

LESSON PLAN

| | |
|---------------------------------|-----------------------|
| Class : VII | Name of the Teacher : |
| Subject : SOCIAL STUDIES | School : |

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|-------------------------------|------------------------|----------------------------|------------------------|----|--|
| | | | From | To | |
| The Universe and the Earth | • The Universe | 2 | | | The Universe is a vast space that contains many unimageable elements. |
| | • The Solar System | 2 | | | The Sun, eight planets and their satellites are to gathered called as the solar system. |
| | • Environment | 5 | | | An environment is a natural system that works with all living and non-living things including plants, animals and micro-organisms in an area. |
| | • Factors of pollution | 2 | | | Addition of various impurities to the environment is pollution. |
| | • Disasters | 1 | | | Disaster is a serious disruption that occurs in the short or long term, causing extensive human, physical, economic or environmental damage that exceeds the ability of the affected community to use its own resources. |

Prior Concepts / Skills:

- Know about Sun, Moon, Earth, Stars,
- Group of Stars,
- Universe,
- Galaxy
- Solar System
- Planets etc.

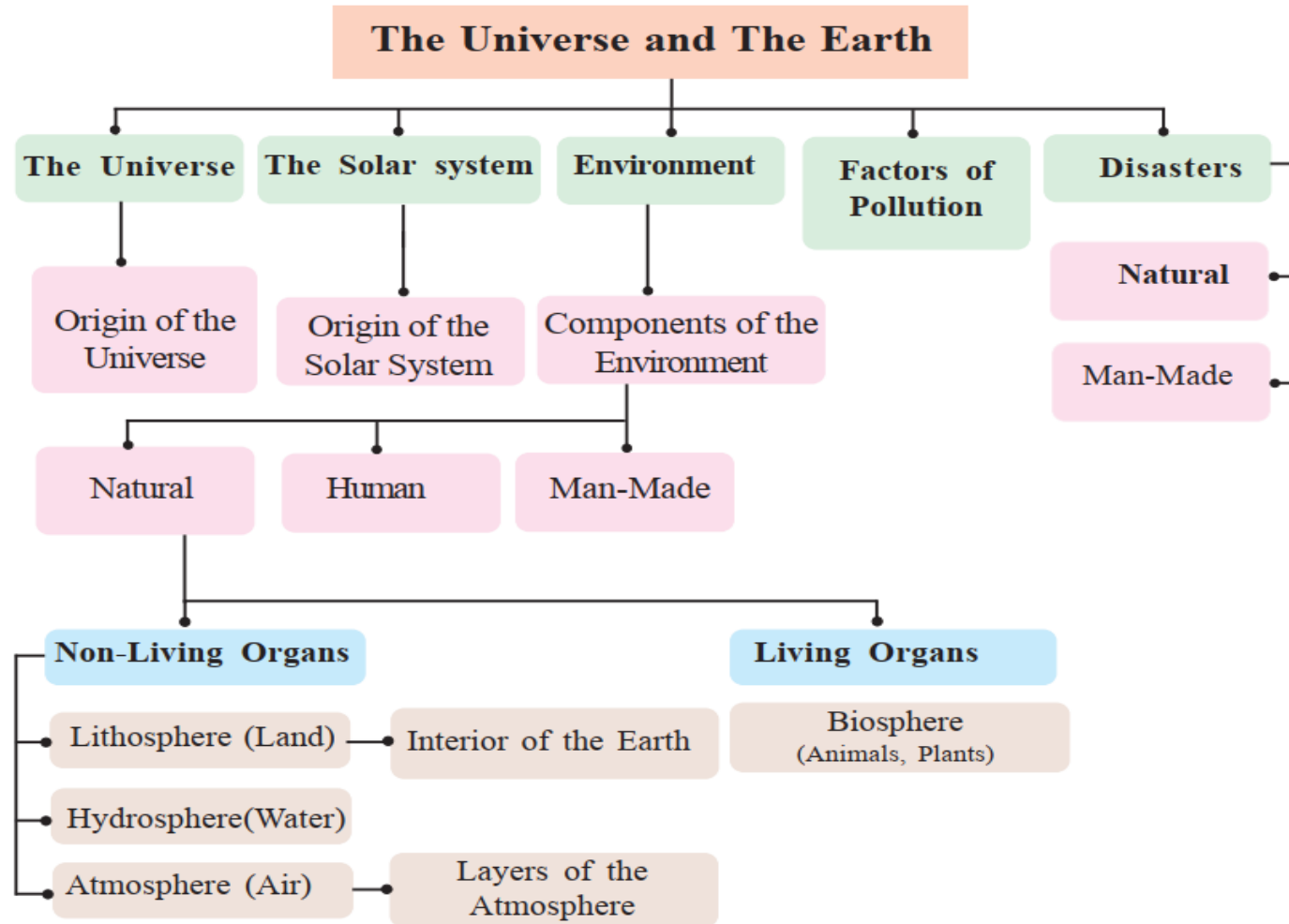
Learning Outcomes**No. of Periods**

- Understand the origin of the Universe.
- Understand the components of the environment.
- Appreciate the role of minerals in human life.
- Know about the important realms of the Earth.
- Locate various water bodies on the world map.
- Describe relations among the components of the environment.
- Know the factors effecting air and water pollution.
- Suggest preventive measures of disasters.

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TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What are the elements of Solar system?
- What is meant by Galaxy?
- What do you know about planets?
- Say a few lines about the Earth?
- Which is the third planet from the Sun?
- How the Sun helpful to human beings?

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|---|---|--|---|
| <ul style="list-style-type: none">• Explain about the Universe and the origin of the Universe.• Explain about Big Bang Theory through a video related Big Bang Theory displaying through DCR.• Ask to students to collect additional information and pictures about origin of the Universe as a group work. | <ul style="list-style-type: none">• collect additional information and pictures about origin of the Universe as a group work. | <ul style="list-style-type: none">• Watching Big Bang Theory video and respond on origin of the Universe. | <ul style="list-style-type: none">• Define the Universe?• Explain the origin of the Universe?• Who proposed Big Bang theory? | Textbook - APSCERT PPT Big Bang theory video |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) | | | | | | |
|--|--|--|---|---|--|--|--|---|---|-----------------------------------|
| <ul style="list-style-type: none"> Explain and visualise “The solar system”. Play a video which shows solar system. Show a picture with the information which shows “Solar system” and the students to prepare a table. Explain about the Sun and Eight planets by displaying PPT. | <ul style="list-style-type: none"> Students participated a role play on solar system. Prepare a model of solar system. | <ul style="list-style-type: none"> Prepare a table on solar system. Prepare some questions based on the above table which shoe about solar system. | <ul style="list-style-type: none"> Name the Eight planets? What is planet? In what way the sun useful to human beings? | Solar system Video PPT which shows about planets. | | | | | | |
| <ul style="list-style-type: none"> Explain about environment and elements of environment. Display a picture shows elements of the environment and ask to fill the table given below. <table border="1" data-bbox="179 1121 772 1422"> <thead> <tr> <th data-bbox="197 1129 383 1225">Natural Environment</th> <th data-bbox="383 1129 573 1225">Human Environment</th> <th data-bbox="573 1129 763 1225">Man-Made Environment</th> </tr> </thead> <tbody> <tr> <td data-bbox="197 1225 383 1337"></td> <td data-bbox="383 1225 573 1337"></td> <td data-bbox="573 1225 763 1337"></td> </tr> </tbody> </table> | Natural Environment | Human Environment | Man-Made Environment | | | | | <ul style="list-style-type: none"> Fill the given table in the text book based on the picture shown related elements of the environment. | <ul style="list-style-type: none"> What meant by environment? What are the elements of the Environment? How natural environment helps to human beings? | Text book PPT Globe |
| Natural Environment | Human Environment | Man-Made Environment | | | | | | | | |
| | | | | | | | | | | |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|--|---|---|---|
| <ul style="list-style-type: none"> • Organise a group activity related to “Elements of natural environment” that is preparation of scrap book with various pictures of natural environment. • Organise an individual activity related to various land form which was given in the text book. • Organise map pointing activity on identification of water bodies in the world map. • Ask to prepare a table based on Fig 1.9 Composition of Atmosphere. | <ul style="list-style-type: none"> • Prepare a scrap book with the pictures that shows natural environment as a group work. | <ul style="list-style-type: none"> • Note down the elements of natural environment. • Fill the table related to various land forms. • Locate various water bodies in the world map. • Prepare a table based on Fig:1.9. | <ul style="list-style-type: none"> • What are the elements of natural environment? • What are the natural realms of the Earth? • What are the elements in the lithosphere? • What are the various layers in the atmosphere? | <p>Text book</p> <p>PPT</p> <p>Globe</p> |
| <ul style="list-style-type: none"> • Explain about various factors of pollution. • Display video which shows various pollutions and their factors. | | <ul style="list-style-type: none"> • Note down various factors of pollution by watching the video related to pollutions. | <ul style="list-style-type: none"> • What is meant by pollution? | <p>Text book</p> <p>Video related to various pollutions</p> |

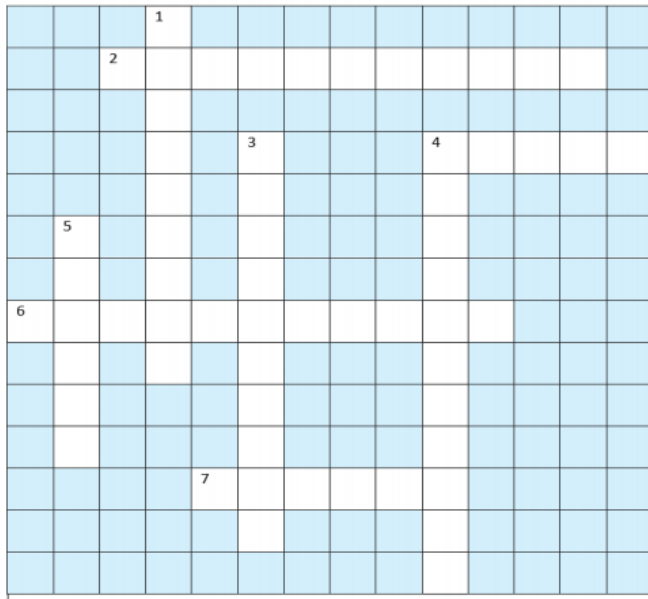
| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|---|---|--|--------------------------------------|
| <ul style="list-style-type: none"> Organise group discussion on various pollutions and their factors and effects. | <ul style="list-style-type: none"> Participate in group discussion on factors and effects of various pollutions. | | <ul style="list-style-type: none"> What are various kinds of pollutions? What are factors that causes air pollution? | |
| <ul style="list-style-type: none"> Explain about various disasters. Ask to collect various news papers cutting related to various disaster and prepare a scrap book. Ask to prepare slogan on prevention of disasters. | <ul style="list-style-type: none"> Collect news paper cuttings related to various disasters and prepare a scrap book as a class room activity. | <ul style="list-style-type: none"> Note down preventive measure to disasters. Prepare slogans on prevention of disasters. | <ul style="list-style-type: none"> What is meant by disaster? Name some natural disasters. | Text book Various disasters video |

Student practice Questions & Activities:

1. Fill the answer to Multiple choice questions in Improve your learning.
2. Fill up the Following table.

| Word | Origin (word) and meaning | Origin (language) |
|-------------|---------------------------|-------------------|
| Biosphere | | |
| Lithosphere | | |
| Hydrosphere | | |
| Atmosphere | | |
| Environment | | |

3. Solve the puzzle which was given in the back side of the lesson with given clues.



Down

- 1. A system formed by the interaction of all living organisms (9)
- 3. Blanket of air (10)
- 4. Our surroundings (11)
- 5. Life gas (6)

Across

- 2. Hard surface layer of the Earth (11)
- 4. Planet which has life (5)
- 6. Natural domain of water (11)
- 7. A Human-made environment (6)

- 4. Fill up the match the following in improve your learning.
- 5. Ask to prepare a poster showing the activities that destroy natural environment.

Assessment:

- 1. What do you know about the Universe?
- 2. What is meant by natural environment?
- 3. Prepare any two slogans on protection of environment?
- 4. Composition of atmosphere is getting changes now. Give reasons.

Signature of the Teacher

Visiting officer with remarks

Signature of the Headmaster

LESSON PLAN

| | |
|---------------------------------|-----------------------|
| Class : VII | Name of the Teacher : |
| Subject : SOCIAL STUDIES | School : |

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|-----------------------------|---|----------------------------|------------------------|----|---|
| | | | From | To | |
| Forests | <ul style="list-style-type: none"> • Climatic Region | 1 | | | Tropical climate, The Savanna, Desert region, Meditation climate, the steppe, Taiga, Tundra are the important climatic regions. |
| | <ul style="list-style-type: none"> • Concept of Forest | 1 | | | Large area covered with trees or shrubs in natural habitation in a particular place is called forest. |
| | <ul style="list-style-type: none"> • Types of Forests | 3 | | | Evergreen forests, Deciduous forests, Thorny forests, Mangrove forests, Montane forests are various types of forests. |
| | <ul style="list-style-type: none"> • Uses of Forests | 1 | | | Consumptive use, Balancing ecosystem, research use. |
| | <ul style="list-style-type: none"> • Issues and reasons for deforestation • Social forestry and Conservation of forests | 2 | | | Social forestry is a concept taken up for conservation of forests and afforestation in barren and deforested lands, for the purpose of helping environment, social and rural development. |

Prior Concepts / Skills:

- Know about World map, Continents
- Forests
- Uses of forests
- Uses of trees
- Names of trees in their locality

