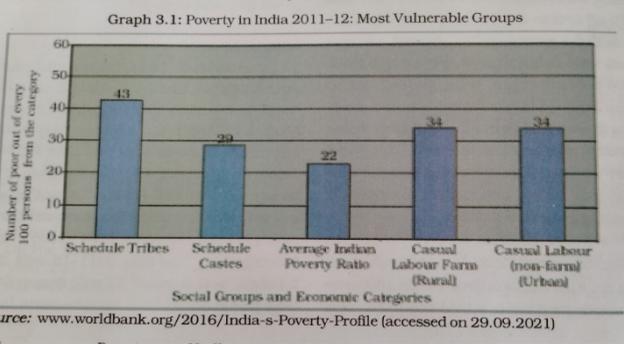
Note: These are only sample questions. It is left to the discretion of the teacher to assess his/her teaching and note down reflections experiences.)

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Chapter – 3 POVERTY AS A CHALLENGE

Period No. 6

Key concept: Vulnerability

Learning Outcomes and Indicators/micro competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for formative assessment-this should include strategies that will be used to Check for Understanding.	Material required
<p>LO1 Interprets the bar graph in pg.no.76</p> <p>LO2 Identify the vulnerable groups are S. Cs and S.T households.</p> <p>LO4 Feels sensitive for the women, elderly people and infants in poor families.</p> <p>LO1 1.1 Recognises Karur if famous for its handloom and power loom fabrics</p>	<p>Explain vulnerable groups with the help of a graph. Which community experience more vulnerability? According to 2011-12, what percentage of ST are vulnerable? Do you find vulnerability in your area?</p>  <p>Discuss and explain inequality in incomes and deny of equal access to resources by an activity.</p> <p>Activity 1: Role plays of an agricultural labourer and a high paid employee Group discussion about the role play, their incomes and consumption patterns.</p> <p>Acitivity:2 Make the students to read the story of Sivaraman</p>	<p>Which social groups are most vulnerable to poverty?</p> <p>Which economic groups of rural and urban India are vulnerable to poverty?</p> <p>Why do these groups fall below the poverty line?</p> <p>Collect information in your area about women, elderly people and female infants who are deprived of equal access to resources.</p>	<p>Text book</p> <p>Pictures Newspaper/Magazine cuttings</p>

1.2 Identify shift in occupation from cobbler to agricultural labourer

LO2 Interprets the picture in pg.no.78

LO4 Analyses the difference in wages

LO5 Feels sensitive for the living conditions of Sivaraman and his family members



Discuss the living conditions of Sivaraman's family by posing some questions:

- Is the family living in poverty?
- What are the reasons for their poor living conditions?
- Who are the earning members in the family?
- Are the children attending the school?
- Why do these children lack basic education?
- To which social and economic group does Sivaraman's family belong?

Debate: Conduct debate on male child given more priority than female child.

Project:

Collect the list of dropouts and non-enrolled children in your neighbourhood.

Teachers' reflections and experiences:

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Chapter – 3. POVERTY AS A CHALLENGE

Period No. 7

Assessment:

1. Select the right answer for the following multiple choice questions: 1 X 4 = 4M

- I. The accepted average calorie requirement per person per day in rural India is []
a) 2100 calories
b) 2200 calories
c) 2300 calories
d) 2400 calories
- II. In rural areas, the people living in poverty are mostly engaged in which sector of the economy []
a) Primary sector
b) Secondary sector
c) Tertiary sector
d) None of these
- III. Majority of the vulnerable groups belong to which social community []
a) SC
b) ST
c) BC
d) OC
- IV. Assertion (A): Poverty line is an imaginary line used by any country to determine its poverty. []
Reason(R): It varies time to time, place to place and country to country.
a) Both A and R are true and R is 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

2. Answer the following: 2 x 2 = 4M

- I. Define poverty.

II. Identify the vulnerable groups in the given table, mention 'Yes\No'.

Sl.no	Groups	Vulnerable to poverty
1	OCs	
2	STs	
3	Landless widows	
4	Landlord	

3. Answer the following question in short: 1 x 3 = 3M

I. Why do different countries use different poverty lines?

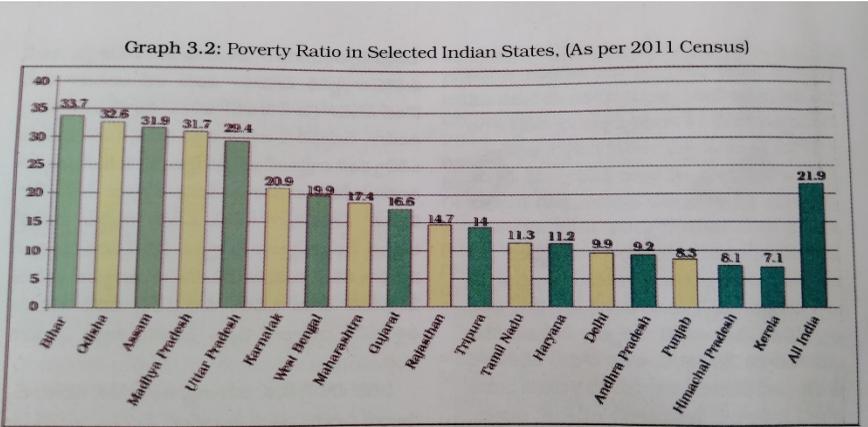
4. Answer any one the following questions briefly: 1 x 4 = 4M

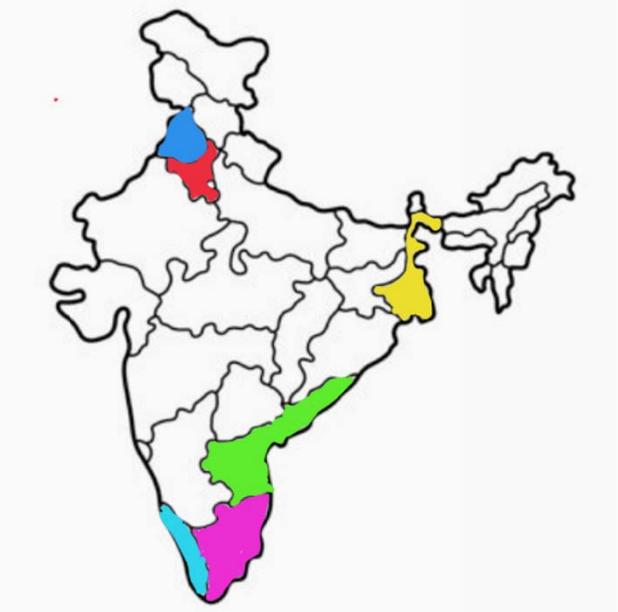
- I. "In poor families all suffer, but some suffer more than others." Explain the statement.
II. Describe how poverty line is estimated in India.

5. Answer any one the following questions in detail: 2 x 5 = 10M

- I. Describe how poverty is seen by social scientists.
II. How far is it correct to say that social exclusion can be both a cause as well as a consequence of poverty? Explain.