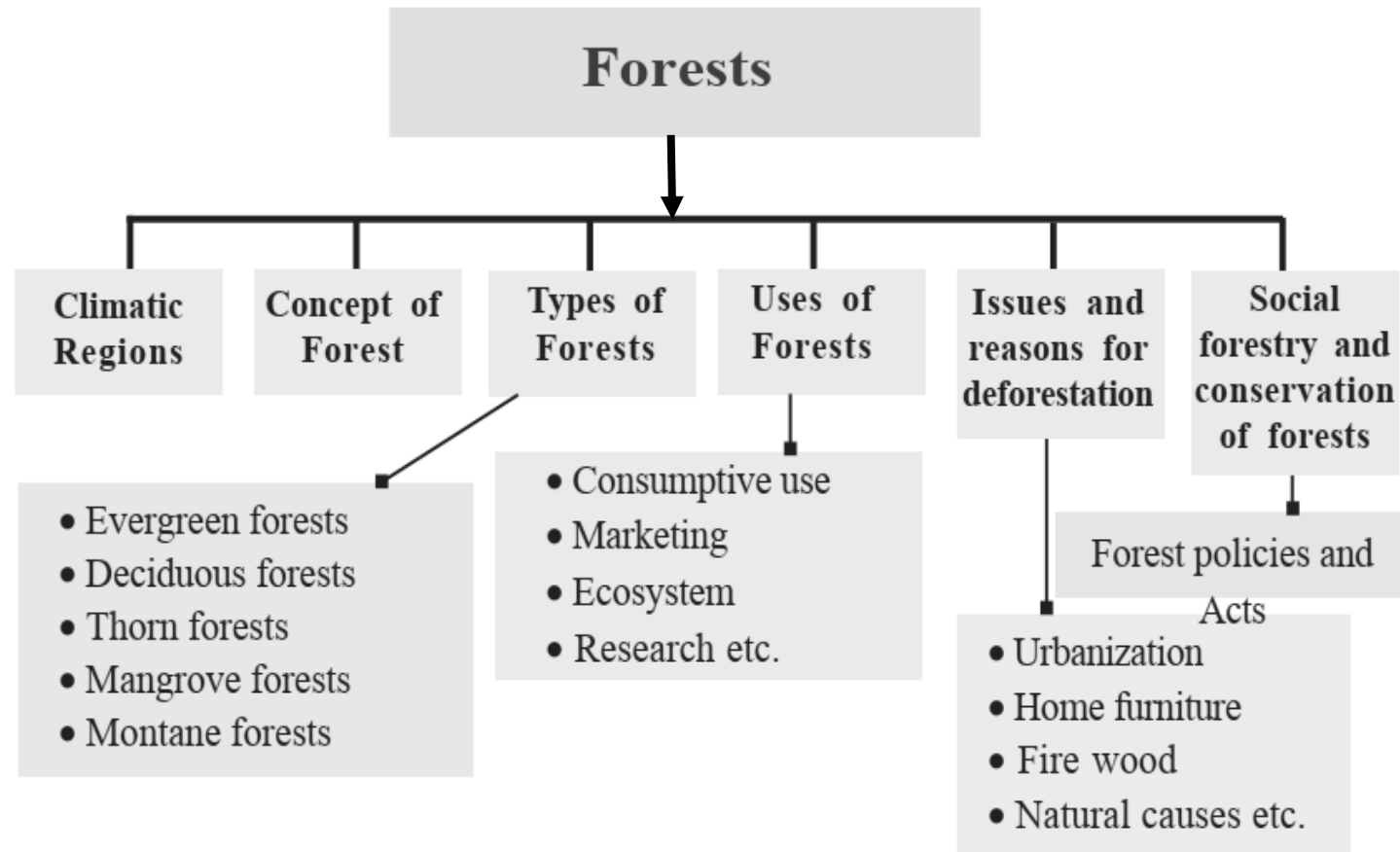
Learning Outcomes**No. of Periods**

- Know the different climatic regions in the world and identify them in the world map.
- Understand the concept of the forest, social forestry.
- Appreciate the role of forests in human life.
- Classify forests into various types.
- Locate various water bodies on the world map.
- Analyse the issue related to deforestation and identify the reasons.
- Create a table with the information regarding various forests.
- Locate important forests in the outline map of India and Andhra Pradesh.

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TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What do you know about forests?
- Name the trees which are grown in your locality?
- How forests helpful to human beings?
- What do you observe in the following picture?



| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|---|--|--|--|
| <ul style="list-style-type: none"> • Ask to fill up the mind map which was given in the introduction of this lesson based on their own views about forests. • Explain about various “Climatic Regions” based on the world map. • Ask to prepare a world map with various climatic regions as a class room activity. • Ask locate a few important countries in various climatic regions in the world map. • Ask to prepare a table with various climatic regions and important countries in those regions. | <ul style="list-style-type: none"> • Participated in preparation of world map with various climatic regions. | <ul style="list-style-type: none"> • Fill up the mind map which was given in the introduction of this lesson based on their own views about forests. • Locate a few important countries in various climatic regions in the world map. • Prepare a table with various climatic regions and important countries in those regions. | <ul style="list-style-type: none"> • Name some climatic regions. • What is meant by Selvas? • Read Indians lived in which area? • Which is the biggest desert in the world? • What do you about Taiga region? | <p>AP SCERT Textbook</p> <p>World Map</p> <p>Globe</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|--|---|--|---|
| <ul style="list-style-type: none"> • Explain the concept of forest with local example. • Organise a nearest forest as a field trip and ask to record what they observe in the forest. | <ul style="list-style-type: none"> • Participate in a field trip and to visit nearest forest. | <ul style="list-style-type: none"> • Note down the key observations in the field trip. | <ul style="list-style-type: none"> • What do understand about forest? • Name the plants in forest which are having medical values. | <p>Text book</p> <p>PPT</p> <p>World map</p> <p>DIKSHA video</p> <p>Globe</p> |
| <ul style="list-style-type: none"> • Explain about various types of forests in India and Andhra Pradesh. • Ask to prepare a thematic map with various forest regions in India. • Ask to prepare a thematic map with various forest regions in Andhra Pradesh. • Ask to prepare a table with the key information of various types of forests. | <ul style="list-style-type: none"> • Participated in preparation of thematic maps of India and Andhra Pradesh related to forests. | <ul style="list-style-type: none"> • Prepare a table with the key information of various types of forests. | <ul style="list-style-type: none"> • What are the various types forests in India? • What are the various types of forests in Andhra Pradesh? • What are the administrative divisions of forests? • Locate evergreen forest areas in India map. • Sundarbans located in which state? | <p>Text book</p> <p>PPT</p> <p>World map</p> <p>DIKSHA video</p> <p>Globe</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|---|---|---|--|
| <ul style="list-style-type: none"> Organise group discussion on various uses of forests. | <ul style="list-style-type: none"> Participate in group discussion on various uses of forests. | <ul style="list-style-type: none"> Note down the uses of forests. | <ul style="list-style-type: none"> What are various uses of forests? How forests help to human beings? | Text book PPT World map DIKSHA video Globe |
| <ul style="list-style-type: none"> Explain about Issues and reasons for deforestation Organise a group discussion on Issues and reasons for deforestation Explain Social forestry and Conservation of forests | <ul style="list-style-type: none"> Participated in a group discussion on Issues and reasons for deforestation. | <ul style="list-style-type: none"> Note down key points related to Issues and reasons for deforestation, social forestry and Conservation of forests | <ul style="list-style-type: none"> What are the issues related to deforestation? Give suggestions to protect forests. | Text book PPT World map DIKSHA video Globe |

Student practice Questions & Activities:

1. Read about policies of forests and fill in the following table.

| <i>Year</i> | <i>Name of the policy</i> | <i>Objectives</i> |
|-------------|---------------------------|-------------------|
| 1894 | | |
| 1952 | | |
| 1980 | | |
| 1988 | | |

2. Do the multiple-choice question in Improve your learning part.
3. Do the matching in Improve your learning part.
4. Solve the puzzle with gives hints in Improve your learning part.

Assessment:

1. Mention the types of forests in India.
2. Describe briefly about the evergreen forests.
3. Describe the features of deciduous forests. Explain about flora and fauna of these forests in India.
4. Explain in detail about the thorn forests in India?
5. Prepare some slogans on “conservation of forests”.
6. List out the resources of the forests used by you in your daily life.

Afresh Information/ Current events related to this topic

Ministry of Environment, Forest and Climate Change (MoEFCC) recently released the draft National Forest Policy 2018.

What are the highlights?

- **Objective** - The draft forest policy, 2018 will be an overarching policy for forest management.
- It aims at bringing a minimum of one-third of India’s total geographical area under forest or tree cover.
- It seems to address the concern of decline in forest productivity.
- **Concepts** - The draft has introduced some new concepts such as:
 - i. economic valuation of ecosystem services
 - ii. forest certification
 - iii. national forest ecosystem management information system

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

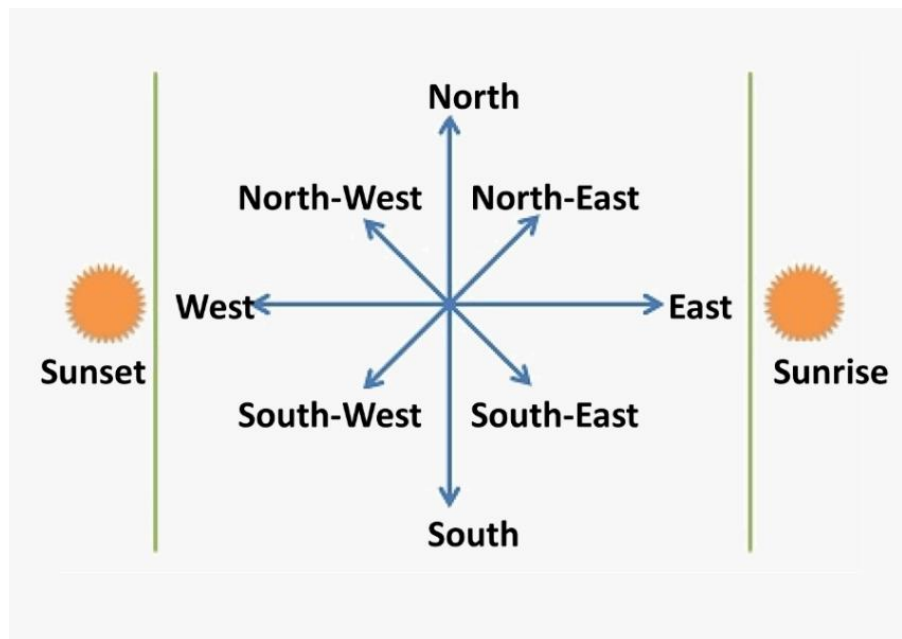
LESSON PLAN

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| | | | From | To | |
| Learning through Maps | <ul style="list-style-type: none"> • Introduction • Index of a Map | 2 | | | Title, Scale, Symbols, Legend, Colours, Latitudes and longitudes, patterns are the part of Index of a map. |
| | <ul style="list-style-type: none"> • Types of Maps | 1 | | | Political, Physical, Thematic and Historical maps are the types of maps. |
| | <ul style="list-style-type: none"> • Political Maps | 2 | | | These maps show political divisions like states, districts, boundaries etc. |
| | <ul style="list-style-type: none"> • Physical Maps | 2 | | | The maps show physical divisions like mountains, plateaus, plains, rivers etc. |
| | <ul style="list-style-type: none"> • Thematic Maps | 2 | | | These maps show one special feature like forests, temperature etc. |
| | <ul style="list-style-type: none"> • Historical Maps | 1 | | | These maps show historical events like Asoka empire, Maurya empire, British empire etc. |

Prior Concepts / Skills:

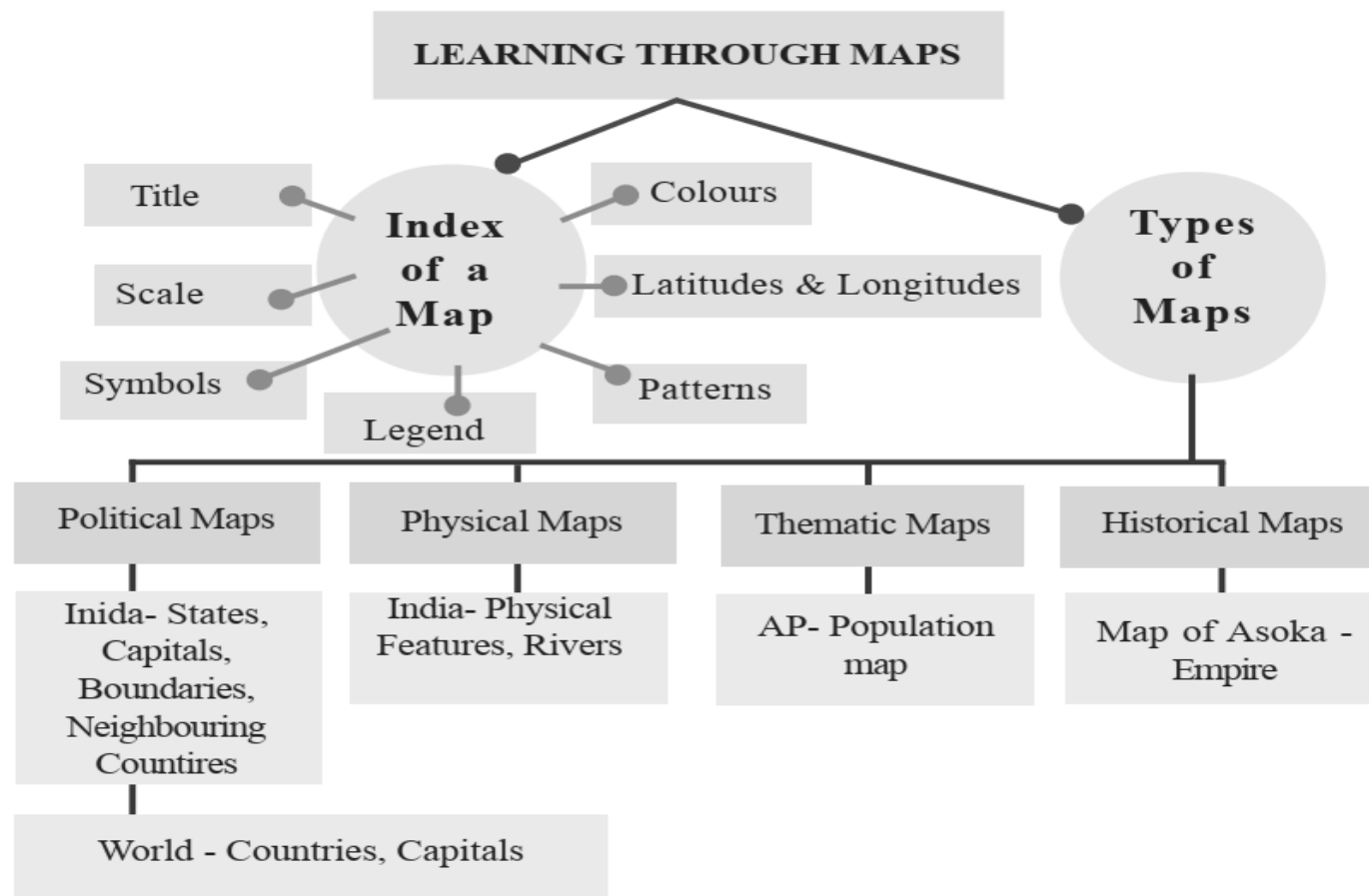
- Know about Map, sketch
- Components of a map
- directions,
- scale,
- symbols,
- colours
- Types of maps
- Political map,
- Physical map,
- Thematic maps
- Uses maps
- Map pointing



| Learning Outcomes | No. of Periods |
|--|----------------|
| ▪ Understand and use the index of a map like Title, Scale, Symbols, Colours, pattern in map reading, pointing and drawing. | 10 |
| ▪ Understand various types of maps like political, physical, thematic and historical and their uses. | |
| ▪ Locate important countries in the world map, states in the India map. | |
| ▪ Analyse various types of maps. | |
| ▪ Prepare various types of maps. | |

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What do you know about maps?
- What are cardinal directions?
- What are the intermediate directions?
- How scale is used to draw a map?
- What are the components of a map?



| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|---|--|--|---|
| <ul style="list-style-type: none"> • An activity will be conducted based on the map 3.1 (Route map between two places). • Explain about maps through the above activity. • Explain about Index of a map based their previous class knowledge. • Ask to fill the given boxes in Map-3.2 (India States and Capitals) • Ask to write the directions in the given place in textbook. • Ask to fill the table under the side heading Scale based on Map-3.2. • Ask to prepare a Physical map of Andhra Pradesh by using the elements discussed in the Index of the map as a group work. | <ul style="list-style-type: none"> • Prepare a Physical map of Andhra Pradesh by using the elements discussed in the Index of the map as a group work. | <ul style="list-style-type: none"> • Participated in the activity based on the map 3.1 (Route map between two places). • Fill the boxes in Map-3.2 (India States and Capitals) • Write direction in textbook in the given place. • Fill the table under the side heading Scale based on Map-3.2. | <ul style="list-style-type: none"> • What are the elements of Index in a map? • How scale is used to draw a map? • Draw some conventional symbols which are useful in preparation of a map. | <p>AP SCERT Textbook</p> <p>World Map</p> <p>India Map</p> <p>Andhra Pradesh map</p> <p>Globe</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|---|--|--|--|
| <ul style="list-style-type: none"> • Explain the types of Maps by presenting various maps. • Ask to collect various types of maps and prepare your own atlas as class room work. | <ul style="list-style-type: none"> • Participate in preparation of Atlas by collecting various maps. | <ul style="list-style-type: none"> • Note down the various types of maps. | <ul style="list-style-type: none"> • What are the various types of maps? • Name some examples for maps. | AP SCERT Textbook World Map India Map Andhra Pradesh map |
| <ul style="list-style-type: none"> • Explain about Political map and its components. • Ask to fill up the table under the side heading Political map based on the India Political map (Map-3.4). • Ask to prepare Andhra Pradesh political map with 26 districts and a group work. | <ul style="list-style-type: none"> • Participated in preparation of Andhra Pradesh political map with 26 districts and a group work. | <ul style="list-style-type: none"> • Fill up the table under the side heading Political map based on the India Political map (Map-3.4). | <ul style="list-style-type: none"> • What is meant by Political map? • What are the aspects shown in political map? • How political maps helpful to us? | AP SCERT Textbook World Map India Map Andhra Pradesh map |
| <ul style="list-style-type: none"> • Explain about Physical map and its components. • Ask to fill up the mind map under side heading Physical map with the help of India-Physical map (Map-3.6) | | <ul style="list-style-type: none"> • Fill up the mind map under side heading Physical map with the help of India-Physical map (Map-3.6) | <ul style="list-style-type: none"> • What is meant by physical map? • What are aspects shown in physical map? | AP SCERT Textbook India Map Andhra Pradesh map |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|---|---|---|--|
| <ul style="list-style-type: none"> Explain about contour lines based the Potato activity which was given in the textbook. | <ul style="list-style-type: none"> Participate potato activity related to contour lines. | <ul style="list-style-type: none"> Note down about contour lines. | <ul style="list-style-type: none"> Define contour lines? | |
| <ul style="list-style-type: none"> Explain about Thematic maps and their components. Ask to prepare a thematic map of Andhra Pradesh – Population density based on the table given this lesson related to AP- Population density. | <ul style="list-style-type: none"> Participated in a thematic map of Andhra Pradesh – Population density based on the table given this lesson related to AP- Population density. | <ul style="list-style-type: none"> Note down key points related thematic maps. | <ul style="list-style-type: none"> What is speciality of thematic maps? Give some examples for thematic maps. | AP SCERT Textbook India Map Andhra Pradesh map DIKSHA video Globe |
| <ul style="list-style-type: none"> Explain about Historical maps and their components. Ask to collect some historical maps as a group work. | <ul style="list-style-type: none"> Participated in collection of Historical maps. | <ul style="list-style-type: none"> Note down about historical map. | <ul style="list-style-type: none"> What is meant by historical map? Give some examples for historical maps. | AP SCERT Textbook India Map Andhra Pradesh map |

Student practice Questions & Activities:

- Locate the following in outline map of India.
 - Chennai
 - Delhi
 - Vijayawada
 - Visakhapatnam
- Fill up the correct answers to Multiple Choice Questions which were given in Improve your learning.

Assessment:

1. How do you identify the direction in the map?
2. Scale in map helps to study a place. Discuss.
3. What are the items you need to study a physical map?
4. Describe the location of India?
5. What are the boundaries of India?
6. What are the various types of maps?
7. How political map is different from physical map of a place?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

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| | | | From | To | |
| Delhi Sultanate | <ul style="list-style-type: none"> What is History? Why do we study history? Sources of history | 3 | | | <ul style="list-style-type: none"> History is considered as the record of the past factual events. It gives us the information about the past of the society in diverse spheres. It helps to build out present and future. So, we have to study history. Archaeological. Literary sources. |
| | <ul style="list-style-type: none"> Rulers of Delhi Sultanate | 3 | | | Delhi Sultanate Dynasties – Slave (Mamluk), Khilji, Tughlaq, Sayyad, Lodi. |
| | <ul style="list-style-type: none"> Social, Political and Economic life | 2 | | | The Sultan was the head of the empire. The rule was in accordance with Shariat. |
| | <ul style="list-style-type: none"> Art and Architecture | 2 | | | A combination of Arabic and Indian style of art and architecture. Qutub Minar, Alai Darwaja were the important constructions. |

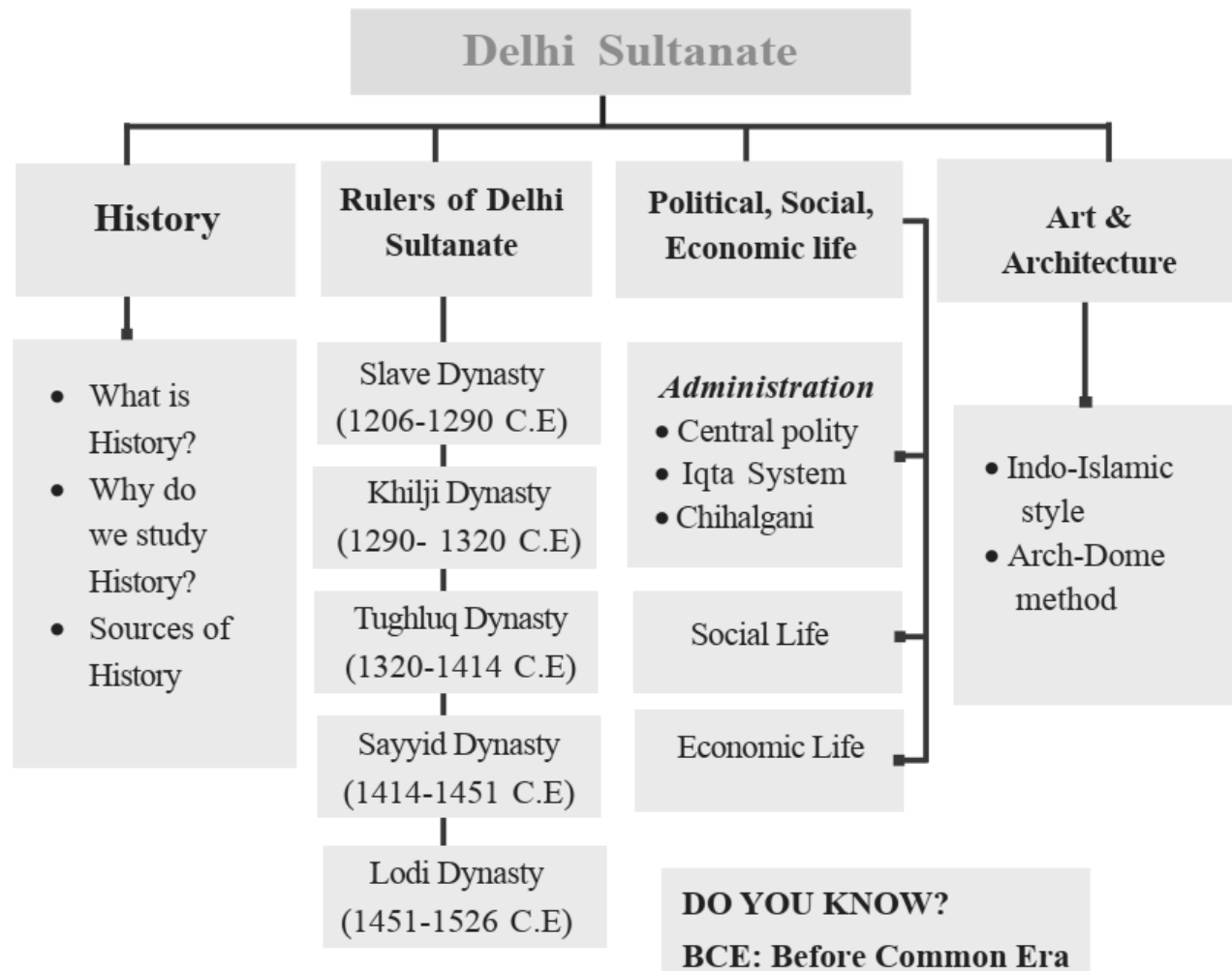
Prior Concepts / Skills:

- CE – Common Era
- BCE- Before Common Era
- AD – Anno Domini
- BC- Before Christ
- Administration
- Social life
- Economic life
- Art
- Kings' administration

| Learning Outcomes | No. of Periods |
|---|-----------------------|
| ▪ Understand what is history? Why do we study history? And sources of history. | 10 |
| ▪ Differentiate between archaeological sources and literary sources. | |
| ▪ Locate important places in India during Sultanate period. | |
| ▪ Know about various dynasties of Delhi Sultanate. | |
| ▪ Understand social, political, economic and administrative system under the Delhi Sultanate. | |
| ▪ Appreciate the art, culture heritage and architectural style of the Sultanate period. | |

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What do you about history?
- Say some past events in your life?
- When was India got independence?
- Do you know who is historian?
- How do we study history?

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|--|---|---|---|
| <ul style="list-style-type: none">• Explain about what is history? Why do we study history? Based on the responses given by the students during experience and reflections part through discussion method.• Organise a group activity on the flow chart related to sources of history.• Display video related to sources of history.• Ask to note down related the above concepts. | <ul style="list-style-type: none">• Students participated in the group activity on the flow chart related to sources of history. | <ul style="list-style-type: none">• Note down key points related to what is history? Why do we study history? And sources of history. | <ul style="list-style-type: none">• What is meant by history?• Why do we study history?• What are the various sources of history?• How can we study history?• What are the uses of history? | AP SCERT Textbook DIKSHA video World Map India Map Globe |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|--|--|--|--|
| <ul style="list-style-type: none"> • Explain about Various dynasties and rulers during Delhi Sultanate. • Organise group activity on the related to “Chronology of Delhi Sultanate”. • Organise group discussion on various dynasties and kings. • Ask to write their findings about dynasties and kings during group discussion. • Organise map reading activity on the map 4.2: Aladdin Khilji’s invasion on south India. • Organise map reading activity on the map 4.3: India under the Tughlaq dynasty. | <ul style="list-style-type: none"> • Participated in the group activity on the related to “Chronology of Delhi Sultanate”. • Participate in the group discussion on various dynasties and kings. | <ul style="list-style-type: none"> • Note down key points and findings related to dynasties and kings during Delhi Sultanate period. • Participated in map reading activity on the map 4.2: Aladdin Khilji’s invasion on south India. • Participated in map reading activity on the map 4.3: India under the Tughlaq dynasty. | <ul style="list-style-type: none"> • What are the dynasties during Delhi Sultanate? • Who was the founder of Delhi Sultanate? • Who was the last king of Delhi Sultanate? • What are the reforms of Aladdin Khilji? • What were the failure reforms of Muhammad Bin Tughlaq? • Who was only women ruler? | <p>AP SCERT Textbook</p> <p>World Map India Map</p> <p>Globe</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|---|--|---|--|
| <ul style="list-style-type: none"> • Explain the about social, political and economic life during Delhi Sultanate through discussion mode. • Ask to write key observations and finding about the above concepts during group discussion. | <ul style="list-style-type: none"> • Students participated in group discussion on social, political and economic life during Delhi Sultanate | <ul style="list-style-type: none"> • Note down about social, political and economic life during Delhi Sultanate | <ul style="list-style-type: none"> • Who was the head of the country during Delhi Sultanate? • How the present political system is different from the Delhi Sultanate? • What do you about economic life during Delhi Sultanate? | AP SCERT Textbook World Map India Map |
| <ul style="list-style-type: none"> • Explain about Art and Architecture during Delhi Sultanate. • Organise group activity on various construction of Delhi Sultanate. • Ask to write the main features of art and architecture during Delhi Sultanate period. | <ul style="list-style-type: none"> • Participated in group activity on various construction of Delhi Sultanate. | <ul style="list-style-type: none"> • Write the main features of art and architecture during Delhi Sultanate period. | <ul style="list-style-type: none"> • What were main features of art and architecture during Delhi Sultanate? • Name the important constructions during Delhi Sultanate period. | AP SCERT Textbook World Map India Map |

Student practice Questions & Activities:

1. Locate the following in outline map of India.
a) Delhi b) Nepal c) Afghanistan d) Daulatabad e) Gujarat
2. Fill up the following table which was given in the textbook.

| | |
|--|--|
| Famous Woman ruler | |
| Founder of Slave dynasty | |
| Couplet writer during Tughluks | |
| Shifting of Capital | |
| Last ruler of Delhi Sultans | |
| The first ruler of Mughal dynasty | |

Assessment:

1. Write about Bandagan System introduced by Iltutmish?
2. Write a brief note on administration of the Delhi Sultanate?
3. Write about Iqta System?
4. Explain the administrative failures of Muhammad -Bin-Tughlaq?
5. What do you know about the economic life during Sultanate period.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

| | |
|---------------------------------|-----------------------|
| Class : VII | Name of the Teacher : |
| Subject : SOCIAL STUDIES | School : |