Chapter – 3. POVERTY AS A CHALLENGE
Period No. 8
Key concept : Inter-State Disparities

Learning Outcomes and Indicators/micro competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for formative assessment- this should include strategies that will be used to Check for Understanding.	Material required
<p>LO1 Recognises the proportion of poor people is not same in every state</p> <p>1.2 Identify the two poorest states with high poverty ratio</p>	<p>To test prior knowledge the following questions will be asked:</p> <ul style="list-style-type: none"> • Is the poverty level same among all the people? • Are there any families living in poverty in your area? • Will the proportion of poor people be same in every state? <p>Discuss and explain the inter-state disparities in the bar graph</p> <p>The level of poverty differs from state to state. Poverty is high in Bihar, Odisha and Assam and less in Himachal Pradesh and Kerala. Along with rural poverty urban poverty is high in Odisha, MadhyaPradesh, Bihar and UP.</p>  <p><i>Source: Economic Survey 2020–21, Government of India, 2021.</i></p>	<ul style="list-style-type: none"> • Expand HCR • What is the percentage of HCR in 2011-12? • Name the two poorest states with high poverty ratios. • Which state has focused more on HRD? 	<p>India map, Chart</p>

<p>LO3 Analyse and explain the decline in poverty in some states and the measures taken to reduce poverty</p> <p>LO4 Develop map reading and locating skills</p>	 <p>The poverty levels reduced in some states due to the programmes initiated by those state government.</p> <p>Haryana and Punjab --- High agricultural growth rates</p> <p>West Bengal ----Land reform measures</p> <p>Andhra Pradesh and Tamil Nadu ----PDS</p> <p>Kerala ----Human Resource Development</p>	<p>By what means poverty has reduced in West Bengal?</p> <p>In which states was the PDS implemented effectively to reduce poverty?</p> <p>In which state literacy is high in India?</p>	
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LO5 Appreciate some countries like India, Pakistan, Sri Lanka, Nepal, Bangladesh, and Bhutan for showing rapid decline in poverty

Table 3.2: Poverty: Head Count Ratio Comparison among Some Selected Countries

Country	% of Population below \$1.90 a day (2011 ppp)
1. Nigeria	39.1 (2018)
2. Bangladesh	14.3 (2016)
3. India	22.5 (2011)
4. Pakistan	4.4 (2018)
5. China	0.5 (2016)
6. Brazil	4.6 (2019)
7. Indonesia	2.7 (2019)
8. Sri Lanka	0.9 (2016)

Source: Poverty and Equity Database, World Bank Data; (databank.worldbank.org) accessed on 01.10.2021.

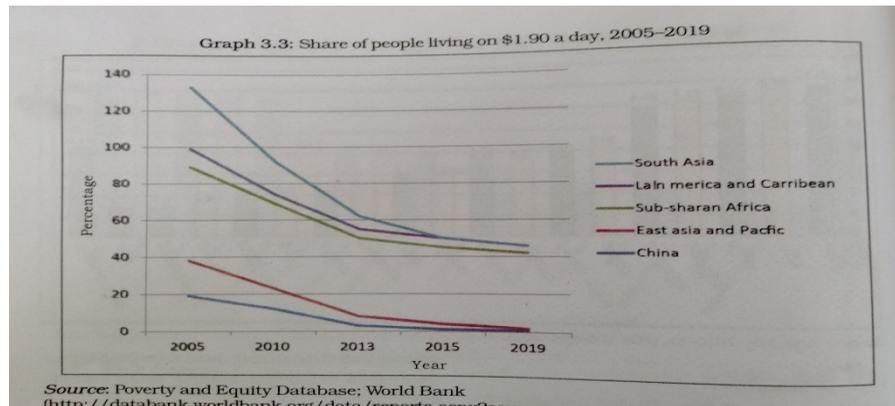
What was initiated by the UN to end poverty of all types by 2030?

In which part of the world does the extreme poor live, by 2030?

Prepare a list of the new substantial goals of the United Nations.

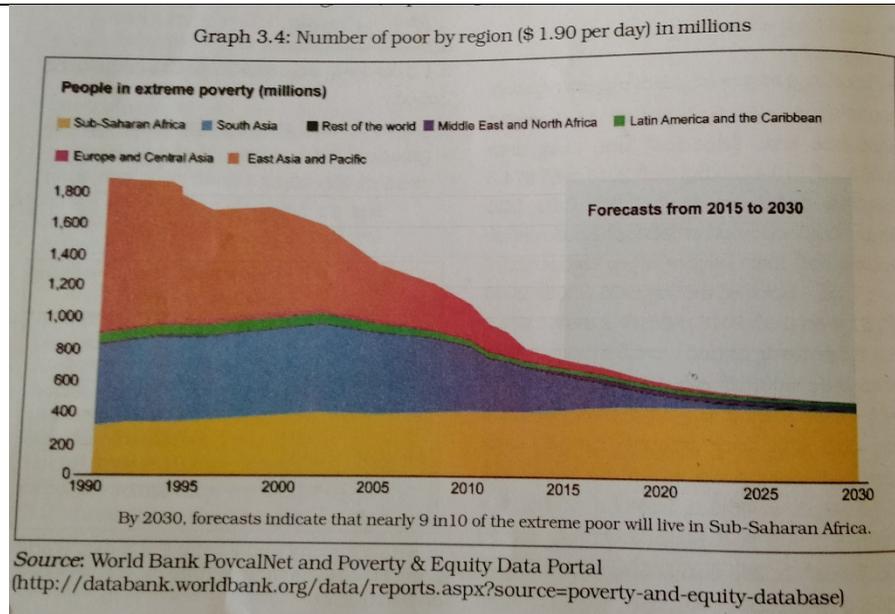
LO6 Appreciates the new sustainable goals of the UN to end all types of poverty by 2030

Discuss and explain share of people living on \$1.90 a day from 2005 to 2019 & people in extreme poverty in the following graphs:



LO7 Feels sensitive for the sub-Saharan Africa as 9 in 10 of the extreme poor will live in that region

LO8 Interprets the graph in pg.no.82 and 3.3 & 3.4 in pg.no.84



Group Activity:

What do you observe in the graph3.3?

In South Africa what is the percentage of people living on 1.90 dollars a day in 2005?

Suggest some reasons for the decline in the people living on 1.90 dollars a day from 2005-2019.

In which region does 9 in 10 of the extreme poor will live?

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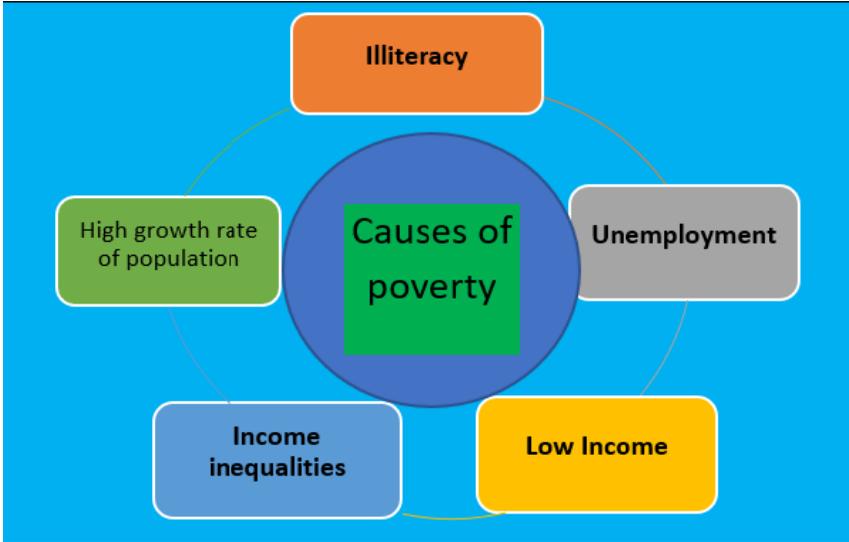
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Chapter – 3 POVERTY AS A CHALLENGE