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|-----------------------------|--|----------------------------|------------------------|----|--|
| | | | From | To | |
| Kakatiya Kingdom | <ul style="list-style-type: none"> • Regional kingdoms during Medieval Period | 2 | | | <ul style="list-style-type: none"> • Chalukyas of Kalyani (Western Chalukyas) • Yadavas • Hoyasalas • Pandyas • Kakatiyas |
| | <ul style="list-style-type: none"> • The Kakatiya Dynasty | 4 | | | In Indian history especially in the medieval period, the Kakatiyas united the entire Andhra area politically and succeeded in imbining spirit of oneness among Andhras. |
| | <ul style="list-style-type: none"> • Social, Political and Economic life | 2 | | | The administration of the kingdom was organised on a military basis. The Kakatiyas divided their territories a number of military chiefs known as Nayakara. |
| | <ul style="list-style-type: none"> • Art and Architecture | 2 | | | The Thousand pillar temple and Ramappa temple were glories contributions of Kakatiya dynasty. |

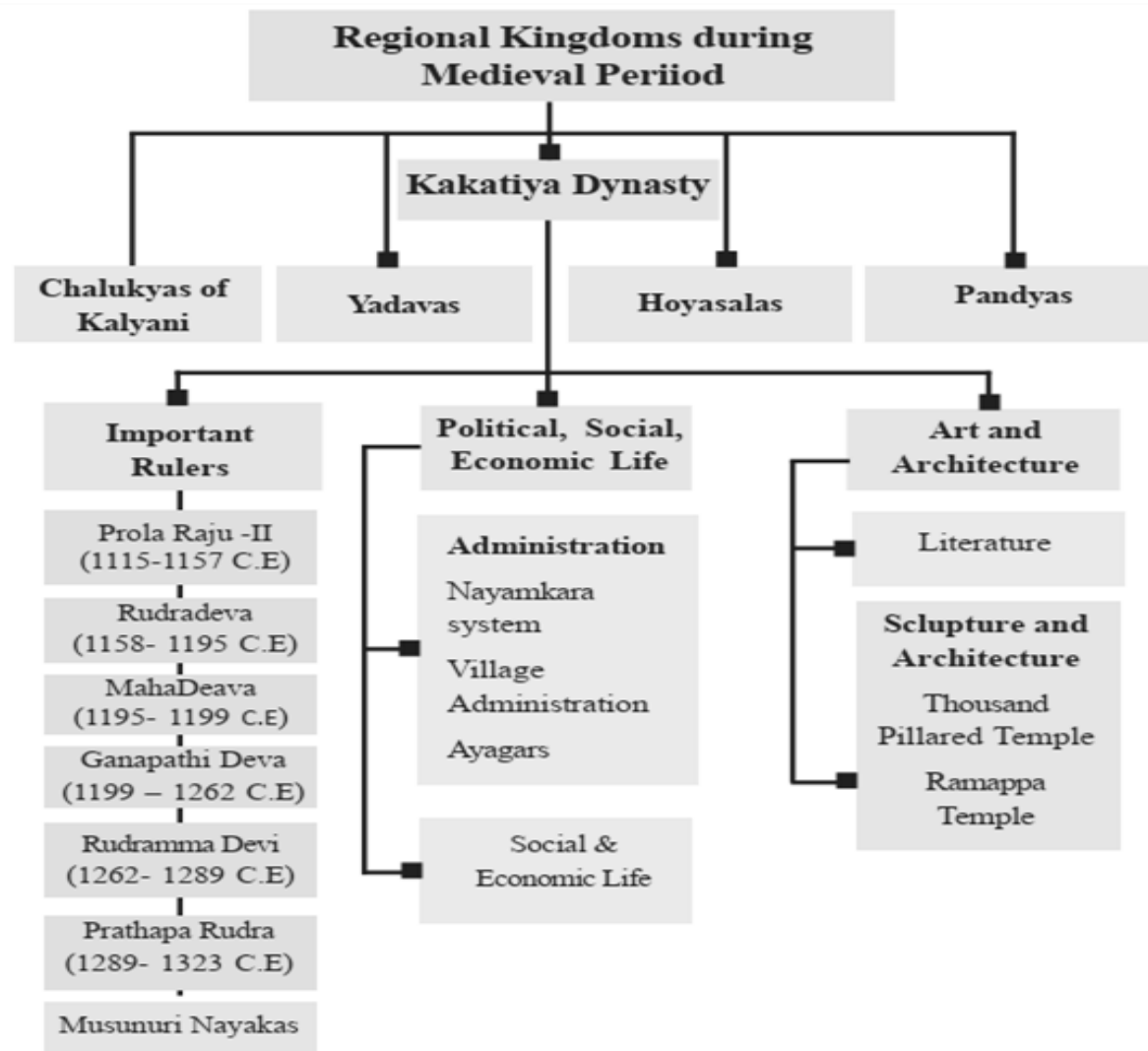
Prior Concepts / Skills:

- CE – Common Era
- BCE- Before Common Era
- AD – Anno Domini
- BC- Before Christ
- Administration
- Social life
- Economic life
- Art
- Kings' administration

| Learning Outcomes | No. of Periods |
|--|-----------------------|
| ▪ Know the regional kingdoms during medieval period. | 10 |
| ▪ Understand about various rulers during Kakatiya period. | |
| ▪ Locate important places in India during Kakatiya period. | |
| ▪ Explain about administrative policies, political, social and economic life of the people in the Kakatiya rule. | |
| ▪ Appreciate the art, culture heritage and architectural style of the Kakatiya period. | |

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What are various periods in Indian history?
- What is the time period of medieval period of India?
- Delhi Sultanate took place during which period?
- Do you know any other kingdoms during medieval period?
- Name any other kingdoms during medieval period.

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|---|--|---|--|
| <ul style="list-style-type: none">• Explain about various regional kingdoms during medieval period based on the introductory map given in this lesson through questioning method.• Ask to point out regional kingdoms during medieval period in India map.• Ask to prepare a table with the information related to regional kingdoms during medieval period.• Ask to write key points related to regional kingdoms during medieval period. | <ul style="list-style-type: none">• Students participated in the group activity on preparation of a table with the information related to regional kingdoms during medieval period. | <ul style="list-style-type: none">• Point out various regional kingdoms in India map.• Note down key points related to various regional kingdoms. | <ul style="list-style-type: none">• What were the various regional kingdoms during medieval period?• Who was the founder of Chalukyas of Kalyani?• Which was the capital city of Hoyasalas? | AP SCERT Textbook World Map India Map Andhra Pradesh map Globe |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|--|--|---|---|
| <ul style="list-style-type: none"> • Explain about Kakatiya Dynasty -Important rulers. • Display a video related to Kakatiya dynasty. • Organise information skill activity on the table related to Important rulers of Kakatiyas. • Ask to point out various important place during Kakatiya dynasty. | <ul style="list-style-type: none"> • Participated in the information skill activity. | <ul style="list-style-type: none"> • Point out various important places during Kakatiya dynasty. | <ul style="list-style-type: none"> • Who was the founder of Kakatiya dynasty? • “The period of Ganapati Deva” considered as “Golden era”. Why? | <p>AP SCERT Textbook DIKSA video World Map India Map Andhra Pradesh map Globe</p> |
| <ul style="list-style-type: none"> • Explain about Political, Socio and economic life during Kakatiya kingdom. • Organise group activity on the political, social and economic life during Kakatiya kingdom. • Ask to note down key points related to political, social and economic life during Kakatiya kingdom. | <ul style="list-style-type: none"> • Participated in group activity on the political, social and economic life during Kakatiya kingdom. | <ul style="list-style-type: none"> • Note down key points related to political, social and economic life during Kakatiya kingdom. | <ul style="list-style-type: none"> • What do you know about Nayankara system? • What was meant by Rachapolam? • Which house tax laid by Kakatiyas? | <p>AP SCERT Textbook Andhra Pradesh map</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|---|--|--|---|
| <ul style="list-style-type: none"> • Explain the about Art and Architecture through discussion mode. • Organise group discussion on art and architecture during Kakatiya period. • Ask to write key features of art and architecture during Kakatiya period based on the above group discussion. • Explain about Musunuri Nayakas. • Ask to point out important place during Musunuri Nayakas on India map. | <ul style="list-style-type: none"> • Students participated in group discussion on art and architecture during Kakatiya period. | <ul style="list-style-type: none"> • Note down about key features of art and architecture during Kakatiya period based on the above group discussion. | <ul style="list-style-type: none"> • What do you know about art and architecture during Kakatiya period? • Who did construct Ramappa Temple? • Where did thousand pillars temple locate? • What were the reasons to destroy Kakatiya dynasty? • What do you know about Musunuri Nayakas? • What were the important monuments constructed during Kakatiya period? | <p>AP SCERT Textbook India Map Andhra Pradesh Map</p> |

LESSON PLAN

| | |
|---------------------------------|-----------------------|
| Class : VII | Name of the Teacher : |
| Subject : SOCIAL STUDIES | School : |

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|-----------------------------|--|----------------------------|------------------------|----|--|
| | | | From | To | |
| Vijayanagara Empire | <ul style="list-style-type: none"> • Rulers of Vijayanagara | 4 | | | <ul style="list-style-type: none"> • Sangama Dynasty • Saluva Dynasty • Thuluva Dynasty • Aravidu Dynasty |
| | <ul style="list-style-type: none"> • Social, Political and Economic life | 2 | | | <ul style="list-style-type: none"> • The king enjoyed absolute authority in executive, judicial and legislative matters. • Amara Nayakas those who exercised power in the empire as military chiefs. |
| | <ul style="list-style-type: none"> • Art and Architecture | 2 | | | <ul style="list-style-type: none"> • Horse was the most common animal found in the constructions. • Bharatanatyam was the most popular dance form. |
| | <ul style="list-style-type: none"> • Contemporary Kingdoms (Bahamanis, Reddies) | 2 | | | <ul style="list-style-type: none"> • Reddy Dynasty • Bahamani Kingdom |

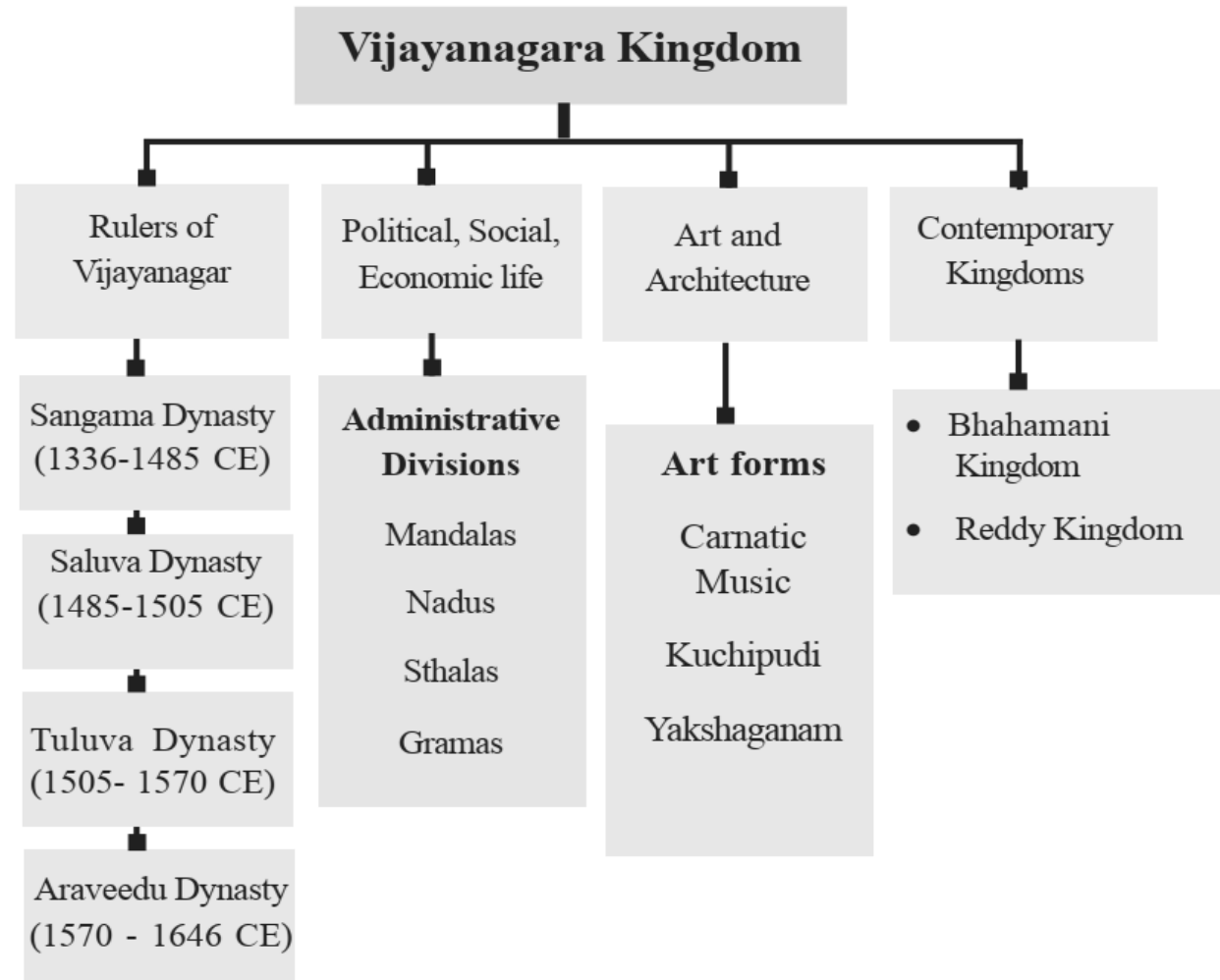
Prior Concepts / Skills:

- CE – Common Era
- BCE- Before Common Era
- AD – Anno Domini
- BC- Before Christ
- Administration
- Social life
- Economic life
- Art
- Kings' administration

| Learning Outcomes | No. of Periods |
|--|-----------------------|
| ▪ Understand about the glory of Vijayanagara empire during medieval period. | 10 |
| ▪ Know contemporary kingdoms of Vijayanagara period in South India i.e., Bahamans, Reddies etc. | |
| ▪ Locate important places in India during Vijayanagara period. | |
| ▪ Explain about administrative policies, political, social and economic life of the people in the Vijayanagara empire. | |
| ▪ Appreciate the art, culture heritage and architectural style of the Vijayanagara period. | |

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What are various periods in Indian history?
- What is the time period of medieval period of India?
- Delhi Sultanate took place during which period?
- Do you know any other kingdoms during medieval period?
- Name any other kingdoms during medieval period.

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|--|--|---|---|
| <ul style="list-style-type: none">• Explain about rulers of Vijayanagara through questioning.• Ask to point out important place during Vijayanagara empire in India map.• Organise group activity on various dynasties during Vijayanagara empire.• Organise Information skill activity on the table related to Dynasties, period and famous kings during Vijayanagara empire. | <ul style="list-style-type: none">• Students participated in the group activity on various dynasties during Vijayanagara empire. | <ul style="list-style-type: none">• Point out important place during Vijayanagara empire in India map.• Note down key points related to rulers of Vijayanagara. | <ul style="list-style-type: none">• Name the dynasties during Vijayanagara empire?• Who established Vijayanagara empire?• What was the importance of Sri Krishna Deva Raya?• Which was the last dynasty? | AP SCERT Textbook World Map India Map Andhra Pradesh map Globe |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|---|---|--|---|
| <ul style="list-style-type: none"> Organise information skill activity on the table related to Astadiggajas. | | <ul style="list-style-type: none"> Participated in Information skill activity. | <ul style="list-style-type: none"> Who were Astadiggajas? | |
| <ul style="list-style-type: none"> Explain about Political, Socio and economic life during Vijayanagara empire. Organise group activity on the political, social and economic life during Vijayanagara empire. Ask to note down key points related to political, social and economic life during Vijayanagara empire. Organise information skill activity on the table related to foreign travellers during Vijayanagara empire. | <ul style="list-style-type: none"> Participated in group activity on the political, social and economic life during Vijayanagara empire. | <ul style="list-style-type: none"> Note down key points related to political, social and economic life during Vijayanagara empire. | <ul style="list-style-type: none"> Who enjoyed absolute authority during Vijayanagara empire? Who were Amara Nayakas? What do you know about social life during Vijayanagara empire? Ibn Battuta was belonging to which country? Abdul Razzaq visited Vijayanagara empire during whom period? | <p>AP SCERT Textbook</p> <p>Andhra Pradesh map</p> <p>India Map</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|--|--|---|---|
| <ul style="list-style-type: none"> • Explain the about Art and Architecture through discussion mode. • Organise group discussion on art and architecture during Vijayanagara empire. • Ask to write key features of art and architecture during Vijayanagara empire based on the above group discussion. | <p>Students participated in group discussion on art and architecture during Vijayanagara empire.</p> | <ul style="list-style-type: none"> • Note down about key features of art and architecture during Vijayanagara empire based on the above group discussion. | <ul style="list-style-type: none"> • What were the examples for Vijayanagara Sculpture? • Name the important dance forms during Vijayanagara empire? • How Vijayanagara empire helped to art and architecture? | <p>AP SCERT Textbook India Map Andhra Pradesh Map</p> |
| <ul style="list-style-type: none"> • Explain about other contemporary kingdoms like Reddy dynasty and Bahamani kingdom. • Ask to write key points related to other contemporary kingdoms like Reddy dynasty and Bahamani kingdom. • Ask to point out important places in India map. | | <ul style="list-style-type: none"> • Note down key points related to other contemporary kingdoms like Reddy dynasty and Bahamani kingdom. • Point out important places in India map. | <ul style="list-style-type: none"> • Who was the founder of Bahamani kingdom? • What were the various parts during Bahamani kingdom? • Who was the founder of Reddy kingdom? | <p>AP SCERT Textbook India Map Andhra Pradesh Map</p> |

Student practice Questions & Activities:

1. Locate the following in outline map of Andhra Pradesh.

- a) Kondapalli b) Rajamundry c) Kondaveedu d) Vinikonda e) Addanki

2. Match the following.

Group-A

1. Krishnadevaraya
2. Mahummad Gawan
3. Vijayanagara empire
4. Gulbarga
5. AbdulRajjzaq

Group-B

- | | |
|--------|-----------------------------|
| () | a) Chief minister |
| () | b) Capital city of Bahamani |
| () | c) Andhra Bhoja |
| () | d) Persian |
| () | e) Tungabhadra |

Assessment:

1. Name the dynasties during Vijayanagara empire?
2. Write about Nayankar System in Vijayanagar kingdom?
3. Write about the administration of Sri Krishna Deva Raya?
4. Why did Bahamani Kingdom breakup and what was the result?
5. Describe the services of Reddy kings to the people.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

| | |
|---------------------------------|-----------------------|
| Class : VII | Name of the Teacher : |
| Subject : SOCIAL STUDIES | School : |

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|-----------------------------|--|----------------------------|------------------------|----|---|
| | | | From | To | |
| Mughal Empire | <ul style="list-style-type: none"> • Rulers of Mughal Empire | 4 +4 | | | <ul style="list-style-type: none"> • Bhabar • Humayun • Akbar • Jahangir • Shahjahan • Aurangzeb |
| | <ul style="list-style-type: none"> • Social, Political and Economic life | 2 +2 | | | <ul style="list-style-type: none"> • Monarchy rule • Subas- Sarkars – Paraganas • Munsabdar System • Uniform Currency – Rupee (Silver), Dam (Copper) • New land revenue system- Zabt |
| | <ul style="list-style-type: none"> • Art and Architecture | 2+2 | | | <ul style="list-style-type: none"> • Red Fort- Delhi • Taj Mahal – Agra • Salim Chist Tomb, Buland Darwaja – Fatehpur Sikri |
| | <ul style="list-style-type: none"> • Contemporary Kingdoms to Mughal Empire | 2+2 | | | <ul style="list-style-type: none"> • Shivaji – Maratha Kingdom |

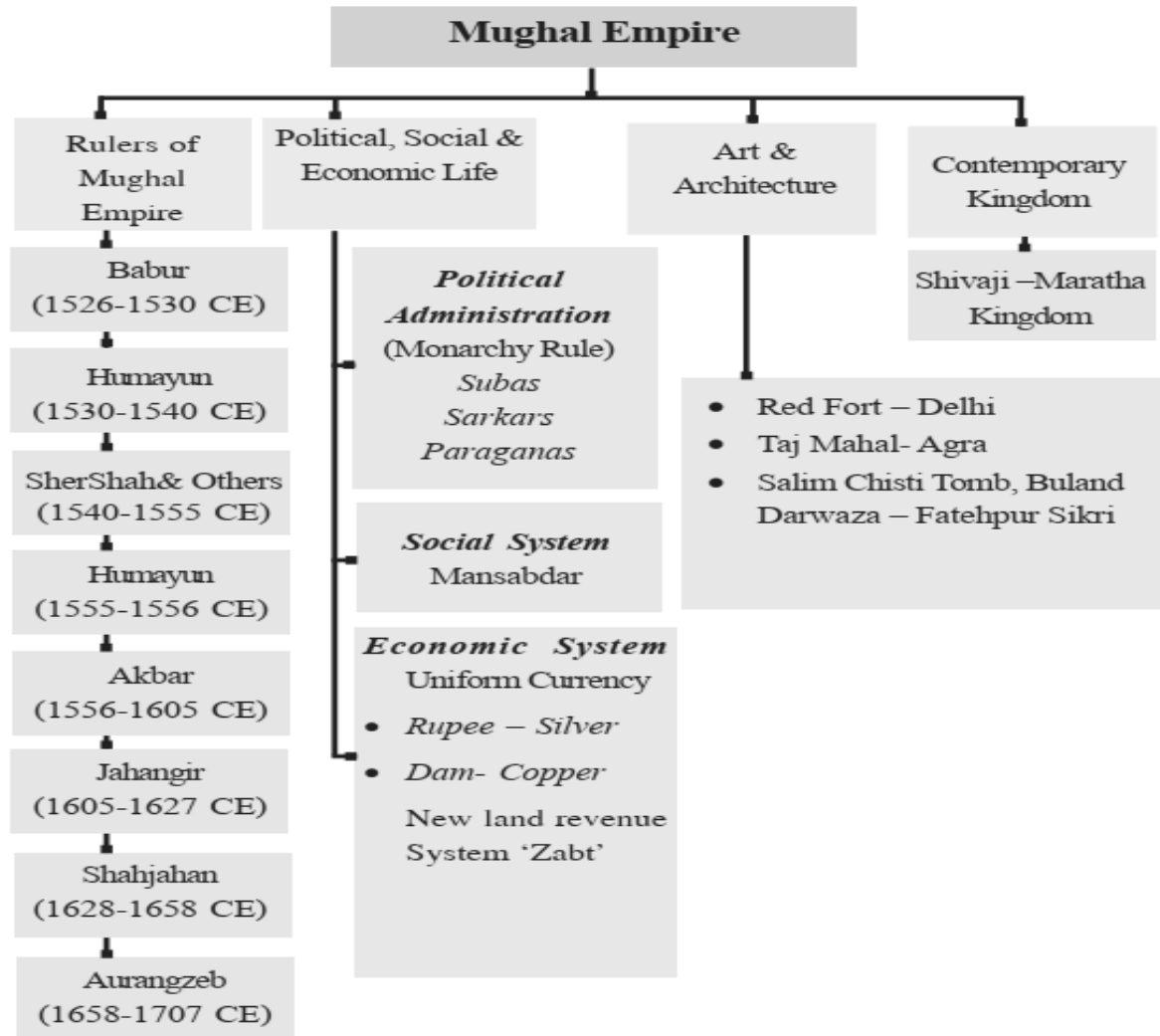
Prior Concepts / Skills:

- CE – Common Era
- BCE- Before Common Era
- AD – Anno Domini
- BC- Before Christ
- Administration
- Social life
- Economic life
- Art
- Kings' administration

| Learning Outcomes | No. of Periods |
|--|-----------------------|
| ▪ Know about various Mughal rulers. | 20 |
| ▪ Understand political, social and economic changes in the Mughal period. | |
| ▪ Locate important places in India during Mughal period. | |
| ▪ Understand the administrative system of Mughal period. | |
| ▪ Appreciate the art, culture heritage and architectural style of the Mughal period. | |
| ▪ Understand the life, adventures and achievements of Shivaji. | |

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- Have you ever seen this picture?
- Can you say a few words about this picture?
- Do you know the importance of this fort in history?
- When do we celebrate Independence Day?



| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|---|--|--|---|
| <ul style="list-style-type: none"> • Explain about rulers of Mughal Empire through questioning. • Ask to point out important place during Mughal empire in India map. • Organise group activity on various rulers during Mughal empire. • Organise Information skill activity on the table related to Rulers, period and famous kings during Mughal empire. | <ul style="list-style-type: none"> • Students participated in the group activity on various rulers during Mughal empire. | <ul style="list-style-type: none"> • Point out important place during Mughal empire in India map. • Note down key points related to rulers of Mughal Period. | <ul style="list-style-type: none"> • Name the Famous rulers during Mughal Period? • Who established Mughal empire? • What was the importance of Akbar? • Who was the last king of Mughal Empire? | <p>AP SCERT Textbook</p> <p>World Map</p> <p>India Map</p> <p>Globe</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|---|---|---|---|
| <ul style="list-style-type: none"> Organise Map reading activity on map 7.1 in this lesson. | | <ul style="list-style-type: none"> Participated in map reading activity on map 7.1 in this lesson. | <ul style="list-style-type: none"> What was the importance of Panipat war-I? | |
| <ul style="list-style-type: none"> Explain about Political, Socio and economic life during Mughal empire. Organise group activity on the political, social and economic life during Mughal empire. Ask to note down key points related to political, social and economic life during Mughal empire. Organise information skill activity on various pictures in this lesson related to social, political, economic life during Mughal empire. | <ul style="list-style-type: none"> Participated in group activity on the political, social and economic life during Mughal empire. | <ul style="list-style-type: none"> Note down key points related to political, social and economic life during Mughal empire. | <ul style="list-style-type: none"> What do you know about Zabt system? What were the important coins during Mughal Empire? What do you know about Mansabdari System? Who abolished “Jizya Tax, Pilgrim Tax on Hindus? Taj Mahal was built by whom? | <p>AP SCERT Textbook</p> <p>India Map</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|--|--|---|---|
| <ul style="list-style-type: none"> • Explain the about Art and Architecture through discussion mode. • Organise group discussion on art and architecture during Mughal empire. • Ask to write key features of art and architecture during Mughal empire based on the above group discussion. | <p>Students participated in group discussion on art and architecture during Mughal empire.</p> | <ul style="list-style-type: none"> • Note down about key features of art and architecture during Mughal empire based on the above group discussion. | <ul style="list-style-type: none"> • What were the examples for Mughal Sculpture? • Name the important dance forms during Mughal empire? • How Mughal empire helped to art and architecture? | <p>AP SCERT Textbook</p> <p>India Map</p> |
| <ul style="list-style-type: none"> • Explain about other contemporary kingdoms like Shivaji – Maratha Kingdom • Ask to write key points related to other contemporary kingdoms like Shivaji – Maratha Kingdom • Ask to point out important places in India map. | | <ul style="list-style-type: none"> • Note down key points related to other contemporary kingdoms like Shivaji -Maratha kingdom. • Point out important places in India map. | <ul style="list-style-type: none"> • Who was the famous ruler in Maratha kingdom? • What do you know about the administration of Shivaji? • What was the title of Shivaji? | <p>AP SCERT Textbook</p> <p>India Map</p> |

Student practice Questions & Activities:

1. Locate the following in outline map of India

- a) Agra b) Delhi c) Punjab d) Fatehpur Sikri e) Maharashtra

2. Match the following.

Group - A

- | | |
|-------------------|-------|
| 1. Copper Coin | [] |
| 2. Mansabdar | [] |
| 3. Taj Mahal | [] |
| 4. Thodannul | [] |
| 5. Tuuki I Babari | [] |

Group - B

- | |
|------------------|
| a) Shah Jahan |
| b) Autobiography |
| c) Minister |
| d) Dan |
| e) Rank |

Assessment:

1. Appreciate the work of Mughals in architecture and sculpture.
2. Briefly tell about Shersha sur.
3. Prepare time line chart of Mughal rulers.
4. Explain “Why Shivaji’s personality is glorious”?
5. Write about Munsibdari System?
6. Point out Shivaji Kingdom in India map.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

| | |
|---------------------------------|-----------------------|
| Class : VII | Name of the Teacher : |
| Subject : SOCIAL STUDIES | School : |

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|-----------------------------|--|----------------------------|------------------------|----|---|
| | | | From | To | |
| Bhakti- Sufi | <ul style="list-style-type: none"> Bhakti Movement | 4 +4 | | | <ul style="list-style-type: none"> The Bhakti movement started in 8th century and continued up to 17th century. Bhakti means devotion to God. |
| | <ul style="list-style-type: none"> Sufi Movement | 1 +1 | | | <ul style="list-style-type: none"> The Sufi movement was a socio-religious movement in Islam. The Sufis emphasised on an egalitarian society based on universal love. |
| | <ul style="list-style-type: none"> Inferences from the poetry of Bhakti and Sufi saints about the existing social order | 1+1 | | | <ul style="list-style-type: none"> Bhakti movement and Sufi movement influenced the life style, cultural practices and traditions of people. |