Period No. 11

Key concept : Causes of Poverty

Learning Outcomes and Indicators/micro competencies	Teaching-Learning Process This should include activities to facilitate learning along with broad time duration	Pointers for formative assessment-this should include strategies that will be used to Check for Understanding	Material required
<p>LO1 Describe the causes of poverty</p> <p>LO2 Analyses the income inequalities, illiteracy and unemployment among the people</p> <p>LO5 Appreciates the implementation of land reforms by most of the State Governments.</p>	<p>Discuss and explain causes of poverty by asking some questions:</p> <ul style="list-style-type: none"> • Do all the people in India get regular employment? • Are all the rural people literates?  <p>Why do most of the rural families work as agricultural labourers? Mention some reasons for the small size of land holdings in India. To which sections of the society does most of the illiterates belong?</p>	<p>Mention some of the causes of poverty.</p> <p>How does low wages affect the life of the labourers?</p> <p>What is meant by indebtedness?</p> <p>Why was land reforms introduced by the Governments?</p> <p>Who is the father of Green Revolution?</p>	<p>ICT</p> <p>Pictures related to causes of poverty</p>



How did Green Revolution foster the lives of the rural people?

Teachers' reflections and experiences:

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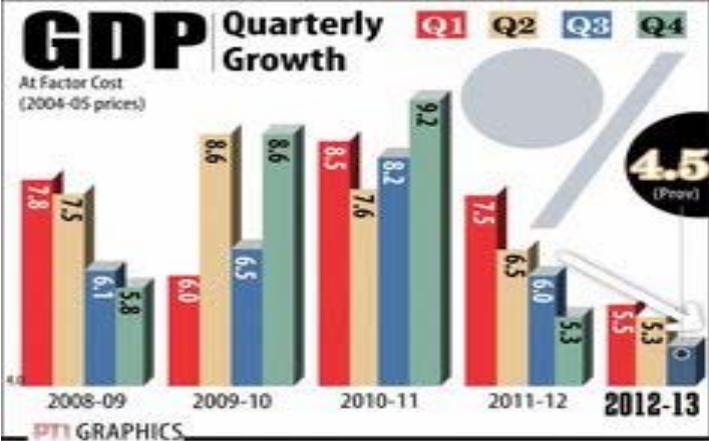
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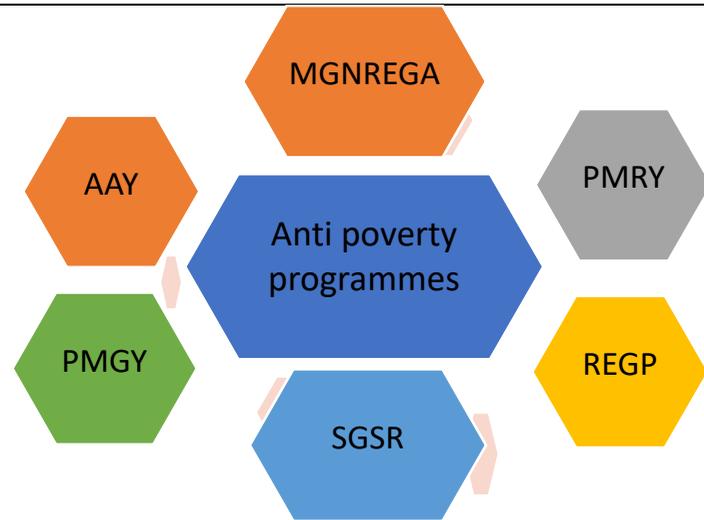
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Chapter – 3 POVERTY AS A CHALLENGE

Period No. 13

Key concept : Anti-poverty measures-targeted anti-poverty programs

<p>Learning Outcomes and Indicators/micro competencies</p>	<p>Teaching-Learning Process This should include activities to facilitate learning along with broad time duration</p>	<p>Pointers for formative assessment-this should include strategies that will be used to Check for Understanding.</p>	<p>Material required</p>
<p>LO1 1.1 Identify that higher growth rate reduces poverty</p> <p>1.2 Recognises the importance of education in removing poverty</p> <p>LO2 Explains inter relationship between economic growth and poverty reduction</p> <p>LO3 Distinguishes Swarnajayanthi Gram Swarozgar Yojana[SGSY] and Pradhan Mantri Gramodaya Yojana [PMGY]</p> <p>LO4 Appreciates the poverty alleviation programmes introduced by the Government</p>	<p>Discuss India’s growth rate by using a graph</p>  <p>Explain Anti-poverty programs through mind mapping:</p>	<p>Quiz:(Some sample Questions)</p> <p>In which year was MGNREGA launched?</p> <p>In which five year plan a target of creating 25 lakhs new jobs was set under REGP?</p> <p>PMRY stands for-----?</p> <p>Which programme aims at bringing the assisted poor families above the poverty line by organizing into self-help groups?</p>	<p>Chart</p>



The government introduced anti-poverty measures to reduce poverty and face a major challenge in the way of development of the country

Teachers’ reflections and experiences:

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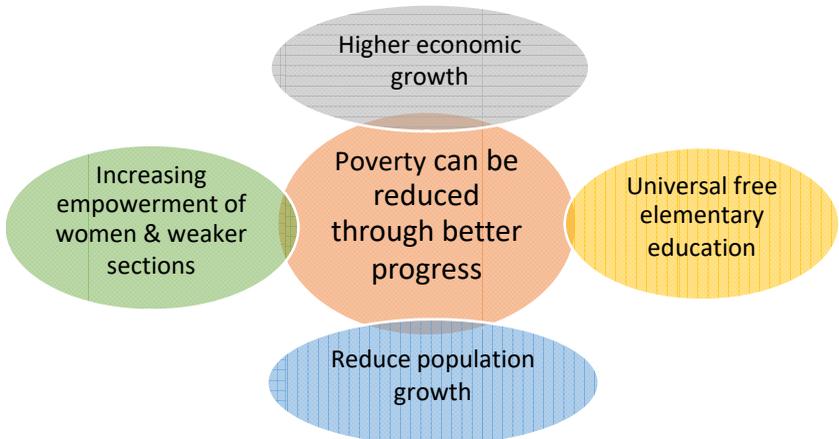
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Chapter – 3 POVERTY AS A CHALLENGE

Period No. 14

Key concept : The Challenges ahead

<p>Learning Outcomes and Indicators/micro competencies</p>	<p>Teaching-Learning Process This should include activities to facilitate learning along with broad time duration</p>	<p>Pointers for formative assessment</p>	<p>Material required</p>
<p>LO1 Identify poverty as a great challenge</p> <p>LO2 Explains poverty reduction programmes</p>	<p>Discuss the challenges to be faced by the government:</p> <ol style="list-style-type: none"> Education Health care Job security Shelter Self-confidence Child labour Free from caste and gender discrimination <p>Explain human poverty by showing a video: https://youtu.be/az3ne9qb25U?feature=shared</p> <p>Discuss and explain poverty reduction programmes by mind mapping Poverty reduction is expected to make better progress in the next ten to fifteen year</p> 	<ol style="list-style-type: none"> 1. What is India’s most compelling challenge? 2. Who are most vulnerable to poverty? 3. What are the most important aspects other than minimum income? 4. What is human poverty? 5. Suggest some measures for eradicating poverty. 6. Write slogans for poverty elevation 	<p>Text book</p> <p>Pictures related to poverty</p> <p>Video related to human poverty https://youtu.be/az3ne9qb25U?feature=shared</p> 

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.) <ul style="list-style-type: none">• 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: 9 ECONOMICS

Chapter: 3. POVERTY AS A CHALLENGE

Period No : 15

Assessment: Worksheet of 39 marks

1) Choose the correct option from the following multiple choice questions: (1 x 5 = 5 Marks)

I. Who always insisted that India would be truly independent only when the poorest of its people become free of human sufferings.

- a) Pandit Nehru
- b) Mahatma Gandhi
- c) Lal Bahadur Sastry
- d) Dr.B.R Ambedkar

II. Poverty among the Scheduled castes, rural agricultural labourers and urban casual labour households have seen a decline in poverty in the

- a) 1960s
- b) 1970s
- c) 1980s
- d) 1990s

III. The state that ranked top in India in multiple indicators of social development:

- a) Andhra Pradesh
- b) Gujarat
- c) Kerala
- d) Tamil Nadu

IV. Prime Minister Rozgar yojana scheme was started in the year

- a) 1991
- b) 2005
- c) 1993
- d) 2000

V. Arrange the following in correct sequence:

- A. Prime Minister Rozgar Yojana
- B. Rural Employment Generation Programme
- C. Pradhan Mantri Gramodaya Yojana
- D. Antyodaya Anna Yojana

- a) A, D, B, C
- b) C, B, A, D
- c) A, B, C, D
- d) D, C, B, A

2) Short answer type questions: (2 x 6 = 12 Marks)

- I. Expand NSSO
- II. Define poverty
- III. List out any four anti-poverty programs introduced by the government.
- IV. How can poverty be measured?
- V. What is meant by human poverty?
- VI. Identify the vulnerable groups in the given table, mention 'Yes\No':

Sl.no	Groups	Vulnerable to poverty
1	OCs	
2	STs	
3	Landless widows	
4	Landlord	
5	Unemployed physically handicapped	

3) Essay answer type questions: (2 x 3 = 6 Marks)

- I. Why do different countries use different poverty lines?
- II. Do you think that present methodology of poverty estimation is appropriate?
- III. Give an account of interstate disparities of poverty in India.

4) Answer the following : (2 x 2 = 4 Marks)

- I. Give the definition of poverty line as defined by the World Bank.
- II. Describe any two poverty alleviation programs currently being implemented in India.

5) Answer the following question in short: (1x3=3 Marks)

- I. Why did the government introduce land reforms and how does it helped in reduction of poverty?

6) Answer any one the following questions briefly: (1x4=4 Marks)

- I. Give an account of interstate disparities of poverty in India
- II. How does the natural calamities affect the lives of the people below the poverty line?

7) Answer any one the following questions in detail: (1x5=5 Marks)

- I. Give a brief account of Green Revolution in reducing poverty in rural areas in India.
- II. Describe how poverty is seen by Social scientists.

Lesson Plan

Economics

Class -9_Chapter-4. FOOD SECURITY IN INDIA_ (No. Periods-13)

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 -9_Chapter-4. FOOD SECURITY IN INDIA_ (No. Periods-13)

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 (Illustrative):

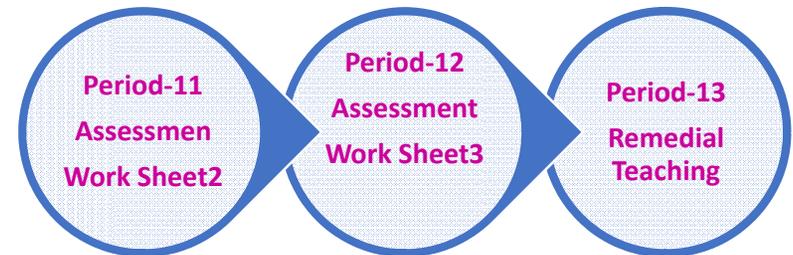
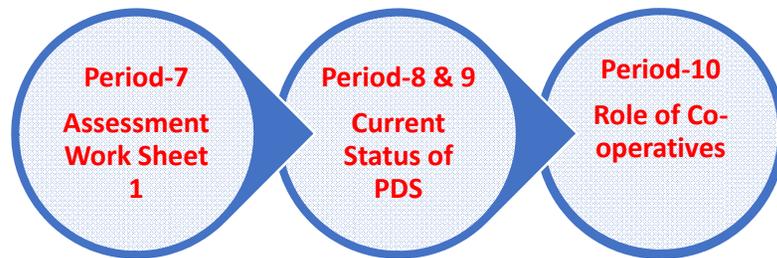
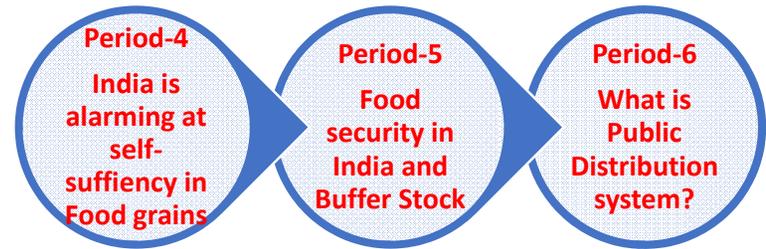
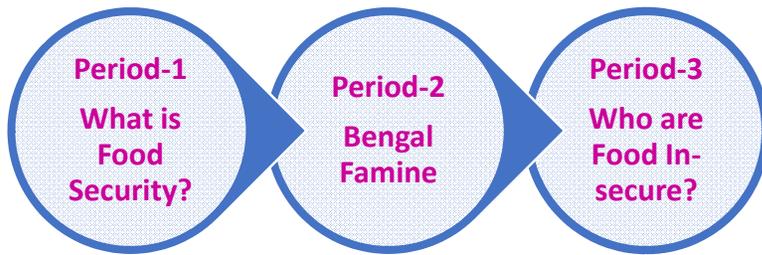
CG-8 Evaluates the economic development of the country in terms of its impact on the lives of its people and nature.

Competencies (Illustrative):

C-8.2 Understands and understands the concepts and practice of the range of economic systems-from free market to entirely state controlled markets.

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



FOOD SECURITY IN INDIA

Period and Topics	Learning Outcomes	Indicators (from Learning Framework + CBSE 2023 curriculum)
Period-1 What is Food Security?	LO3: Understands the concept of food security and the need for food security.	C3.1: Explains the dimensions of food security. C3.2: Analyses the need for food security.
Period-2 Bengal Famine	LO1: Recognises and retrieves the facts, figures during the Bengal famine.	C1.1: Identifies the reasons for Bengal famine. C1.2: Recalls the information related to Bengal famine-1945.
Period-3 Who are food-insecure?	LO2: Classifies the poor people are food insecure.	C2.1: Compares the Story of Ram and story of Ahmed regarding the conditions
Period-4 India is alarming at self-sufficiency in food security	LO12: Appreciate the process of achieving self-sufficiency of food grains in India.	C12.1: Appreciates the role of green revolution in achieving self-sufficiency in food grains production.
Period-5 Food Security in India and Buffer Stock	LO6: Draws interlinkage between food security in India and Buffer stock. LO4: Analyses the importance of Buffer Stock.	C6.1: Analyses the impact of Buffer stock in providing food security. C4.1:Examines the stocks to be maintained.
Period-6 What is Public Distribution System?	LO1: Recognises the importance of Public Distribution System in providing food security in India	C1.1: Defines the concepts of PDS, ration shops, ICDS, FFW. C1.2: Identifies the role of PDS in securing food security.
Period-7 Work sheet -1	Students will be made to complete the work sheet in order to check their understanding levels.	
Period-8 & 9 Current Status of Public Distribution System	LO4: Evaluates the information regarding current status of Public Distribution System	C4.1: Analyses the different revised programmes under PDS to make it more efficient and targeted.

Period-10 Role of Co-operatives	LO12: Appreciates the role of Co-operatives in food security.	C12.1: Appreciates the role of Co-operatives in ensuring food security through innovative programmes.
Period-11 Work Sheet-2	Students will be made to complete the work sheet in order to check their understanding levels.	
Period-12 Work Sheet-3	Students will be made to complete the work sheet in order to check their understanding levels.	
Period-13 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.	

Note:

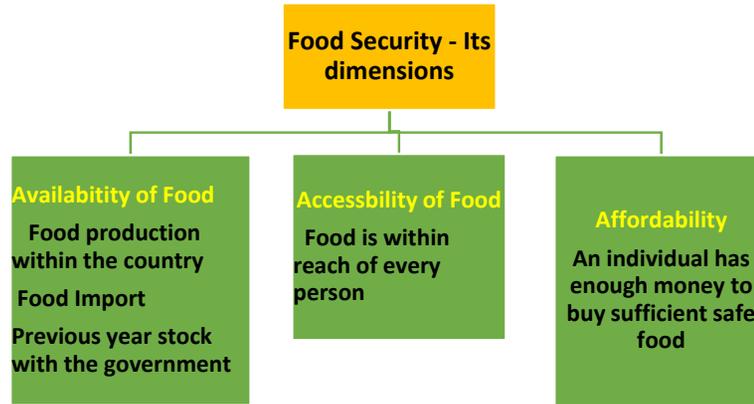
- 1.The teacher should not exclude the activities given in the text book pertaining to the Lesson.
- 2.Teacher may give two or three worksheets depending upon the number of periods allotted and the content.

Class: 9_Economics
Chapter - 4
Period No: 01
Key concept: What is Food Security?
Date:

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
<p>What is Food Security?</p> <p>LO3: Understands the concept of food security and the need for food security.</p> <p>C3.1: Explains the dimensions of food security.</p>	<p>To test the prior knowledge the following questions will be posed:</p> <ul style="list-style-type: none"> • Mention some essential things that human beings require to live on this earth? • How do you get energy? • How do we obtain food? • Is food available to everyone easily in India?  <p>(Source:Google)</p> <p>Explain the food habits of different people in the society with the help of the pictures.</p>	<p>Do you think all the people in India are able to get sufficient food every day?</p> <p>What is meant by food security?</p> <p>What are the three dimensions of food security?</p>	<p>Pictures from Google</p> <p>Flow chart showing Food security-its dimentionns</p>

C3.2: Analyses the need for food security.

Discuss the concept of food security and its dimensions through a flow chart.



Discuss and explain “Why food security?” by asking some questions:

- What do you mean by poverty?
- Which people are more vulnerable to poverty?
- What is poverty line?
- How does floods, drought, Tsunami, failure of crops etc., effect the poor people?
- What do you mean by shortage of food grains?

Summary: Food is as essential for living as air is for breathing. Food security is ensured in a country only if (i) enough food is available for all the persons. (ii) all persons have the capacity to buy food for acceptable quality and (iii) there is no barrier on access to food.

How is food security effected during a calamity?

Define Famine.

What is the new dimension added by Dr. Amartya Sen to food security?

Project:

Collect information of the food habits of the people in your surroundings. Make a note of the related to the food security and its dimensions.

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?
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- 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: 9_Economics
Chapter - 4
Period No: 02
Key concept: Bengal Famine
Date:

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials req																																			
<p>Bengal Famine</p> <p>LO1: Recognises and retrieves the facts, figures during the Bengal famine.</p>	<p>Probing questions: Test prior knowledge Do all the people in India are able to access food? How can you say? Have you ever come across people who lack atleast one meal a day?</p> <p>Short Video: https://youtube.com/shorts/NiLF03anZHc?feature=shared</p> <p>Discuss the most devastating famine the occurred in India, the Bengal famine in 1943 by a short video.</p> <ul style="list-style-type: none"> • What do you observe in the video? • When did it take place? • What the death toll? • What kind of disaster is it? <p>Activity :complete the table 4.1 in page no.96</p> <p style="text-align: center;">Table 4.1: Production of Rice in the Province of Bengal</p> <table border="1" data-bbox="451 1182 1199 1416"> <thead> <tr> <th>Year</th> <th>Production (Lakh tonnes)</th> <th>Imports (Lakh tonnes)</th> <th>Exports (Lakh tonnes)</th> <th>Total Availability (Lakh tonnes)</th> </tr> </thead> <tbody> <tr> <td>1938</td> <td>85</td> <td>-</td> <td>-</td> <td>85</td> </tr> <tr> <td>1939</td> <td>79</td> <td>04</td> <td>-</td> <td>83</td> </tr> <tr> <td>1940</td> <td>82</td> <td>03</td> <td>-</td> <td>85</td> </tr> <tr> <td>1941</td> <td>68</td> <td>02</td> <td>-</td> <td>70</td> </tr> <tr> <td>1942</td> <td>93</td> <td>-</td> <td>01</td> <td>92</td> </tr> <tr> <td>1943</td> <td>76</td> <td>03</td> <td>-</td> <td>79</td> </tr> </tbody> </table> <p>Source: Sen, A.K, 1981 Page 61</p>	Year	Production (Lakh tonnes)	Imports (Lakh tonnes)	Exports (Lakh tonnes)	Total Availability (Lakh tonnes)	1938	85	-	-	85	1939	79	04	-	83	1940	82	03	-	85	1941	68	02	-	70	1942	93	-	01	92	1943	76	03	-	79	<p>In which state the worst famine occur in India British?</p> <p>Activity: Collect the information regarding famine of Bengal in 1943 and prepare a report.</p> <p>Project: Prepare a chart showing conditions of famine affected people from Newspapers or magazine cuttings</p>	<p>Pictures from NCERT textbc</p> <p>Short Video: https://youtube.com/shorts/NiLF03anZHc?feature=shared</p> 
Year	Production (Lakh tonnes)	Imports (Lakh tonnes)	Exports (Lakh tonnes)	Total Availability (Lakh tonnes)																																		
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1943	76	03	-	79																																		

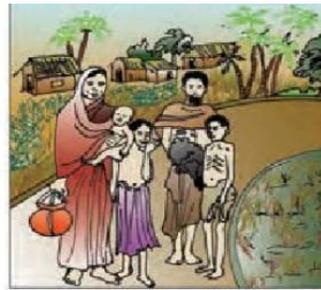
Discuss the above table :

- What is the total production of rice in 1938 in Bengal province?
- How many lakh tones of rice was imported in 1939?
- How much quantity of rice was exported from India in 1942?
- What is total availability of rice in Bengal in 1943?
- What was the reasons for low production of rice in 1943?

Activity :Group Discussion



Picture 4.1 Starvation victims arriving at a relief centre, 1945.



Picture 4.2 During the Bengal Famine of 1943, a family leaves its village in Chittagong district in Bengal.

Imagine the conditions prevailed in Bengal during 1943-45 and comment on it.

Summary: The Bengal famine of 1943 was an anthropogenic famine in the Bengal province of British India. The famine killed 30 lakh people in the Bengal region from starvation, malaria and other diseases. Eventually families disintegrated, men sold their small farms, often migrated to Calcutta or other large cities in search of organized relief.

Activity:

Do you find any relief centers organized by Governments in present days?

Find out what type of help is given to the victims of a natural calamity or a pandemic like Covid-19 at a relief camp.

Have you ever helped such victims in the form of money, clothes, food, medicine, etc.

Map of India

Atlas

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?
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- Did the students actively participate and show interest in the lesson?
- How can I better manage the time allocated for each activity?

Class: 9_Economics

Chapter - 4

Period No: 03

Key concept: Who are food-insecure?

Date:

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials req																																							
<p>Who are food-insecure?</p> <p>LO2: Classifies the poor people are food insecure.</p> <p>C2.1: Compares the Story of Ram and story of Ahmed regarding the conditions</p>	<p>Test prior knowledge by posing some questions</p> <ul style="list-style-type: none"> Which famine took place in India in 1943? Which income groups suffered the most during the pandemic time? Who are the food insecure families in the urban areas? <p>Group Discussion: "Who are food-insecure?" Make the students to read the story of Ramu and Ahmad and divide the class into two groups and discuss the conditions of both the families both posing some questions.</p> <ul style="list-style-type: none"> Where is Ramu living and what is his main occupation? Why is agriculture a seasonal activity? Why did Ramu remain unemployed for about 4 months in a year? Why does Ramu face difficulty? When is Ramu food insecure? <ul style="list-style-type: none"> Does Ahmad have a regular income from rikshaw pulling? What are the food items that Ahmad obtains through PDS? 	<p>Who are the people more prone to food insecurity?</p> <p>Activity: Interpret the table 4.2 in pg.no.102 and discuss the rural and urban percentage of households with hunger in India.</p> <p>Table 4.2: Percentage of Households with 'Hunger' in India</p> <table border="1" data-bbox="1272 889 1782 1273"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="3">Type of hunger</th> </tr> <tr> <th>Seasonal</th> <th>Chronic</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td><i>Rural</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1983</td> <td>16.2</td> <td>2.3</td> <td>18.5</td> </tr> <tr> <td>1993-94</td> <td>4.2</td> <td>0.9</td> <td>5.1</td> </tr> <tr> <td>1999-2000</td> <td>2.6</td> <td>0.7</td> <td>3.3</td> </tr> <tr> <td><i>Urban</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1983</td> <td>5.6</td> <td>0.8</td> <td>6.4</td> </tr> <tr> <td>1993-94</td> <td>1.1</td> <td>0.5</td> <td>1.6</td> </tr> <tr> <td>1999-2000</td> <td>0.6</td> <td>0.3</td> <td>0.9</td> </tr> </tbody> </table> <p>Source: Sagar (2004)</p> <p>Project: Locate the states where we find the largest</p>	Year	Type of hunger			Seasonal	Chronic	Total	<i>Rural</i>				1983	16.2	2.3	18.5	1993-94	4.2	0.9	5.1	1999-2000	2.6	0.7	3.3	<i>Urban</i>				1983	5.6	0.8	6.4	1993-94	1.1	0.5	1.6	1999-2000	0.6	0.3	0.9	<p>Map of India</p>
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	<ul style="list-style-type: none"> ▪ What is the criterion on which yellow card is given to people? Explain the vulnerable groups and the states that experience food insecurity and hunger. <p>Summary: Food and nutrition insecurity has affected the large section in India. In rural areas the most affected people are the landless agricultural labourers, traditional artisans and self-employed workers. In urban areas the people in unpaid occupations and casual labour market are affected more. Migrants and the people of vulnerable groups are prone to food insecurity.</p>	<p>number of food insecure people in the country.</p> <p>Comment on the statement “Hunger is not just an expression of poverty, it brings about poverty”.</p> <p>Activity: Collect information about the people in your area who possess Yellow card and the benefits they get from that card.</p> <p>Expand NHFS.</p>	Atlas
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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.

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- 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: 9_Economics

Chapter - 4

Period No: 04

Key concept: India is alarming at self-sufficiency in food security

Date:

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
<p>India is alarming at self- sufficiency in food security</p> <p>LO12: Appreciate the process of achieving self-sufficiency of food grains in India.</p>	<p>Test prior knowledge:</p> <ul style="list-style-type: none"> ▪ Which section of the people suffer from food and nutrition insecurity in India? ▪ Name some states where largest number of people experience food insecurity. ▪ How can India overcome the problem of food insecurity? <p>VIDEO LINK: https://youtu.be/QCNXfcmVOHA?feature=shared</p> <p>Discuss and explain how India is aiming at self-sufficiency in food grains since independence and how green revolution contributed for it.</p> <ul style="list-style-type: none"> • Is there any relation between food security and food production? • Which sector provides more employment opportunities in India? • How many of your parents work in agriculture sector and related activities? • What is blue Revolution? • What is White Revolution? • Do you know about Green revolution? 	<p>Who is the father of Indian Green Revolution?</p> <p>Which crops production increased drastically after green revolution?</p> <p>Debate: To enhance form productivity green revolution increased the availability and use of fertilizers and pesticides to reduce any damage or loss to the crops. How do you support this statement?</p> <p>Project: Visit some formers in a near by village and collect details of food crops cultivated by the formers and the methods followed in cultivation of the crops.</p>	<p>Pictures from NCERT textbook</p> <p>Newspaper/magazine cuttings</p> <p>Video Link: https://youtu.be/QCNXfcmVOHA?feature=sh ared</p> 

C12.1: Appreciates the role of green revolution in achieving self-sufficiency in food grains production.

- How did Green revolution contribute to boost agriculture production?
- Summary:**
- Indian policy makers adopted all policy measures to achieve self-sufficiency in food grains after independence.
 - India adopted a New Agricultural Strategy, "Green Revolution" especially in the production of rice and wheat.
 - Indira Gandhi the then Prime Minister of India realized a special stamp entitled "Wheat Revolution in July, 1968".
 - The highest rate of growth recorded in Uttar Pradesh and Punjab.

Activity:



Picture 4.3 A farmer from Punjab standing in a field of one of the High Yielding Varieties of wheat on which the Green Revolution is based

Refer to picture 4.3 in page no. 102 and give a caption to the 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.)

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- Did the students actively participate and show interest in the lesson?
- How can I better manage the time allocated for each activity?

Class: 9_Economics

Chapter - 4

Period No: 05

Key concept: Food security in India and Buffer stock

Date:

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
<p>Food Security in India and Buffer Stock</p> <p>LO6: Draws interlinkage between food security in India and Buffer stock.</p> <p>C6.1: Analyses the impact of Buffer stock in providing food security.</p>	<p>Video Link: https://youtu.be/-BAiUylbdhg?feature=shared</p> <p>(Source: You Tube)</p> <p>Discuss and Explain food security in India by asking some questions.</p> <ul style="list-style-type: none"> • What is food insecurity? • What is meant by food security? • Why do we need food security? • <p>Summary:</p> <ul style="list-style-type: none"> ➤ The advent of green revolution in our country avoided famine even during adverse weather conditions. ➤ India has become self sufficient in food grains during the last 30 years because of variety of crops grown. ➤ The availability of food grains at the country level has further been enhanced with a carefully designed food security system by the Government. ➤ The system has two components buffer stock and public distribution system. <p>Video Link:</p>	<p>Project: Collect information about the impact of green revolution on Indian economy with special reflect to food security.</p> <p>Expand FCI.</p>	<p>Video Link: https://youtu.be/-BAiUylbdhg?feature=shared</p> <p>(Source: You Tube)</p> 

Buffer stock

LO4: Analyses the importance of Buffer Stock.

C4.1:Examines the stocks to be maintained.

LO6 Interprets the Graph 4.1 in pg.no.104

<https://youtu.be/elHFYb1I3VI?feature=shared>

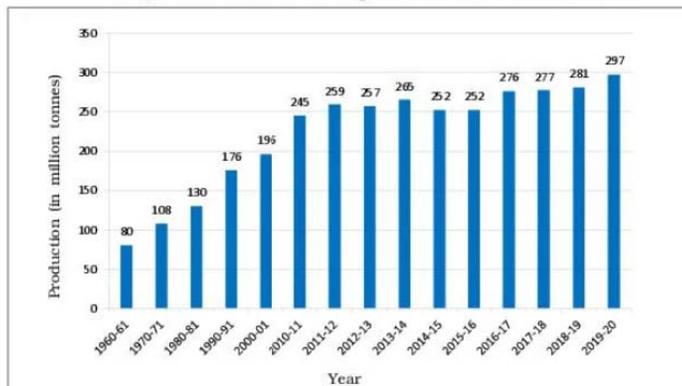
(Source: You Tube)

Discuss and Explain: Buffer stock by posing some questions.

- Where do the farmers store their produce after harvesting?
- Why do we need to store food grains?
- What are the conditions necessary for storage of food grains?
- How does government maintain buffer stock?

Discuss and explain the production of food grains in India through a graph by posing few questions mentioned hereunder.

Graph 4.1: Production of Foodgrains in India (Million Tonnes)



Source: Department of Agricultural, Cooperation and Farmers Welfare, Ministry of Agriculture and Farmers Welfare, Directorate of Economics and Statistics, 2020-21.

- Is the production of food grains in India same from 1960-61 to 2019-20?
- During which year the production of food grains is low?
- Why is there a substantial rise in food grains from

What are the main functions of FCI?

Expand MSP.

How is MSP helpful to farmers?

Video Link:
<https://youtu.be/elHFYb1I3VI?feature=shared>

(Source: You



	<p>1970-71?</p> <ul style="list-style-type: none"> • In which decade did India experience the highest decadal increase in food grain production? • Is production increase consistent in India since 2000-2001? 		
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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?
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- How well did I manage the classroom during the lesson?
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- 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?

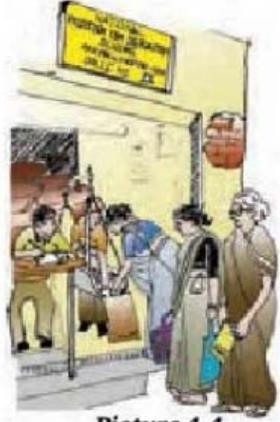
Class: 9_Economics

Chapter - 4

Period No: 06

Key concept:What is Public Distribution System?

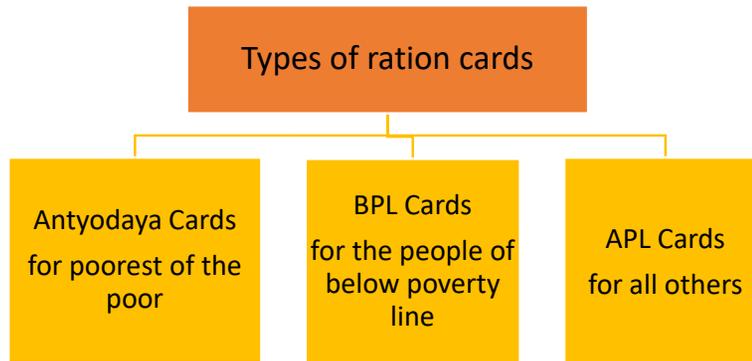
Date:

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials req
<p>What is Public Distribution System?</p> <p>LO1: Recognises the importance of Public Distribution System in providing food security in India.</p> <p>C1.1 Defines the concepts of PDS, ration shops, ICDS, FFW</p>	<p>To test the prior knowledge the following questions will be asked.</p> <ul style="list-style-type: none"> • Can the poor people buy goods in the open market? • How do the poor people get basic goods? • How many of you visited ration shops, what kind of goods are supplied in ration shops? • Can all the people in a city or village can buy goods in the fair price shops? <p>Video Link: https://youtu.be/1HGhPDLs2UQ?feature=shared</p> <p>(Source: You Tube)</p> <p>Discuss and Explain about the PDS by presenting a video. Summary:</p> <ul style="list-style-type: none"> ➤ The food procured by the FCI is distributed through Government regulated ration shops among the poorer sections of the society. This is called Public Distribution System. ➤ There are 5.5 lakhs ration shops all over the country. ➤ Ration shops are also known as Fair Price Shops. 	<p>Expand PDS.</p> <p>How does government make food accessible to School children?</p> <p>Activity: Write few lines about the picture 4.4</p> 	<p>Video Link: https://youtu.be/1HGhPDLs2UQ?feature=shared</p> <p>(Source: You</p> 

C1.2 Identifies the role of PDS in ensuring food security to the needy people living in the country.

- The items like food grains, sugar, kerosene, cooking oil are sold to the poor people at a price lower than the market price.

Explain the different ration cards with a flow chart



Activity:

Visit your area’s ration shop and get the following details.

- When does the ration shop open?
- What are the items sold at ration shop?
- Do you have a ration card?
- What has your family recently brought with this card from the ration shop?
- Are there any problems that they face?
- Why are ration shops necessary?

****The National Food Security Act, 2013**
 This Act provides for food and nutritional security life at affordable prices and enables people to live a life with dignity. Under this act, 75% of the rural population and 50% of the urban population have been categorised as eligible households for food security.

Discuss three important food intervention programmes and many poverty alleviation programmes.

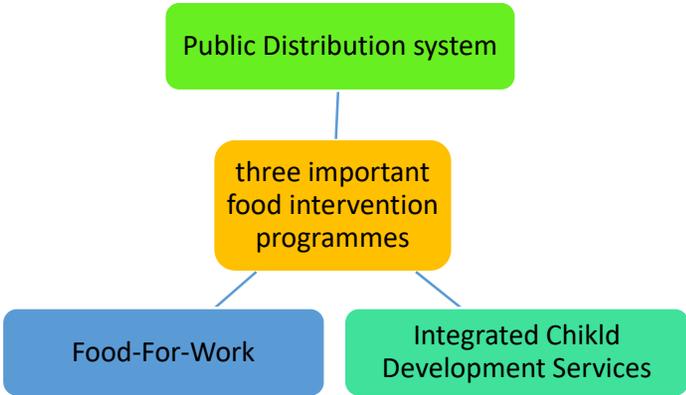
Which state in India initiated mobile ration shops ?

Project:

Compare the prices of the goods supplied through ration shops with that of prices of any other grocery shop and make a note.

Debate:

Conduct debate on the malpractices in the PDS.

	 <pre> graph TD A[Public Distribution system] --> B[three important food intervention programmes] B --> C[Food-For-Work] B --> D[Integrated Child Development Services] </pre>	<p>Activity:</p> <p>Give detailed information about some of the programmes initiated by the Government which have food component. (Hint: Rural Wage Employment Programme, Sampurna Grameen Rojgar Yojana, Mid-Day Meal Programme)</p>	
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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.)

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- 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?

Assessment Plan (Model Questions)**WORK SHEET-1 (20 Marks)****Class: _9_ Economics****Chapter – 4.FOOD SECURITY IN INDIA****Period No: 07****Date:****I Multiple choice questions:4x1=4m**

Choose the correct answer:

1. Which of the following is not a component of food security?
a. Availability b. Affordability c. Accessibility d. Sustainability
2. When did Bengal famine occur?
a.1955 b. 1943 c. 1929 d. 1918
3. Which revolution fostered a boost in the production of wheat and rice after 1970?
a. White revolution b. Blue revolution c. Green revolution d. Black revolution
4. Which state does not have large number of food insecure people in the country?
a. West Bengal b. Bihar c. Jharkhand d. Punjab

II. Answer the following :2x2=4m

5. Which group of people suffer from food security the most?
6. How is food security ensured in India?

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

7. What do you understand by different dimensions of food security?

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

8. Describe the role of Government in ensuring food security by means of PDS.

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

9. How is food security affected during a calamity?

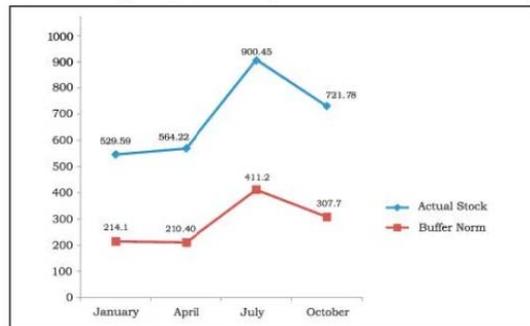
C4.1: Analyses the different revised programmes under PDS to make it more efficient and targeted.

Yojana (AAY)?

- How much of food grains is provided through Annapurna Scheme (APS)?
- In which year NFS Act was initiated?
- Who are the targeted groups under PDS?

Explain Central Foodgrains (wheat + Rice) Stock and Minimum Buffer Norm through a line graph.

Graph 4.2: Central Foodgrains (Wheat + Rice) Stock and Minimum Buffer Norm (Million Tonnes)



Source: Food Corporation and India (dfpd.gov.in/foodgrain-stocking), 2020-21 (Accessed on 29/09/2021)

- In which recent year foodgrains stock with the Government was maximum?
- What is the minimum buffer norm for the FCI?
- Why were the FCI granaries overflowing with foodgrains?
- What are the leading foodgrain producing states in India?

What has our government done to provide food security to the poor? Discuss any two schemes launched by the government.

What do you mean by subsidy?

What type of malpractices are happening in



Picture 4.5 Farmers Carrying Bags of Grains to the Granaries.

Activity: Comment on the given 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 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: 9_ Economics
Chapter - 4
Period No: 10
Key concept: Role of Co-operatives
Date:

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
<p>Role of Co-operatives</p> <p>LO12: Appreciates the role of Co-operatives in food security.</p> <p>C12.1: Appreciates the role of Co-operatives in ensuring food security through innovative programmes.</p>	<p>To test the prior knowledge following questions will be asked.</p> <ul style="list-style-type: none"> Who are the targeted groups in Anthyodaya Anna Yojana? What is meant by MSP? Who maintains buffer stocks? <p>Discuss role of Co-operatives in food security.</p> <p>Video Link: https://youtu.be/WlqgKtV8yhl?feature=shared</p> <p>(Source: You Tube)</p> <ul style="list-style-type: none"> What do you observe in the video? How does the Co-operatives function? What is the main objective of Co-operative societies? 	<p>What is the role of Co-operatives in enhancing food security?</p> <p>Mention the revolution that was brought by Amul.</p> <p>Project Collect pictures from news papers and magazines related to co-operatives.</p>	<p>Video Link: https://youtu.be/WlqgKtV8yhl?feature=shared</p> <p>(Source: You Tube)</p> 

Summary

- In Maharashtra, Academy of Development Science (ADS) has facilitated a network of NGOs for setting up grain banks in different regions.
- ADS organizes training programmes on food security for NGOs.
- In Delhi Mother Dairy is making progress in provision of milk and vegetables to the consumers at controlled rates decided by the Government of Delhi.
- Amul in Gujarat has brought White Revolution in the country.

Activity:

Collect information about the cooperative societies in your local area. To which activity are they related, make a note of it.

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?

Assessment Plan (Model Questions)**WORK SHEET – 2 (20 Marks)****Class: 9_Economics****Chapter – 4.FOOD SECURITY IN INDIA****Period No: 11****Date:****I. Multiple choice questions:4x1=4m**

Choose the correct answer:

1. Which Organisation is responsible for maintaining buffer stock of food grains in India?
a. WTO b. NFSA c. FCI d. ICAR
2. Which state in India has first launched the Antyodaya Anna Yojana for providing food security in India?
a. Maharashtra b. Rajasthan c. Uttar Pradesh d. Kerala
3. Which of the following is not a challenge to food security in India?
a. Poverty and Inequality b. Climate change and Natural disasters
c. Lackof technological advancements d. Inadequate storage and transport facilities
- 4.Assertion(A) Food imports and previous years stocks may ensure food availability but the same cannot ensure food affordability.
Reason (R) Government can make food available but the affordability that an individual should have enough money to buy Sufficient quantity and nutritious food.

Codes:

- a. Both A and R are true and 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. Answer the following :2x2=4m

- 5. Write a short notes on National Food Security act 2013.
- 6. What is Subsidy?

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

- 7. Agriculture is considered as a seasonal activity? Why?

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

- 8. What has our government done to provide food security to the poor? Discuss any two schemes launched by the government.

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

- 9. A section of people in India are still without food. Explain.

Assessment Plan (Model Questions)**WORK SHEET-3 (20 Marks)****Class: 9_ Economics****Chapter :4****Period No: 12****Date:****I. Multiple choice questions:4x1=4m**

Choose the correct answer:

1. Buffer stock is created to

a. distribute food grains in the deficit areas b. avoid wastage of food

c. maintain Minimum Support Price d. all the above

2. Identify the term associated with the following information.

- It is consequence of a diet which is regularly inadequate in quantity and quality
- This is caused due to lack of income to buy food for survival
- This is mainly seen in rural areas where people cannot afford quality food due to low income.

a. Chronic Hunger b. Seasonal hunger c. Nutrient hunger d. Physical Hunger

3. Arrange the following in sequence on the basis of year in which they were launched starting from the earliest.

i. Antyodaya Anna yojana (AAY)

ii. Integrated Child Development Services (ICDS)

iii. Food For Work (FFW)

iv. National Food Security Act

Codes:

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

4. In which state is Baran district located where starvation deaths have been recorded?

- a. Odisha b. Gujarat c. Rajasthan d. Bengal

II. Answer the following :2x2=4m

5.What is food security?

6.What is Mid- Day Meal programme?

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

7. Distinguish between Issue price and MSP.

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

8.Why is ration shop called 'Fair Price Shop'? Why does the government have of different ration cards?

V. Answer anythe following questions in detail: 1x5=5

9.Write a note on the role of cooperatives in providing food and related items.

Class: 9 Economics
Chapter - 4
Period No: 13
Key concepts:

Date:

Topic/Sub Topic, Learning Outcomes & Micro competency Indicators	Pedagogical Processes/Teaching-Learning Process	Assessment strategies	Materials required
	<p>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.</p>		

Teachers' reflections and experiences:



DEPARTMENT OF SCHOOL EDUCATION



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)