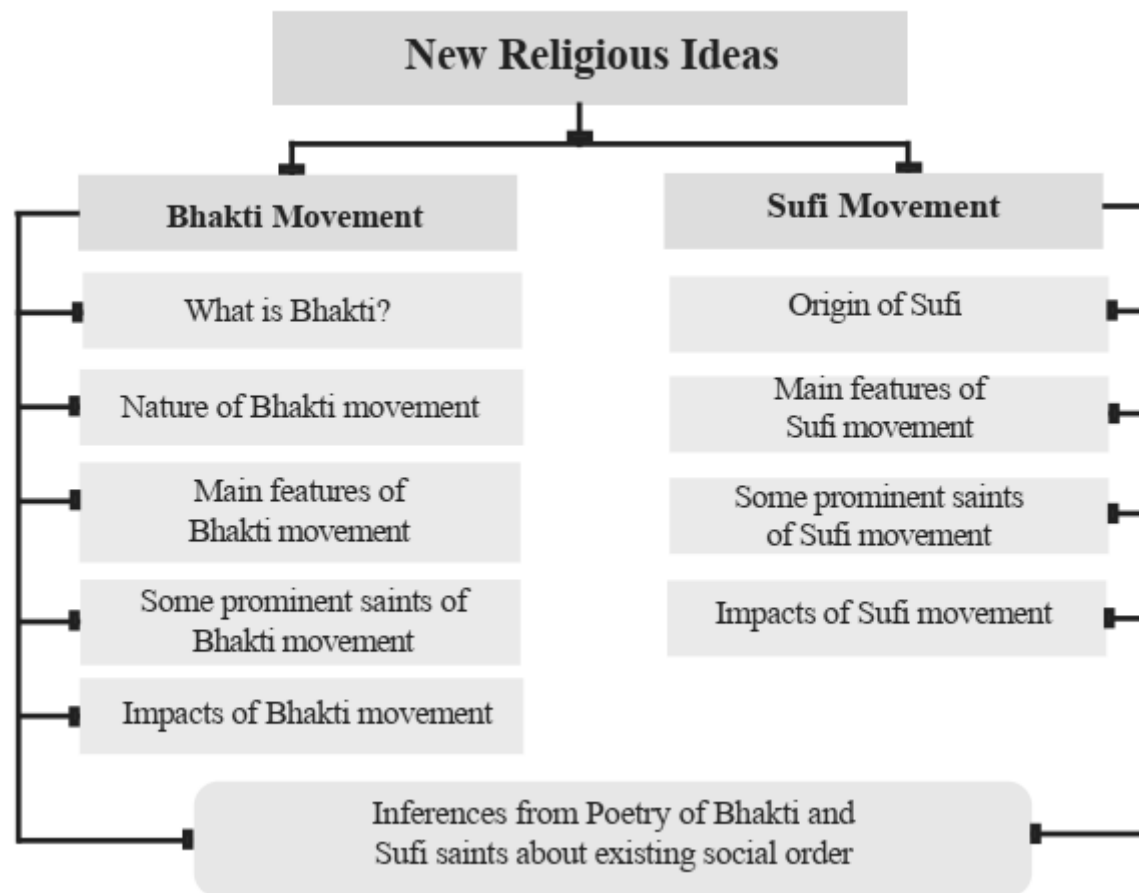
Prior Concepts / Skills:

- CE – Common Era
- BCE- Before Common Era
- AD – Anno Domini
- BC- Before Christ
- Social life
- Bhakti

| Learning Outcomes | No. of Periods |
|--|-----------------------|
| ▪ Know the origin, nature and expansion of Bhakti movement. | 12 |
| ▪ Know the different types of Bhakti. | |
| ▪ Appreciate the role of saints in Bhakti movement. | |
| ▪ Understand the salient features and the effects of Bhakti movement. | |
| ▪ Understand the origin and expansion of Sufi movement. | |
| ▪ Appreciate the role of Sufi saints and the impact of Sufi movement on Society. | |
| ▪ Apply knowledge in real life situations. | |

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What do you observe in the first part of this picture?
- What do you observe in the second part of this picture?
- What are they teaching?



| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|--|---|---|--|
| <ul style="list-style-type: none"> • Explain about Bhakti movement through questioning. • Organise group activity on some prominent saints of Bhakti movement. • Ask to present their group work in their class room. • Ask to point out important place related to this topic in India map. • Ask to prepare a table with the information related to prominent saints of Bhakti movement. | <ul style="list-style-type: none"> • Students participated in the group activity on some prominent saints of Bhakti movement. | <ul style="list-style-type: none"> • Point out important place related to this topic in India map. • Prepare a table with the information related to prominent saints of Bhakti movement. | <ul style="list-style-type: none"> • What is Bhakti? • What was the period of Bhakti movement? • What are main features of Bhakti movement? • Name some prominent saints of Bhakti movement? • Who wrote Sri Bhasya? | <p>AP SCERT Textbook</p> <p>India Map</p> <p>Picture of Saints</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|--|---|--|--|
| <ul style="list-style-type: none"> • Explain about Bhakti movement through questioning. • Organise group activity on some prominent saints of Sufi movement. • Ask to present their group work in their class room. • Ask to point out important place related to this topic in India map. • Ask to prepare a table with the information related to prominent saints of Sufi movement. | <ul style="list-style-type: none"> • Students participated in the group activity on some prominent saints of Sufi movement. | <ul style="list-style-type: none"> • Point out important place related to this topic in India map. • Prepare a table with the information related to prominent saints of Sufi movement. | <ul style="list-style-type: none"> • What do you know about Sufi movement? • What are salient features of Sufiism? • Name some important saints of Sufi movement. | <p>AP SCERT Textbook</p> <p>India Map</p> <p>Picture of Saints</p> |
| <ul style="list-style-type: none"> • Organise group discussion on Inferences from the poetry of Bhakti and Sufi saints about the existing social order | <ul style="list-style-type: none"> • Participated in group discussion on Inferences from the poetry of Bhakti and Sufi saints about the existing social order | <ul style="list-style-type: none"> • Note down key points related to group discussion on Inferences from the poetry of Bhakti and Sufi saints about the existing social order | <ul style="list-style-type: none"> • What are influences of Bhakti movement? • What are the influences of Sufi movement? | <p>AP SCERT Textbook India Map</p> <p>Picture of Saints</p> |

Student practice Questions & Activities:

1. Locate the following in outline map of India

- a) Kerala b) Maharashtra c) Punjab d) Gujarat e) Uttar Pradesh

2. Match the following.

Group- A

Group- B

- | | | |
|--------------------|--------|--------------------------------------|
| 1. Alvars | () | a) Worshipping god with form |
| 2. Hindu scripture | () | b) Worshipping of Vishnu |
| 3. Saguna Bhakti | () | c) Worship of the divine as formless |
| 4. Nirguna Bhakti | () | d) Nayanars |
| 5. Shaiva | () | e) Ramayana, Bhagavadgita |

Assessment:

1. What are the salient features of Bhakti movement?
2. What are the salient features of Sufi movement?
3. List out some important saints of Bhakti movement and their importance.
4. Name some important Sufi Saints and their importance.
5. Write the influence of Bhakti movement on the society?
6. Write the influence of Sufi movement on the society?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

| | |
|---------------------------------|-----------------------|
| Class : VII | Name of the Teacher : |
| Subject : SOCIAL STUDIES | School : |

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|--|---|----------------------------|------------------------|----|---|
| | | | From | To | |
| Indian Constitution an Introduction | <ul style="list-style-type: none"> Brief background of the Indian constitution | 2 +2 | | | <ul style="list-style-type: none"> Chairman of constituent Assembly- Dr. Babu Rajendra Prasad Chairman of drafting committee- Dr. B.R. Ambedkar |
| | <ul style="list-style-type: none"> The Preamble of the Indian constitution | 2 +2 | | | <ul style="list-style-type: none"> The main values mentioned in the preamble of Indian constitution are : Sovereignty, Socialism, Secularism, Democracy, Republic. |
| | <ul style="list-style-type: none"> Salient features of the Indian constitution | 3+3 | | | <ul style="list-style-type: none"> Fundamental Rights Fundamental duties |
| | <ul style="list-style-type: none"> Values and responsible citizenship | 1+1 | | | <ul style="list-style-type: none"> Characteristics of responsible citizen. |

Prior Concepts / Skills:

- Government
- Democracy
- Elections
- Public representatives
- Rights and duties
- British rule
- Independence

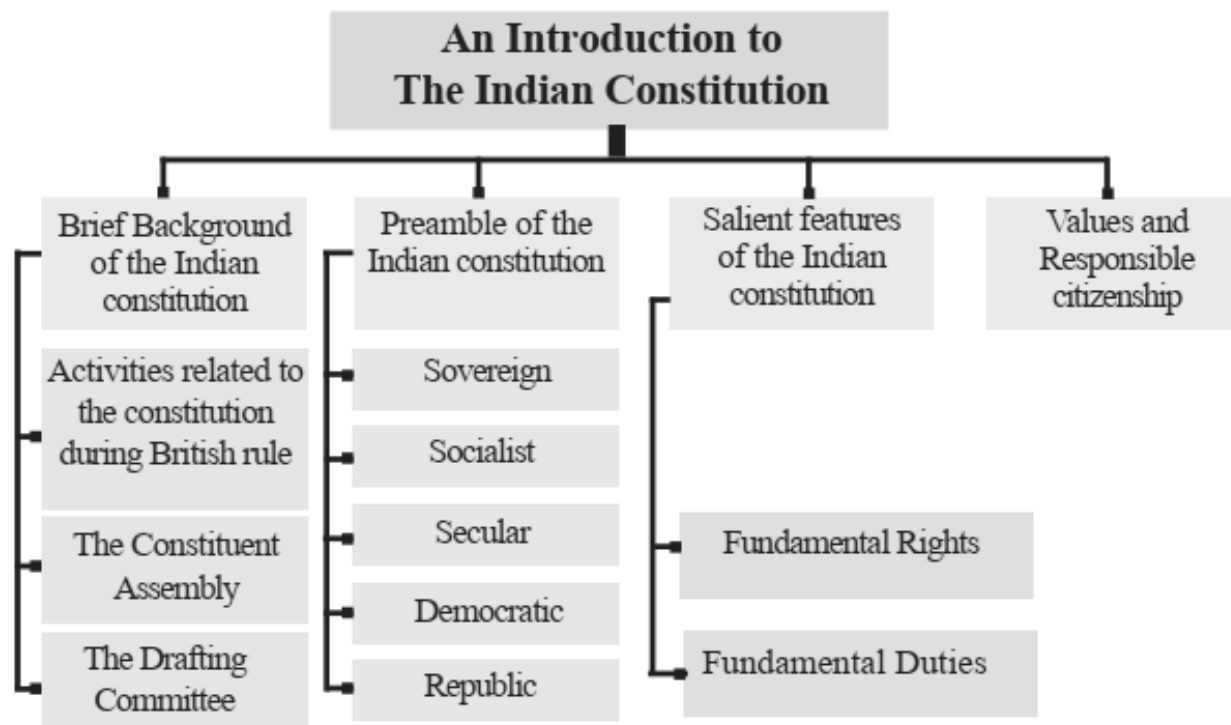
Learning Outcomes**No. of Periods**

- Understand the background of the Indian constitution.
- Explain the role of the Constituent Assembly and Drafting committee.
- Appreciate the role of Dr.B.R. Ambedkar in making of the Indian constitution.
- Understand the constitutional values.
- Know the fundamental rights.
- Understand fundamental duties and implement them in their daily life.
- Know about values and responsible citizenship.

16

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

- What do you know about government?
- What are the organs in the government?
- What are various levels of government?
- What is the base to formation various levels of government in India?

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|--|--|---|--|
| <ul style="list-style-type: none"> • Explain about Brief background of the Indian constitution through questioning and whole class room discussion. • Ask to point out important countries related to this topic in world map. • Ask to prepare a time line chart with the information related to making of Indian constitution. • Display DIKSHA video related to constituent assembly. | <ul style="list-style-type: none"> • Students participated in whole class room discussion on the brief background of the Indian constitution. | <ul style="list-style-type: none"> • Point out important countries related to this topic in world map. Prepare a time line chart with the information related to making of Indian constitution. | <ul style="list-style-type: none"> • What do you mean by constitution? • What the main objective of the Constituent Assembly of India? • When was our Constitution adopted by constituent Assembly? • Who is the chairman drafting committee? | <p>AP SCERT Textbook India Map World map DIKSHA video Picture of Dr. BR Ambedkar and other important members of Constituent Assembly</p> |
| <ul style="list-style-type: none"> • Explain and elicited about the Constitution Preamble of India by displaying Preamble of Indian constitution. • Organise group activity on the key words in the Preamble of Indian Constitution. • Ask to note down the key points related to preamble. | <p>Participate in the group activity on the key words in the Preamble of Indian Constitution.</p> | <ul style="list-style-type: none"> • Note down the key points related to preamble. | <ul style="list-style-type: none"> • What are main values mentioned in the preamble of Indian constitution? • What is meant by republic? • What do you understand about secular? | <p>AP SCERT Textbook Constitution of India book</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|---|---|--|--|
| <ul style="list-style-type: none"> • Explain about salient features of Indian constitution through questioning. • Organise group activity on Fundamental rights and fundamental duties. • Ask to present their group work in their class room. • Ask to list out the situation where fundamental rights violated. • Ask to list out their fundamental duties. | <ul style="list-style-type: none"> • Students participated in the group activity on Fundamental rights and fundamental duties. | <ul style="list-style-type: none"> • List out the situation where fundamental rights violated. • List out their fundamental duties. | <ul style="list-style-type: none"> • What are the salient features of the Indian constitution? • How many fundamental rights are there in our constitution? What are they? • Say some fundamental duties. | AP SCERT Textbook Constitution of India book |
| <ul style="list-style-type: none"> • Organise group discussion on Values and responsible citizenship. • Ask to list out the characteristics of responsible and good citizen. | <ul style="list-style-type: none"> • Participated in group discussion on Values and responsible citizenship. | <ul style="list-style-type: none"> • List out the characteristics of responsible and good citizen. | <ul style="list-style-type: none"> • What is meant by value? • Say some values in our society. • What characteristics of responsible citizen? | AP SCERT Textbook Constitution of India book |

Student practice Questions & Activities:

1. Locate the following in outline map of world.
a) India b) America c) Britain d) Russia
2. Match the following.

| Group - A | | Group - B |
|-------------------------------|--------|---|
| 1. 42 nd Amendment | () | a) Fundamental Rights |
| 2. 44 th Amendment | () | b) Fundamental Duties |
| 3. 86 th Amendment | () | c) Deletion of Right to Property |
| 4. Part- III | () | d) Right to Education |
| 5. Part- IVA | () | e) Socialist, Secular added to Preamble |

Assessment:

1. What is meant by constitution?
2. Why does a democratic country need a constitution?
3. How many fundamental rights are there in our constitution? What are they?
4. Give examples for violation of fundamental rights.
5. Write the Fundamental duties of our constitution?
6. Write the characteristics of a good citizen?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

| | | | |
|---------|-------------------------|---------------------|---|
| Class | : VII | Name of the Teacher | : |
| Subject | : SOCIAL STUDIES | School | : |

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|-----------------------------|---|----------------------------|------------------------|----|---|
| | | | From | To | |
| State Government | <ul style="list-style-type: none"> Legislature | 3 +3 | | | <ul style="list-style-type: none"> Governor Legislative Assembly Legislative Council Elections of members of Legislative Assembly Law making process (Enact laws) |
| | <ul style="list-style-type: none"> Executive | 2 +2 | | | <ul style="list-style-type: none"> Governor Chief minister Council of ministers |
| | <ul style="list-style-type: none"> Judiciary | 1+1 | | | <ul style="list-style-type: none"> High court |
| | <ul style="list-style-type: none"> District level administration | 2+2 | | | <ul style="list-style-type: none"> The district collector Superintendent of police Revenue Divisional officer Tahsildar District level Judiciary Lok Adalat |

Prior Concepts / Skills:

- Government
- Democracy
- Elections
- Public representatives
- Chief minister
- Governor
- British rule
- Independence

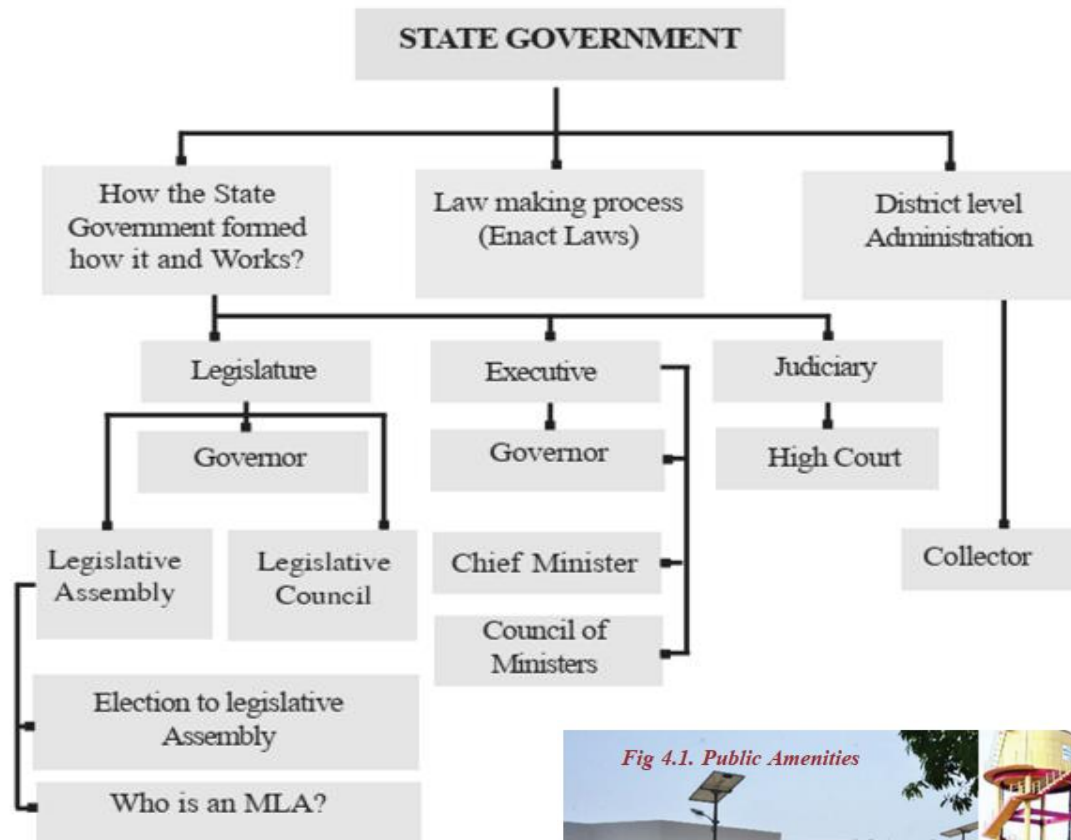
Learning Outcomes**No. of Periods**

- Understand the process of formation of state government.
- Identify the names of Assembly Constituencies in Andhra Pradesh map.
- Understand the law-making process.
- Understand the functions of state government.
- Differentiate between local government and state government.
- Explain about the administration in district level.
- Know about various organs in the state government and its functions.

16

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

- What do you observe in the picture?
- What are the public amenities observed in the picture?
- Who provides these amenities?
- What is government?
- What are the various levels of government?



| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|---|---|--|---|
| <ul style="list-style-type: none"> • Explain about state government through questioning and whole class room discussion. • Organise a mind map activity on the various organs of state government. • Ask to point out important constituencies in Andhra Pradesh map. • Display DIKSHA video related to Assembly session and explain the process of law-making. | <ul style="list-style-type: none"> • Participated in whole class room discussion on the state government and its organs. | <ul style="list-style-type: none"> • Point out important constituencies in Andhra Pradesh map. • Participated in a mind map activity on the various organs of state government. | <ul style="list-style-type: none"> • What are the organs in the state government? • What is the main function of state legislature? • Who is the part of state legislature? • Who is an MLA? • Name your MLA. • Name your assembly constituency? | <p>AP SCERT Textbook</p> <p>DIKSHA video Assembly recorded videos</p> |
| <ul style="list-style-type: none"> • Explain about state executive by displaying flow chart related to state government. • Organise group activity on state executive. • Ask to note down the key points related to state executive. | <ul style="list-style-type: none"> • Participate in the group activity on state executive | <ul style="list-style-type: none"> • Note down the key points related to state executive. | <ul style="list-style-type: none"> • Who is the part in state executive? • Who is our Chief minister? • Who is our Governor? • What is the main function of state executive? | <p>AP SCERT Textbook</p> <p>DIKSHA video Assembly recorded videos</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|--|---|--|---|
| <ul style="list-style-type: none"> • Explain about state judiciary by displaying flow chart related to state government. • Organise group activity on Judiciary system in India. • Ask to note down the key points related to Judiciary system. | <p>Participate in the group activity on Judiciary system in India.</p> | <ul style="list-style-type: none"> • Note down the key points related to Judiciary system. | <ul style="list-style-type: none"> • What is the main function of Judiciary? • Who is the part in Judiciary at state level? • Where is our state high court? | <p>AP SCERT Textbook</p> <p>DIKSHA video Assembly recorded videos</p> |
| <ul style="list-style-type: none"> • Organise group activity on the district level administration. • Ask to present the group activity in their class room. • Display a DIKSHA video and explain about district administration. • Organise whole class room discussion on the Judiciary system at district level. • Ask to note down key points related to this topic. | <ul style="list-style-type: none"> • Participated in group activity on the district level administration. • Participated in whole class room discussion on the Judiciary system at district level. | <ul style="list-style-type: none"> • Note down key points related to this topic. | <ul style="list-style-type: none"> • What do you understand about district level administration? • What are the various functions of district collector? • Who is our district collector? | <p>AP SCERT Textbook</p> <p>DIKSHA video Assembly recorded videos</p> |

Student practice Questions & Activities:

1. Match the following.

- | | | |
|-----------------------------|-----|-------------------------------------|
| 1. Collector | () | (i) Income Certificate |
| 2. Volunteer | () | (ii) Nativity Certificate |
| 3. Superintendent of Police | () | (iii) Monitoring the administration |
| 4. VRO | () | (iv) Distribution of Pensions. |
| 5. Tahsildar | () | (v) Law and Order. |

Assessment:

1. Differentiate between local government and state government.
2. What is a constituency?
3. How can an MLA become Chief Minister? Explain.
4. Who appoints the Chief Minister and other ministers?
5. Write a note on Lok Adalat?
6. Name some departments of the state government.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

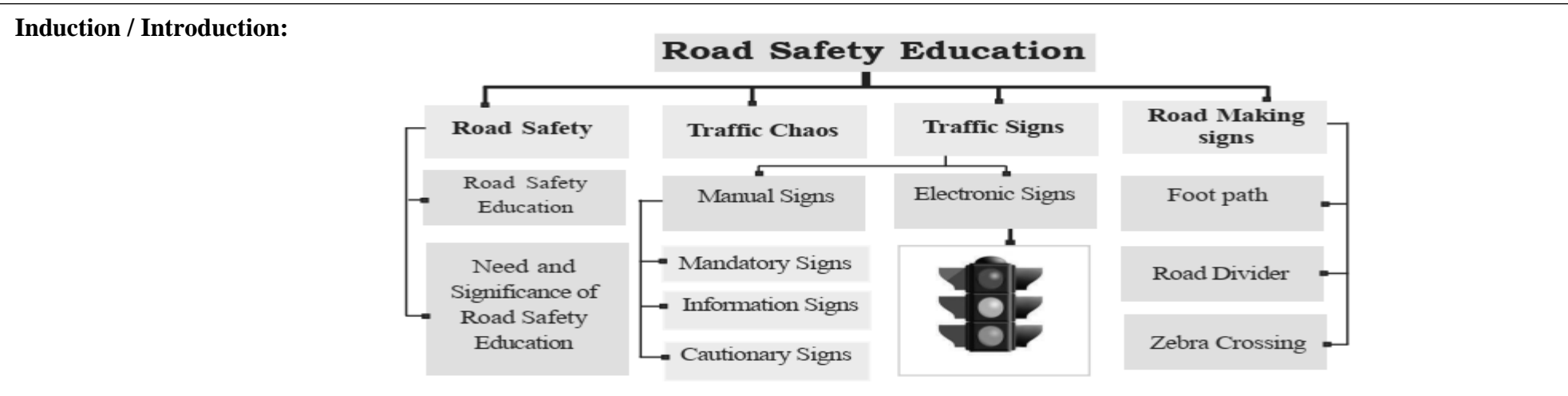
LESSON PLAN

| | |
|---------------------------------|-----------------------|
| Class : VII | Name of the Teacher : |
| Subject : SOCIAL STUDIES | School : |

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|-----------------------------|---|----------------------------|------------------------|----|--|
| | | | From | To | |
| Road Safety | <ul style="list-style-type: none"> • Road Safety | 3+3 | | | <ul style="list-style-type: none"> • Road safety education explained about important safety measures should followed by the vehicle drivers. |
| | <ul style="list-style-type: none"> • Traffic police | 1 +1 | | | <ul style="list-style-type: none"> • Duties of traffic police • Breath analyser • Speed gun camera. |
| | <ul style="list-style-type: none"> • Traffic Signs • Road marking Signs | 1+1 | | | <ul style="list-style-type: none"> • Mandatory signs • Information signs • Cautionary signs • Footpath • Road Divider • Zebra crossing |
| | <ul style="list-style-type: none"> • Road safety measures | 3+3 | | | <ul style="list-style-type: none"> • Pedestrian safety • Safe cycling • Safety travelling |

| | |
|--|-----------------------|
| Prior Concepts / Skills: | |
| <ul style="list-style-type: none"> Traffic, Traffic police, Zebra crossing, Road divider, Footpath, Safety cycling, Road accidents. | |
| Learning Outcomes | No. of Periods |
| <ul style="list-style-type: none"> Understand the concept of road safety. | 16 |
| <ul style="list-style-type: none"> Identify the need and significance of road safety. | |
| <ul style="list-style-type: none"> Draws various traffic signs. | |
| <ul style="list-style-type: none"> Understand the meaning of road marking signs. | |
| <ul style="list-style-type: none"> Appreciate the role of traffic police regulating traffic. | |
| <ul style="list-style-type: none"> Apply the knowledge of road safety education in daily life. | |
| <ul style="list-style-type: none"> Know about safety cycling, safety travelling. | |

TEACHING LEARNING PROCESS



We will learn about the above concepts through this lesson.

- What do you know about traffic?
- What are the reasons for road accidents?
- Give suggestions to prevent road accidents?
- Which signs do you observe while going on the road?

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|---|---|---|--|
| <ul style="list-style-type: none"> • Explain about road safety through questioning and whole class room discussion. • Organise a mind map activity on the about road safety • Display DIKSHA video related road safety. • Ask to draw mind map related to road safety. • Ask to note down key points related to road safety. • Organise an activity under “Let Do” on fig-11.1. | <ul style="list-style-type: none"> • Participated in whole class room discussion on road safety. | <ul style="list-style-type: none"> • Participated in mind map activity and draw mind map. • Participated in the activity on fig-11.1. • Note down key points related to road safety. | <ul style="list-style-type: none"> • What do you understand about road safety? • What are the Dos regarding road safety? • What the Don'ts regarding road safety? • What things do you observe while going on the road? | <p>AP SCERT Textbook</p> <p>DIKSHA video Regarding road safety</p> <p>Pictures regarding road safety</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|--|---|--|--|
| <ul style="list-style-type: none"> • Explain need and significance of road safety education through displaying in this lesson. • Organise group discussion on road safety education. • Organise mind map activity on road safety education. | <p>Participate in the group activity on road safety education.</p> | <ul style="list-style-type: none"> • Draw mind map on road safety education. | <ul style="list-style-type: none"> • What is meant by road safety education? • What is the significance of road safety education? | <p>AP SCERT Textbook DIKSHA video Pictures</p> |
| <ul style="list-style-type: none"> • Organise group activity on traffic police and duties of traffic police. • Ask to collect various pictures related to duties of traffic police from the newspapers. | <ul style="list-style-type: none"> • Participated in group activity on traffic police and the duties of traffic police. | <ul style="list-style-type: none"> • Collect various pictures related to duties of traffic police from the newspapers. | <ul style="list-style-type: none"> • What are various duties of traffic police? • What things used by traffic police? | <p>AP SCERT Textbook DIKSHA video Pictures</p> |
| <ul style="list-style-type: none"> • Explain about traffic signs and road marking signs through displaying DIKSA video. • Organise group activity on road safety measures in various situation. • Ask to note down key points related to this topic. | <ul style="list-style-type: none"> • Participated in group activity on road safety measures in various situations. | <ul style="list-style-type: none"> • Note down key points related to this topic. | <ul style="list-style-type: none"> • What are the various road marking signs? • What are the measures you have to following while cycling? | <p>AP SCERT Textbook DIKSHA video Pictures</p> |

Student practice Questions & Activities:

1. Match the following.

| Group - A | | Group- B | |
|------------------------|-------|-------------------------|--|
| 1. Footpath | [] | a) Road marking sign | |
| 2. Red colour light | [] | b) Get ready to go | |
| 3. Green colour light | [] | c) Pedestrians | |
| 4. Orange colour light | [] | d) Move the vehicle | |
| 5. Road divider | [] | e) Stop before the line | |

Assessment:

1. What is meant by traffic education?
2. Give suggestions to prevent road accidents.
3. What are the duties of traffic police?
4. Write about road marking signs?
5. What are the various types of traffic signs?
6. What is the significance of traffic education?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **VII**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

School :

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|-----------------------------|--|----------------------------|------------------------|----|--|
| | | | From | To | |
| Markets Around Us | <ul style="list-style-type: none"> Different types of Markets | 3+3 | | | <ul style="list-style-type: none"> A market is a place where buyers and sellers interact with each other. Physical markets E-Markets |
| | <ul style="list-style-type: none"> Chain of Markets | 2 +2 | | | <ul style="list-style-type: none"> Direct channel Retail channel Wholesale channel Agent Channel |
| | <ul style="list-style-type: none"> Consumer rights | 2+2 | | | <ul style="list-style-type: none"> A consumer is a person who purchase a product or avails a service for consideration either for his personal use or to earn his livelihood by means of self-employment. Consumer protection act 2019. Consumer rights |

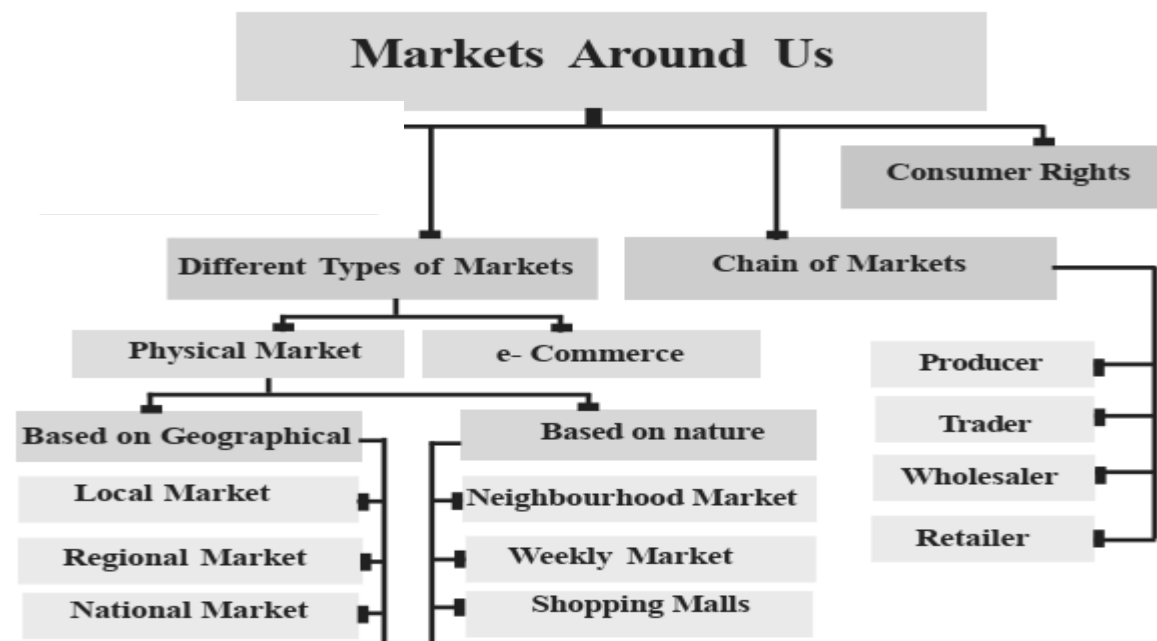
Prior Concepts / Skills:

- Market, various types markets, buyer, seller etc.

Learning Outcomes**No. of Periods**

- Understand and identify what a market is.
- Compare and contrast various types of markets.
- Understand the relation between produces, trades and consumers.
- Collect and compare the prices from various e-commerce sites.
- Explain consumer rights.

14

TEACHING LEARNING PROCESS**Induction / Introduction:**

We will learn about the above concepts through this lesson.

- What do you observe in these pictures?
- What do you know about market?
- Did you go to market?
- Who are the situations do you observe in the market?



| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|--|---|--|--|
| <ul style="list-style-type: none"> • Explain about market and the types of through questioning and whole class room discussion. • Organise a mind map activity on various types of markets • Display DIKSHA video related markets and various types of markets. • Ask to draw mind map related to various types of markets. • Ask to note down key points related to road safety. | <ul style="list-style-type: none"> • Participated in whole class room discussion market and various types of markets. | <ul style="list-style-type: none"> • Participated in mind map activity and draw mind map. • Note down key points related to various types of markets. | <ul style="list-style-type: none"> • What do you understand about market? • What are the various types of markets? • Give examples for physical markets. • Give examples for e-markets. • Who is buyer? • Who is seller? | <p>AP SCERT Textbook</p> <p>DIKSHA video Regarding markets</p> <p>Pictures regarding various types of markets.</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|---|---|--|---|--|
| <ul style="list-style-type: none"> • Explain about chain of market through questioning. • Organise group discussion on various chains of markets. • Ask to note down key points related to this concept. • Ask to visit a whole shop and collect the prices of different goods and compare with the prices of retail shop as a group work. • Ask to list out goods that are locally cultivated or manufactured in your area. | <ul style="list-style-type: none"> • Participated in group discussion on various chains of markets. • Participate in the group activity that is visiting a whole shop and collect the prices of different goods and compare with the prices of retail shop. | <ul style="list-style-type: none"> • List out goods that are locally cultivated or manufactured in your area. | <ul style="list-style-type: none"> • How does a retailer get goods for his shop? • Why do you think a wholesaler is important in the distribution of goods? • Do you have any cottage industries in your area? | <p>AP SCERT Textbook DIKSHA video Pictures</p> |
| <ul style="list-style-type: none"> • Organise whole class room discussion on consumer rights. • Ask to draw a chart on consumer rights as a group activity. • Ask to note down key features of consumer rights act. | <ul style="list-style-type: none"> • Participated in whole class room discussion on consumer rights. • Participated in group activity regarding preparation of chart on consumer rights. | <ul style="list-style-type: none"> • Note down key features of consumer rights act. | <ul style="list-style-type: none"> • Who is consumer? • What are the various rights of consumer? • What is the use of consumer protection acts? | <p>AP SCERT Textbook DIKSHA video Pictures</p> |

Student practice Questions & Activities:

1. Match the following.

- | | | | |
|------|-------------------------|---------|----------------------|
| i. | Internet Banking | () | a) shopping malls |
| ii. | International Market | () | b) Producer |
| iii. | Farmer | () | c) Petroleum |
| iv. | Multinational Companies | () | d) Digital payments' |
| | | | e) Retailer |

Assessment:

1. What is a market? Briefly explain different types of markets.
2. “Festival days increase sales”, do you agree? Support your answer.
3. What is the aim of consumer protection act 2019?
4. Write any three consumer rights?
5. Draw various chains of markets.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

| | |
|---------------------------------|-----------------------|
| Class : VII | Name of the Teacher : |
| Subject : SOCIAL STUDIES | School : |

| Name of the Lesson/ Unit | Topic | No. of Periods Required | Time line for teaching | | Any specific Information |
|-----------------------------|--|----------------------------|------------------------|----|---|
| | | | From | To | |
| Women Change the World | <ul style="list-style-type: none"> Women Discrimination Breaking Stereotypes | 3+3 | | | <ul style="list-style-type: none"> 83.6 percent of working women in India are engaged in agriculture work. |
| | <ul style="list-style-type: none"> Learning for change School education | 1 +1 | | | <ul style="list-style-type: none"> School education helps to women to change the world. |
| | <ul style="list-style-type: none"> Raising awareness Women's movement Inspirational women | 3+3 | | | <ul style="list-style-type: none"> Kadambari Ganguly Chandramukhi Basu Janaki Ammall Edvalath Kakkar Kalpana Chawala Mithali Raj Pranjal Patil Seema Rao Rajkumari Devi Vandana Shiva Laxmi Agarwal Addal Suryakala Nandini Harinath Archna Soreng |

Prior Concepts / Skills:

- Women, women rights, inspirational women etc.

Learning Outcomes

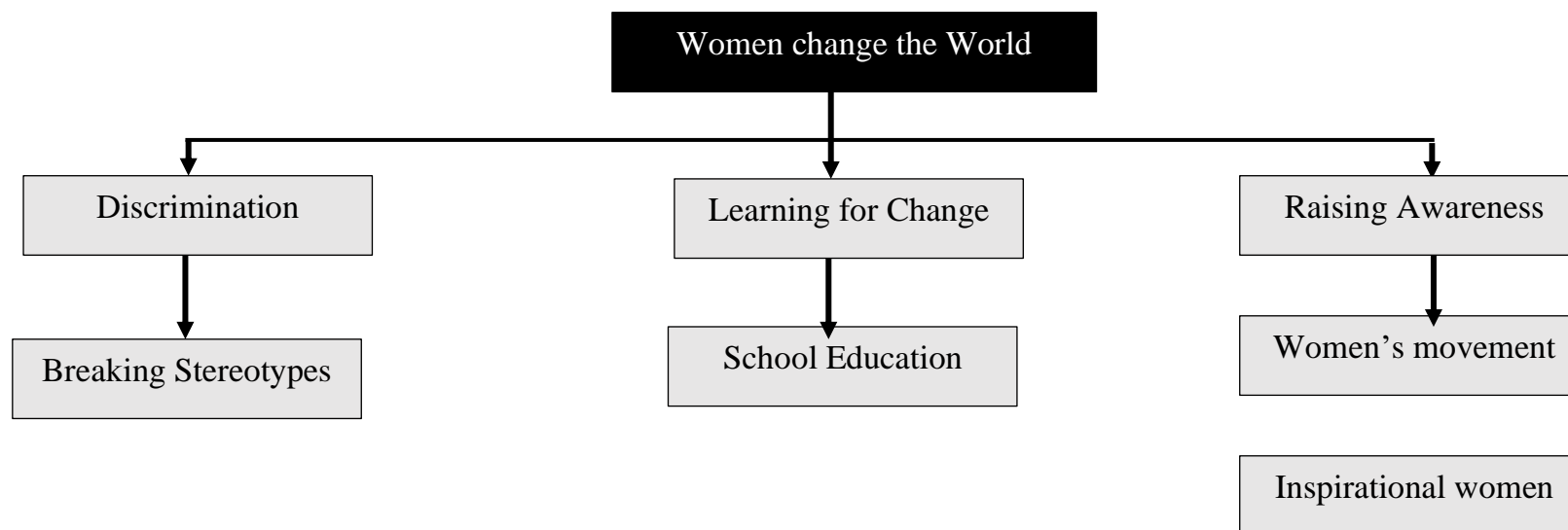
No. of Periods

- Understand the role of women in global progress.
- Condemn discrimination against women.
- Appreciate the women who have succeeded in adverse circumstances.
- Analyse the reasons why girls from different communities drop out of school in the middle.
- Comment on how women fight for equality.

14

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

- What do you observe in these pictures?
- Have you ever seen this in your real life?
- Do you support the notion that have the same abilities as men?
- Are the women in your area able to exercise their rights equally with men?



| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|---|--|---|--|
| <ul style="list-style-type: none"> • Organise whole class room discussion on women discrimination and breaking stereotypes. • Organise a mind map activity on women discrimination in various situations. • Display DIKSHA video related markets and various types of markets. • Ask to draw mind map related to various types of markets. • Ask to do the activity in the textbook under “Who perform that?” | <ul style="list-style-type: none"> • Participated in whole class room discussion on women discrimination and breaking stereotypes. | <ul style="list-style-type: none"> • Participated in mind map activity and draw mind map. • Participated in the activity in the textbook under “Who perform that?” | <ul style="list-style-type: none"> • Which tasks meant for men? • Which tasks meant for women? • Is it fair to assume that women cannot do what men do? Why? | <p>AP SCERT Textbook</p> <p>DIKSHA video Regarding markets</p> <p>Pictures regarding various types of markets.</p> |

| Explicit Teaching / Teacher Modelling (I Do) | Group Work (We Do) | Independent Work (You Do) | Check for Understanding Questions | TLM (Digital + Print) |
|--|---|--|---|--|
| <ul style="list-style-type: none"> • Explain about learning for change through questioning. • Organise group discussion on the impact of education on the women empowerment. • Ask to note down key points related to this concept. • Ask to present their group work in their class room. | <ul style="list-style-type: none"> • Participated in group discussion on the impact of education on the women empowerment. | <ul style="list-style-type: none"> • Note down the key points related to this topic. | <ul style="list-style-type: none"> • Discuss the reasons why girls drop out of school in your village. • How education impact on women empowerment? | AP SCERT Textbook DIKSHA video Pictures |
| <ul style="list-style-type: none"> • Organise whole class room discussion on women's movement. • Organise group activity on Inspirational Women. • Ask to present their group work in their class room. • Ask to note down key points related to women's movement and inspirational women. | <ul style="list-style-type: none"> • Participated in whole class room discussion on women's movement. • Participated in group activity regarding inspirational women. | <ul style="list-style-type: none"> • Note down key points related to inspirational women. | <ul style="list-style-type: none"> • Say about Kadambari Ganguly? • Who is Janaki Ammal Edavalth kakkar? • What is the importance of Kalpana Chawala? • Who is Rajkumari Devi? • What do you know about Vandana Shiva? | AP SCERT Textbook DIKSHA video Pictures |

Student practice Questions & Activities:

1. Match the following.

- | | | | |
|------|------------------|---------|---------------------|
| i. | Mithali Raj | () | a) Environmentalist |
| ii. | Vandana Shiva | () | b) Commando Trainer |
| iii. | Seema Rao | () | c) Cricketer |
| iv. | Pranjal Patil | () | d) Scientist |
| v. | Nandini Harinath | () | e) I.A.S. Officer |

Assessment:

1. Prepare slogans on women empowerment.
2. Mention the issue think that we need to fight for women.
3. Support the notion that women have the equal capability as men by two examples.
4. Write about the purpose of “Beti Bachao Beti Padhao” campaign.
5. What is meant by stereotype?
6. What is meant gender equality?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks