

LESSON PLAN

Class : **X**

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	
India – Relief Features	<ul style="list-style-type: none"> • Location of India 	1			India located in the northern and the eastern hemisphere.
	<ul style="list-style-type: none"> • Indian Standard Time • Greenwich Mean Time 	1			India follows the time at 82 ½ degrees East longitude as Indian Standard Time.
	<ul style="list-style-type: none"> • Geological background of India 	1			India formed from Gondwana land.
	Major Relief divisions – <ul style="list-style-type: none"> • The Himalayas • The Indo- Gangetic Plains • The Peninsular Plateau • The Coastal Plains • The Desert • The Islands 	5			The Himalayas extend in three parallel ranges namely Himadri, Himachal and Shivaliks. Andaman Nicobar Islands and Lakshadweep are the two island groups in India.

Prior Concepts / Skills:

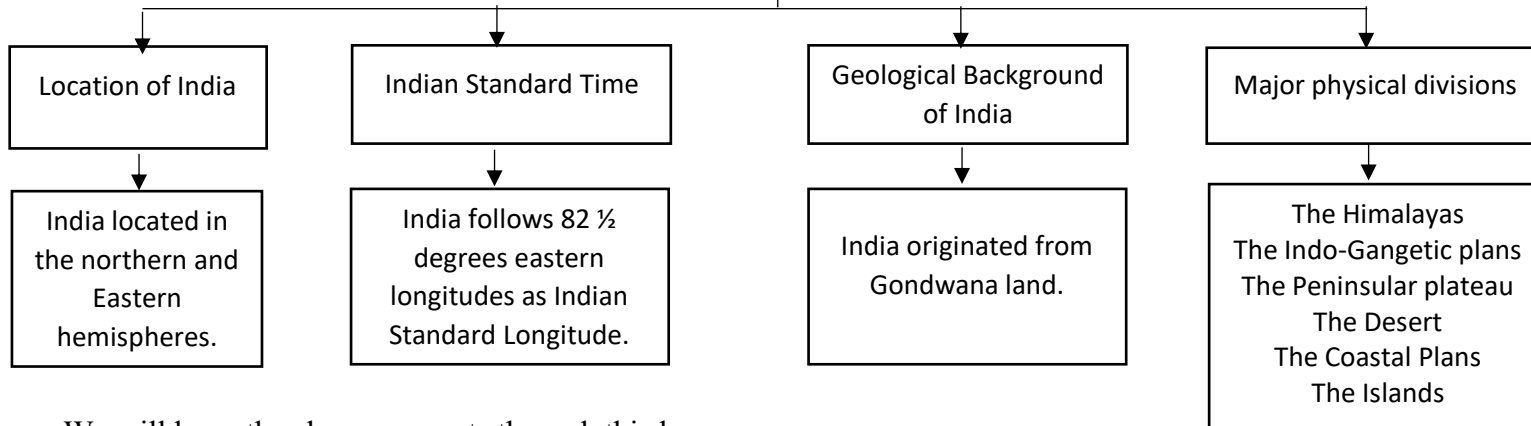
- Latitudes,
- longitudes,
- hemispheres,
- Angara land,
- Gondwana land,
- Mountains,
- Plateaus,
- Plains etc.

Learning Outcomes	No. of Periods
▪ Explain and understand the location of India.	8
▪ Differentiate between IST and GMT.	
▪ Understand the geological background of India.	
▪ Appreciate the role of the Himalayas and the Indo-Gangetic plain in Indian agriculture.	
▪ Locate major physical divisions of India in India outline map.	
▪ Differentiate between Eastern and western coastal plains.	

TEACHING LEARNING PROCESS

Induction / Introduction:

India: Relief Feature



Experience and Reflection:

- What are the imaginary lines drawn on the Earth?
- What is meant by grid system?
- What is the use of grid system?
- Which imaginary lines helps to determine time of a place?
- What is meant by Gondwana land?
- What are the various landforms?

I write the students' reflections on the White board in a Mind Map.

- Where India is located on the Earth? (To know the answer to this question we do a small activity based on the world map)

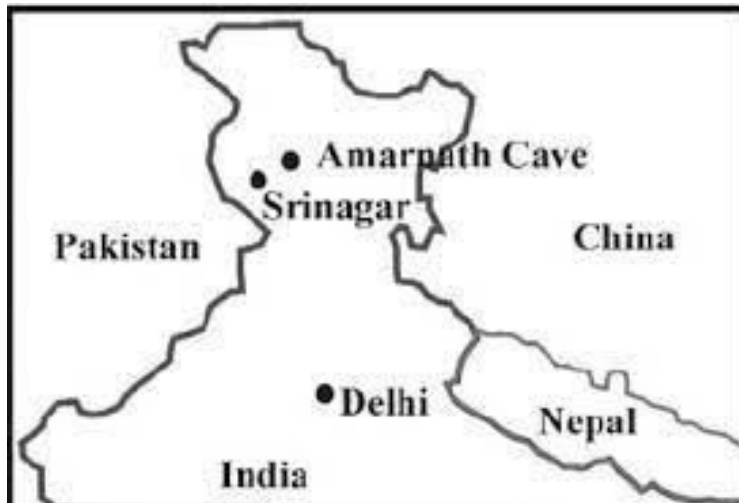
Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Dear children, take a world map and draw equator and Greenwich longitude on it. • Now observe the world map and write India lies in which hemisphere according to latitudes and which hemisphere according to longitudes. • Explain in detail about location of India and Andhra Pradesh. • Organise map reading activity based “Map-1: location of India in the world” 	<ul style="list-style-type: none"> • Observe the world map and discuss about the location of India as a group activity. 	<ul style="list-style-type: none"> • Students take a world map draw equator and Greenwich longitude on it. • Students write hemispheres on the world map where India located. • Note down notes about location of India. • Point out east and west most longitudes; north and south most latitudes in India out line map. • Students prepare questions on “Map-1” and answer them. 	<ul style="list-style-type: none"> • India lies in which hemisphere according to latitudes? • Which is the south most latitude of India? • Which is the west most longitudes of India? • Imagine that India is located in the Arctic Circle. How your life would be different? • Why do we often use the term “Indian peninsula”? • What is the importance of Indira point? • Point out the south most latitude of India in India map. • Point prime latitude which passes through the centre of India. 	<p>Textbook - APSCERT</p> <p>Globe</p> <p>World Map</p> <p>India Map</p> <p>PPT which shows location of India</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 Indian Standard Time and Greenwich Mean Time. Give practice on how to calculate time-based longitudes. Organise map reading activity based “Map-2: north-south, east-west and standard meridians” 	<p>Observe the India map and discuss about the Indian standard time as a group activity.</p>	<ul style="list-style-type: none"> Locate Indian Standard Longitude, Prime longitude in India outline map. Prepare questions on “Map-2” and answer them in notes. 	<ul style="list-style-type: none"> Expand IST. Expand GMT? What is difference between IST and GMT? What is the time difference between IST and GMT? Which is Indian standard meridian? When it is 10 AM in London what is the local time at Delhi? 	<p>Textbook - APSCERT</p> <p>Globe World Map India Map</p>
<ul style="list-style-type: none"> Explain about the geological background of India. Visualise the geological background of India by displaying a video. 		<ul style="list-style-type: none"> Note down notes about the geological background of India. 	<ul style="list-style-type: none"> What is meant by Angara land? What is meant by Gondwana land? India originated from which land? 	<p>Video related to continental drift theory.</p> <p>Globe World Map 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 about ‘Major Relief divisions’ – <ul style="list-style-type: none"> ➤ The Himalayas (Organise discussion on Amaranth floods) ➤ The Indo-Gangetic plain (Organise discussion on cropping in the Indo-Gangetic plains) ➤ The Peninsular plateau Explain with the help of India relief map and videos. ➤ The coastal plains Ask to prepare a table with states and its coastlines. ➤ The Desert ➤ The Islands • Organise map reading activity based “Map-3: Peninsular plateau, ghats and hills” 	<ul style="list-style-type: none"> • Prepare relief map of India with clay. • Participated in discussion on Amaranth floods) • Participated discussion on cropping in the Indo-Gangetic plains region. 	<ul style="list-style-type: none"> • Locate various relief divisions in India outline map and colour them. • Note down the notes related to various physical divisions of India. • Students prepare a table with the information related to the major relief divisions of India. • Prepare a table with states and its coastal lines. 	<ul style="list-style-type: none"> • What are the major physical division of India? • In what ways the Himalayas helps to India? • How Indo-Gangetic plains helps to Indian agriculture? • What are the Island groups in India? • What are the differences between the east and the western ghats? • Point out major relief divisions in the India map? 	Globe World Map India Map Physical features of India - Video

Afresh Information/ Current events related to this topic

Himalayas:



Indo-Gangetic Plains

- **Uttar Pradesh** leads the front compared to other states of India with more than 34% share of total wheat production.
- The traditional wheat-growing states **Punjab and Haryana** have highest productivity.



Assessment:

1. What are major relief division of India?
2. How the Himalayas helps to Indian agriculture?
3. What are the similarities and difference between eastern and western ghats?
4. Write the geological background of India?
5. “Indo-Gangetic plains have high density of population.” Give reasons.
6. Prepare a table with major relief divisions in India and their importance.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

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			From	To	
Ideas of Development	<ul style="list-style-type: none"> Development 	1			Progress in any sector is called development. It is complex task.
	<ul style="list-style-type: none"> Concepts of Development 	1			Different persons can have different developmental goals. What may be development for one may not be development for the other. It may even be destructive for the other.
	<ul style="list-style-type: none"> Goals of Development 	1			Income goals Other goals
	<ul style="list-style-type: none"> Measures of Development 	3			Income measures Other measures Human Development Index
	<ul style="list-style-type: none"> Public Facilities 	1			The facilities provided by the government.
	<ul style="list-style-type: none"> Development as progress over time 	1			Himachal Pradesh issue

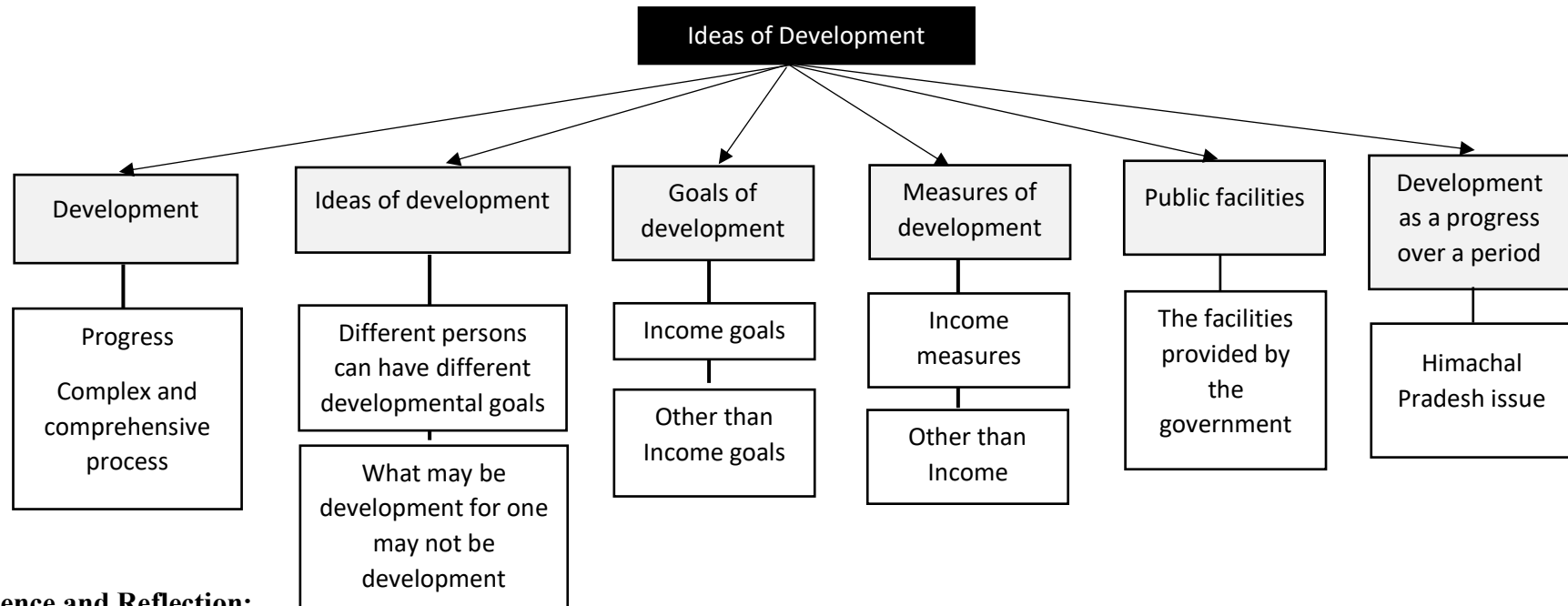
Prior Concepts / Skills:

- Public facilities,
- education,
- health,
- income,
- wages etc.
- States in India
- Continents

Learning Outcomes	No. of Periods
▪ Understand the concept of development and the ideas of development.	8
▪ Categorise the developmental goals into income goals and other goals.	
▪ Differentiate between income measures and other than income measures.	
▪ Appreciate the role of HDI in measuring development.	
▪ Give examples for public facilities.	
▪ Appreciate the role of government in blowing education revolution in Himachal Pradesh.	

TEACHING LEARNING PROCESS

Induction / Introduction:



Experience and Reflection:

- In ancient period how information pass to one place to another place?
- Where the means of communication now a days?
- What means of transport used by early humans?
- What are means of transport now a days?
- How early people get food?
- What are the public facilities?
- Name some public facilities?

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 development by using various examples. Display fig: 2.2 in the text book page no. 15 and explain the concept of development. Display fig.2.1 in the text book page no. 14 and organise group discussion. 	<ul style="list-style-type: none"> Participated group discussion on fig. 2.1. 	<ul style="list-style-type: none"> Note down various examples for development. 	<ul style="list-style-type: none"> What is development? Give any two examples for development. 	Textbook - APSCERT PPT DIKSHA video
<ul style="list-style-type: none"> Explain various ideas of development. Give examples for various ideas of development. Organise group discussion on Kudankulam Nuclear power plant issue and Abidjan issue. 	<ul style="list-style-type: none"> Participated group discussion on Kudankulam Nuclear power plant issue and Abidjan issue. Collect information about various ideas of development as a group activity. 	<ul style="list-style-type: none"> Fill the table in textbook page no. 15. 	<ul style="list-style-type: none"> What are the various ideas of development? Why do different persons have different developmental goals? 	Textbook - APSCERT PPT DIKSHA 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 various goals of development. Display the picture in textbook page no. 17 and explain various developmental goals. Give home work on various developmental goals. 	<p>Collect the information about various developmental goals from any five neighbour families as a group activity.</p>	<ul style="list-style-type: none"> Note down various goals of development in a table. 	<ul style="list-style-type: none"> Give some examples for income goals? Give any two examples for other than income goals. 	<p>Textbook - APSCERT</p> <p>PPT</p>
<ul style="list-style-type: none"> Explain about the various measures of development. Explain national income, per capita income with example like country- A, B etc. Explain how per capita income is better than national income with an example. Explain limitations of per capita income by using pictorial example in the textbook page no. 20. Explain other than income measures- IMR, Literacy rate, Net attendance rate etc. Explain about HDI as a comprehensive measure. 	<ul style="list-style-type: none"> Collect any five countries national income, per capita income and population in a table as a group work. 	<ul style="list-style-type: none"> Draw a bar graph based on the table:3 in the textbook page no.20. Draw a bar graph based on the table:4 in the textbook page no.21. Prepare question based on the table :5 and Map:1 in textbook page no.23. 	<ul style="list-style-type: none"> What is meant by national income? What is meant by per capita income? How per capita income is better than national income? What are the limitations in per capita income in measuring development? Expand HDI. Expand UNDP. 	<p>Textbook - APSCERT</p> <p>PPT</p> <p>UNDP – HDI reports</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 public facilities. Explain how public facilities helps to improve human development. 	<ul style="list-style-type: none"> Collect the information about public facilities in your area and their uses to public as a group work. 	<ul style="list-style-type: none"> Note down some public facilities. 	<ul style="list-style-type: none"> Define public facilities? Name any two public facilities? 	Text book PPT DIKSHA video
<ul style="list-style-type: none"> Explain about “Development as progress over time” through Himachal Pradesh issue. Organise group discussion on education revolution in Himachal Pradesh. 	<ul style="list-style-type: none"> Participated group discussion on education revolution in Himachal Pradesh. 	<ul style="list-style-type: none"> Prepare some question based on table:6 in the text book page no.26. 	<ul style="list-style-type: none"> In which state education revolution blowing? What are the factors helped to blowing education revolution in Himachal Pradesh? 	Text book PPT DIKSHA video

Assessment:

1. “Different persons have different developmental goals”. Explain with an example?
2. What are the various measures of development?
3. In what respect is the criterion used by the UNDP for measuring development different from the one used by the World Bank?
4. What is meant by development? What are the various goals of development?
5. What is meant by human development?
6. Read the given table related to Gross National Income and Net National Income and write your analysis?

Table 1.1: Gross National Income and Net National Income						
Year	Gross national income (₹ crore)		Net national income (₹ crore)		Per capita net national income (₹)	
	Current prices	Constant prices	Current prices	Constant prices	Current prices	Constant prices
(1)	(2)	(3)	(4)	(5)	(6)	(7)
2011-12 Series						
2009-10	6328407	7606319	5638126	6837719	48189	58442
2010-11	7552665	8211816	6756720	7373384	56971	62170
2011-12	8659505	8659505	7742330	7742330	63462	63462
2012-13	9827250	9104662	8766345	8094001	70983	65538
2013-14	11093638	9679027	9897663	8578417	79118	68572
2014-15	12320529	10402987	10978238	9224343	86647	72805
2015-16	13612095	11234571	12162398	9963681	94797	77659
2016-17	15215268	12163619	13623936	10782092	104880	83003
2017-18	16905230	12998695	15140418	11508774	115224	87586
2018-19 (2 nd RE)	18684632	13850857	16704645	12240380	125883	92241
2019-20 (1 st RE)	20157899	14427632	17994301	12681246	134186	94566
2020-21 (PE)	19561348	13384612	17461759	11745872	128829	86659
2021-22 (1 st AE)	23038772	14640445	20573371	12861032	150326	93973

Source : National Statistical Office

















Notes :

PE : Provisional Estimates,

RE: Revised Estimates

AE: Advance Estimates

HDR 2020 - Access and explore human development data for 189 countries and territories worldwide.

SORT LIST		FIND A COUNTRY IN THE LIST		FILTER BY DEVELOPING REGION			
RANK ▾		SELECT TO FIND THE COUNTRY ▾		ALL REGIONS ▾			
Rank	Country	HDI Value	Change from 2018	Rank	Country	HDI Value	Change from 2018
1	 Norway	0.957	▲ 0.001 >	2	 Switzerland	0.955	▲ 0.000 >
2	 Ireland	0.955	▲ 0.004 >	4	 Hong Kong, China (SAR)	0.949	▲ 0.003 >
4	 Iceland	0.949	▲ 0.003 >	6	 Germany	0.947	▲ 0.001 >
7	 Sweden	0.945	▲ 0.002 >	8	 Australia	0.944	▲ 0.001 >
8	 Netherlands	0.944	▲ 0.002 >	10	 Denmark	0.940	▲ 0.001 >
<hr/>							
72	 Sri Lanka	0.782	▲ 0.003 >				
85	 China	0.761	▲ 0.006 >				
131	 India	0.645	▲ 0.003 >				
142	 Nepal	0.602	▲ 0.006 >				
154	 Pakistan	0.557	▲ 0.005 >				
189	 Niger	0.394	▲ 0.003 >				

Signature of the Teacher

Signature of the Headmaster

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			From	To	
Production and Employment	<ul style="list-style-type: none"> Sectors of Economy 	1			Agriculture, Industrial and Service sectors are the sectors in an economic system.
	<ul style="list-style-type: none"> Gross Domestic Product How do we estimate GDP? Changes in Sectors 	2			Total value of all final goods and services produced during a particular year is called GDP.
	<ul style="list-style-type: none"> Employment – the working life in India 	2			Employment in agriculture sector decreasing and employment in industrial, service sectors increasing.
	<ul style="list-style-type: none"> Organised and unorganised sector employment in India 	1			The sector with specific pattern is called organised sector. The sector without specific pattern is called unorganised sector.
	<ul style="list-style-type: none"> How to create more and better conditions of employment? 				

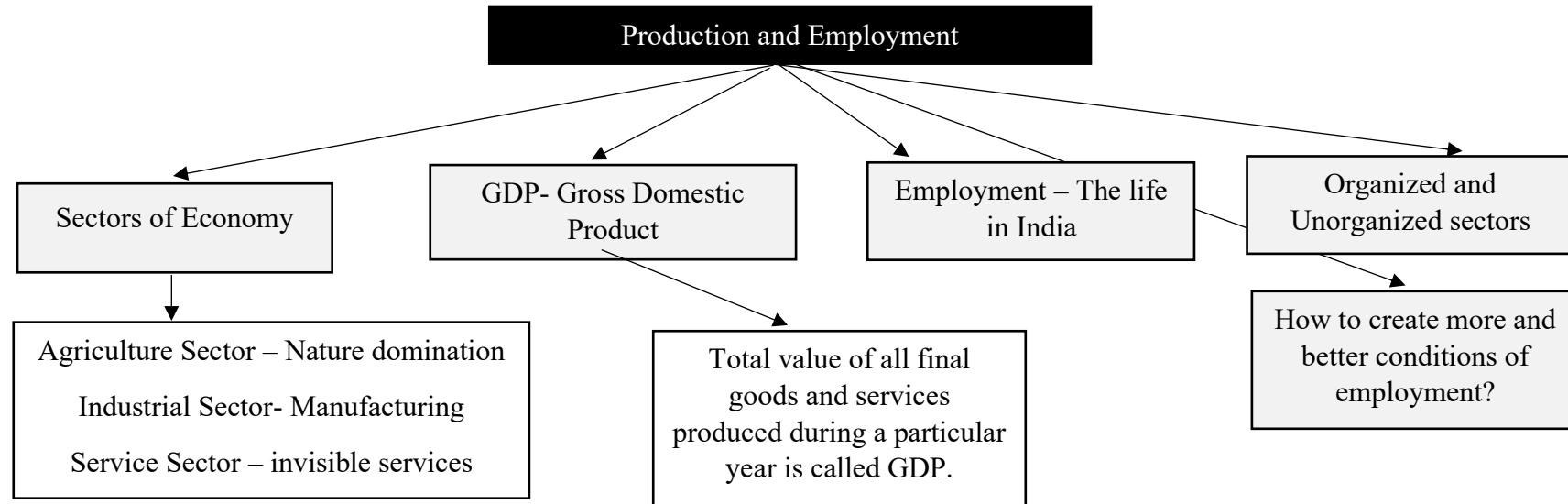
Prior Concepts / Skills:

- Agriculture activities
- Industrial activities
- Service activities
- Production
- Employment
- Transport system
- Communication system
- Industrial workers, agriculture labour etc.

Learning Outcomes	No. of Periods
▪ Understand the sectors in an economic system.	6
▪ Classify the professions into three sectors of an economy.	
▪ Appreciate the role of service sector in providing high share of employment and production.	
▪ Gave examples for all three sectorial activities.	
▪ Differentiate between organised and unorganised sectors.	
▪ Convert data from table to pie chart, pie chart to table.	

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- How many sectors are there in any economic system?
- What are the various sectors in an economic system?
- Name the activities in primary sector.
- Give examples for secondary sector.
- What are the activities in service sector?

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 sectors of Economy based on the newspaper clipping in the textbook page no.28. ➤ Ask to read the newspaper clipping in textbook page no.28. ➤ Organise an individual activity based on the table “Occupations – Classification” in textbook page no.28. 29. ➤ Ask to answer the intext questions in text book page no.29. ➤ Ask to draw pie chart based on the table in textbook page no.29. ➤ Ask to write any 10 family’s information in specific data sheet related to sectors of economy as group activity. 	<ul style="list-style-type: none"> • Participated collection of information from any neighbouring ten families and record it as a group activity. 	<ul style="list-style-type: none"> • Fill up the table in textbook page no. 28 and 29. • Note down the answers to the intext questions in textbook page no.29 based the table in that page. • Draw the pie charts based on the table in textbook page no.29. 	<ul style="list-style-type: none"> • What are the various sectors of economy? • Name the activities in agriculture sector. • What are the activities in industrial sector? • How service activities help to agriculture and industrial sector? 	<p>Textbook - APSCERT</p> <p>PPT</p> <p>DIKSHA video</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 Gross Domestic Product and its estimation. • Ask to answer the intext questions in textbook page no.30 based on the bar graph in that page. • Organise group discussion on sectorial changes in employment. • Ask to fill up the table in textbook page no.32. • Organise an individual activity on pie charts in textbook page no.34. 	<ul style="list-style-type: none"> • Participated in group discussion on sectorial changes in employment. 	<ul style="list-style-type: none"> • Note down answer to the intext questions in textbook page no.30 based on the bar graph in that page. • Fill up the table in textbook page no.32. • Participated in individual activity on pie charts in textbook page no.34 	<ul style="list-style-type: none"> • What is meant by GDP? • How to estimate GDP? • What are the sectorial changes in employment? • Give the reasons to the above changes? • What are the sub-sectors in service sector? 	Textbook - APSCERT PPT World Map DIKSHA video
<ul style="list-style-type: none"> • Explain about employment- the working life in India. • Ask to fill up the blanks in textbook page no.35 based on the table in that page. 		<ul style="list-style-type: none"> • Fill up the blanks in textbook page no.35 based on the table in that page. 	<ul style="list-style-type: none"> • Which sector recorded high share in employment in 2009-10? 	Textbook - APSCERT PPT DIKSHA 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"> Organise an individual activity based on pie charts in textbook page no. 36 & 37. 		<ul style="list-style-type: none"> Participated in an individual activity based on pie charts in textbook page no. 36 & 37. 	<ul style="list-style-type: none"> Which sector provided high share to GDP in 1972-73? What are the sectorial changes you observed in GDP? 	Textbook - APSCERT PPT World Map DIKSHA video
<ul style="list-style-type: none"> Explain about organised and unorganised sectors. Organise group discussion on Narasimha and Rajeshwari stories. Ask to draw pie chart based on the table in textbook page no.40. Explain about how to create more and better conditions of employment? Organise group discussion on how to create more and better conditions of employment? 	<ul style="list-style-type: none"> Participated in group discussion Narasimha and Rajeshwari stories. Participated in group discussion on how to create more and better conditions of employment? 	<ul style="list-style-type: none"> Draw pie chart based on the table in textbook page no.40. 	<ul style="list-style-type: none"> What is meant by organised sector? What are the facilities in organised sector? Why most of the people want to working in organised sector? 	Textbook - APSCERT PPT DIKSHA video

Afresh Information/ Current events related to this topic

Table 1.3: Real Gross Value Added at Basic Prices by Industry of Origin

(₹ crore)

At constant prices						
Year	Agriculture, forestry & fishing, mining and quarrying	Manufacturing, construction, electricity, gas and water supply	Trade, hotels, transport & communication	Financing, real estate and professional services	Public administration, defence and other services	Gross value added at basic prices (2 to 6)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
2011-12 series						
2014-15	1894400	2733214	1807689	2073715	1203115	9712133
2015-16	1934120	2993343	1992825	2294787	1276797	10491870
2016-17	2075252	3217705	2146379	2492967	1395982	11328285
2017-18	2169635	3446383	2368419	2537190	1512542	12034171
2018-19 (2 nd RE)	2217666	3646002	2537419	2718784	1624331	12744203
2019-20 (1 st RE)	2290687	3605490	2699797	2916509	1758987	13271471
2020-21 (PE)	2334723	3359718	2208388	2872815	1677786	12453430
2021-22 (1 st AE)	2456308	3749971	2470320	2988131	1857731	13522461

Source : National Statistical Office

Notes :

“Prior to 2004-05, as the estimates at detailed and aggregate levels have been compiled by adopting the splicing method, additivity of detailed estimates with the aggregates is not maintained.”

PE : Provisional Estimates,

RE: Revised Estimates

AE: Advance Estimates

Assessment:

1. How is the service sector different from other sectors? Illustrate with few examples?
2. What do you understand by underemployment? Explain with an example each from the urban and rural areas.
3. What are the differences between organized and unorganized sectors?
4. Prepare a table with sectors of economy.
5. Complete the table in textbook page no.43.
6. Why most of the people want to get employment in organized sector?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

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Climate of India	<ul style="list-style-type: none"> • Climate and Weather • Climographs 	2			The state of atmospheric conditions over an area at a particular time refers to weather. Climate refers to such conditions over a large area and long period. Climographs shows temperature, rainfall etc.
	<ul style="list-style-type: none"> • Factors influencing climate and weathers 	3			Latitudes, land water relationship, Relief and upper atmospheric currents are the factors influencing climate and weather.
	<ul style="list-style-type: none"> • Seasons 	2			Winter, summer, advancing monsoon, retreating monsoon are the seasons in India.
	<ul style="list-style-type: none"> • Global warming and Climate change • AGW 	2			Global warming that occurred due to human activities is called AGW. (AGW- Anthropogenic Global Warming)
	<ul style="list-style-type: none"> • Impacts of climate change on India 	1			Melting glaciers, increase sea level, submerged seashore areas are the impacts of climate change on India.

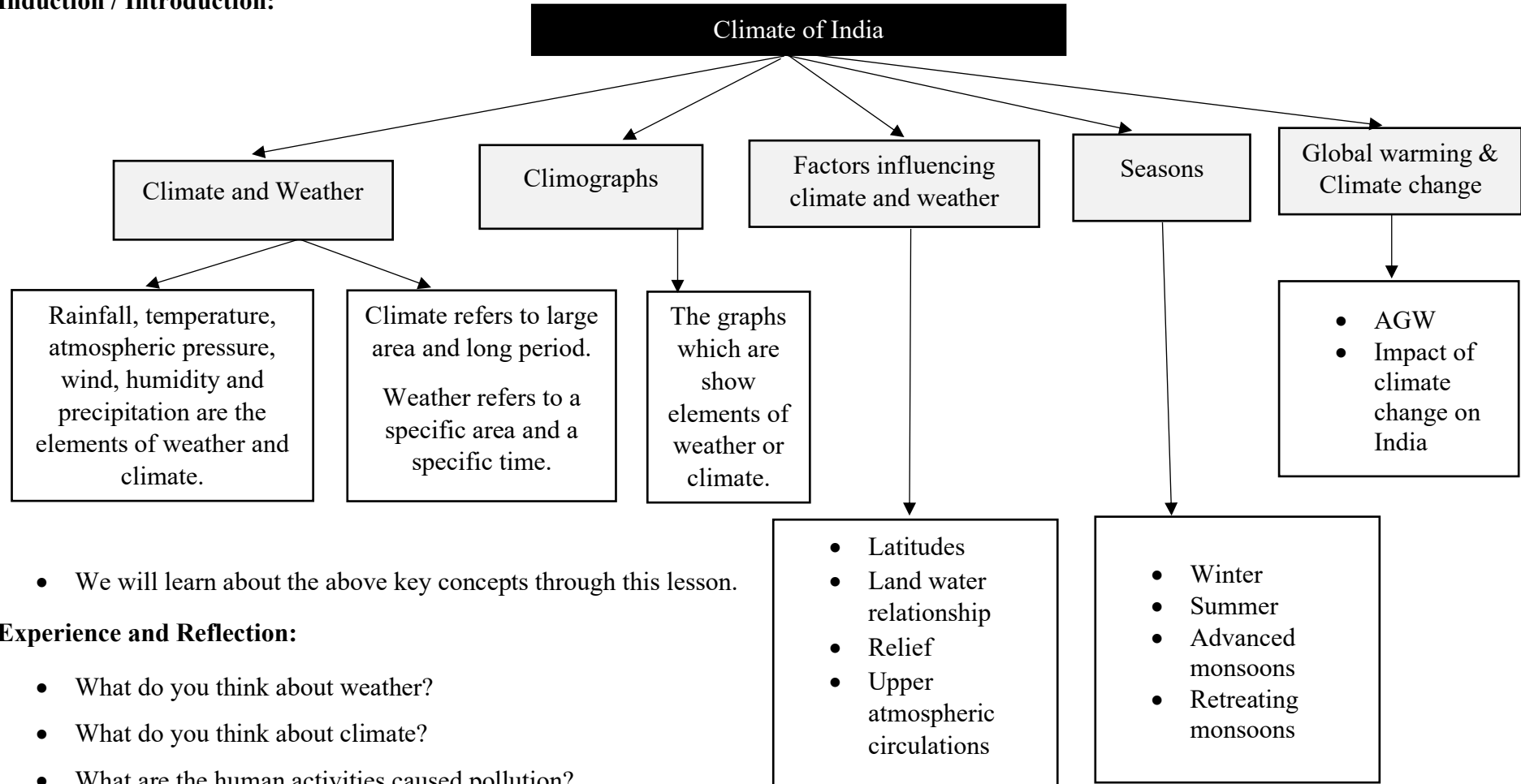
Prior Concepts / Skills:

- Temperature, rainfall
- Weather
- Latitudes, longitudes
- Equator, Tropic of cancer etc.
- Human activities that are caused to global warming.
- Season – winter, summer, rainy
- India – states
- Hemispheres etc.

Learning Outcomes	No. of Periods
▪ Differentiate weather and climate.	10
▪ Analyse climographs and understand the elements of climate or weather.	
▪ Appreciate the role of monsoons in the development of India.	
▪ Understand the climate controls or factors influencing climate or weather.	
▪ Explain the seasons in India.	
▪ Understand the concept of AGW and its impact on India.	

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What do you think about weather?
- What do you think about climate?
- What are the human activities caused pollution?
- Name any two cyclones which were recently occurred?

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 differences between weather and climate, elements of climate, climographs. ➤ Ask to collect newspaper clippings related to weather and climate and prepare a report on them as a group activity. ➤ Ask to fill up the table in textbook page no.46 based on the climographs in textbook page no.45. ➤ Ask to answer the intext questions in text book page no.46 based on the table in that page. ➤ Ask to point the places in India map which are given in the climographs in text book page no.45. 	<ul style="list-style-type: none"> ➤ Participated in collection of newspaper clippings related to weather and climate and prepare a report on them. 	<ul style="list-style-type: none"> ➤ Fill up the table in textbook page no.46 based on the climographs in textbook page no.45. • Note down the answers to the intext questions in text book page no.46 based on the table in that page. • Point out the place in India map which are given in the climographs in text book page no.45. 	<ul style="list-style-type: none"> • What are the elements of climate or weather? • What are the differences between climate and weather? • What is meant by climograph? 	<p>Textbook - APSCERT</p> <p>PPT</p> <p>World map</p> <p>Globe</p> <p>DIKSHA video</p> <p>Climographs</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 factors influencing on climate and weather – Latitude Land water relationship Relief Upper atmospheric circulations • Demonstration about influence of latitudes on climate and weather based on the PPT – Prime latitudes and India map. • Explain the influence of land water relationship, relief and upper atmospheric circulations based on India map and DIKSHA video. • Ask to collect the information recording the places which are highly influenced by relief, land water relationship as a class room work. • Ask to locate the above identified places in India map. 	<ul style="list-style-type: none"> • Participated in collect the information recording the places which are highly influenced by relief, land water relationship. 	<ul style="list-style-type: none"> • Note down the notes related to factors influenced on climate and weather. • Locate the places identified in class room work in India map. 	<ul style="list-style-type: none"> • What are the factors influencing on climate and weather? • How land water relationship influenced on weather and climate of a place? • How relief influenced on a climate of a place? 	<p>Textbook - APSCERT</p> <p>PPT</p> <p>World Map</p> <p>India Map</p> <p>DIKSHA video</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 seasons and traditional seasons in India. • Display the India maps in textbook page no.49, 50, 52 and explain about seasons. • Ask to analyse the India maps in textbook page no.49, 50, 52 as a group work. • Ask to read the India maps in textbook page no. 49, 50, 52 and prepare some questions based on them as an individual work. • Ask to answer the intext questions in textbook page no. 47 -50. 	<ul style="list-style-type: none"> • Participated in the group work on the India maps in textbook page no.49, 50, 52 as a group work. 	<ul style="list-style-type: none"> • Read and prepare questions on the India maps in textbook page no. 49, 50, 52. • Answer the intext questions in textbook page no. 47 -50. 	<ul style="list-style-type: none"> • What are the seasons in India? • Name the traditional seasons in India? • What do you know about western disturbances? • What is meant by October heat? • Which is the coldest month in India? • Which is the hottest month in India? 	Textbook - APSCERT PPT World Map India Map Globe DIKSHA video
<ul style="list-style-type: none"> • Explain about global warming, climate change and AGW. • Organise group discussion on impacts of climate change on India. • Ask to collect the information related to cyclones occurred recently. 	Participated in group discussion on impacts of climate change on India.	<ul style="list-style-type: none"> • Collect the information related to recent cyclones. • Note down the impacts of climate change on India. 	<ul style="list-style-type: none"> • Expand AGW. • What are impacts of climate change on India? 	Textbook - APSCERT PPT India Map DIKSHA video

Afresh Information/ Current events related to this topic

This is a table of all storms in the 2022 North Indian Ocean cyclone season. It mentions all of the season's storms and their names, duration, peak intensities according to the IMD storm scale, damage, and death totals. Damage and death totals include the damage and deaths caused when that storm was a precursor wave or extratropical low. All of the damage figures are in 2022 USD

Asani	May 7 – 12	Severe cyclonic storm	110 km/h (70 mph)	988 hPa (29.18 inHg)	Andaman and Nicobar Islands, Andhra Pradesh , Tamil Nadu , Karnataka , Odisha
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List of Northern Indian Ocean tropical cyclone names (effective from 2020)

List	Contributing nation												
	Bangladesh	India	Iran	Maldives	Myanmar	Oman	Pakistan	Qatar	Saudi Arabia	Sri Lanka	Thailand	U.A.E.	Yemen
1	Nisarga	Gati	Nivar	Burevi	Tauktae	Yaas	Gulab	Shaheen	Jawad	Asani	Sitrang	Mandous	Mocha
2	Biparjoy	Tej	Hamoon	Midhili	Michaung	Remal	Asna	Dana	Fengal	Shakhti	Montha	Senyar	Ditwah
3	Arnab	Murasu	Akvan	Kaani	Ngamann	Sail	Sahab	Lulu	Ghazeer	Gigum	Thianyot	Afoor	Diksam
4	Upakul	Aag	Sepand	Odi	Kyarthit	Naseem	Afshan	Mouj	Asif	Gagana	Bulan	Nahhaam	Sira
5	Barshon	Vyom	Booran	Kenau	Sapakyee	Muzn	Manahil	Suhail	Sidrah	Verambha	Phutala	Quffal	Bakhur
6	Rajani	Jhar	Anahita	Endheri	Wetwun	Sadeem	Shujana	Sadaf	Hareed	Garjana	Aiyara	Daaman	Ghwyzi
7	Nishith	Probaho	Azar	Riyau	Mwaihout	Dima	Parwaz	Reem	Faid	Neeba	Saming	Deem	Hawf
8	Urmi	Neer	Pooyan	Guruva	Kywe	Manjour	Zannata	Rayhan	Kaseer	Ninnada	Kraison	Gargoor	Balhaf
9	Meghala	Prabhanjan	Arsham	Kurangi	Pinku	Rukam	Sarsar	Anbar	Nakheel	Viduli	Matcha	Khubb	Brom
10	Samiron	Ghurni	Hengame	Kuredhi	Yinkaung	Watad	Badban	Oud	Haboob	Ogha	Mahingsa	Degl	Shuqra
11	Pratikul	Ambud	Savas	Horangu	Linyone	Al-jarz	Sarrab	Bahar	Bareq	Salitha	Phraewa	Athmad	Fartak
12	Sarobor	Jaladhi	Tahamtan	Thundi	Kyeekan	Rabab	Gulnar	Seef	Alreem	Rivi	Asuri	Boom	Darsah
13	Mahanisha	Vega	Toofan	Faana	Bautphat	Raad	Waseq	Fanar	Wabil	Rudu	Thara	Saffar	Samhah

Assessment:

1. Describe India's climate controls?
2. What are disagreements between “developed” and “developing” countries about AGW?
3. What is meant by global warming?
4. What are the activities caused global warming? Give suggestions to prevent global warming?
5. Write a short note on factors influencing climatic variations in hilly areas and deserts?
6. Point out the given places in India map? Chennai, New Delhi, Leh, Jaipur, Anantapur, Gangtok, Trivandrum, Hyderabad.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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 Rivers and water Resources	<ul style="list-style-type: none"> Indian Rivers 	3			Indian rivers can be divided into Himalayan rivers (Indus, Ganges, Brahmaputra) and peninsular rivers (Godavari, Krishna, Mahanadi, Cauvery etc.)
	<ul style="list-style-type: none"> Water Use 	2			Inflows = Precipitation + Surface flow + ground water. Outflows = water use for various purposes.
	<ul style="list-style-type: none"> Water use in the Tungabhadra River basin 	2			Tungabhadra is the largest tributary among the tributaries of Krishna. It is shared by two southern states of Karnataka and Andhra Pradesh.
	<ul style="list-style-type: none"> Rational and equitable use of water – an example 	2			Hiware Bazar was selected under the Adarsh Gram Yojana of Maharashtra government for watershed.
	<ul style="list-style-type: none"> Water as common pool resource 	1			Water is common pool resource.

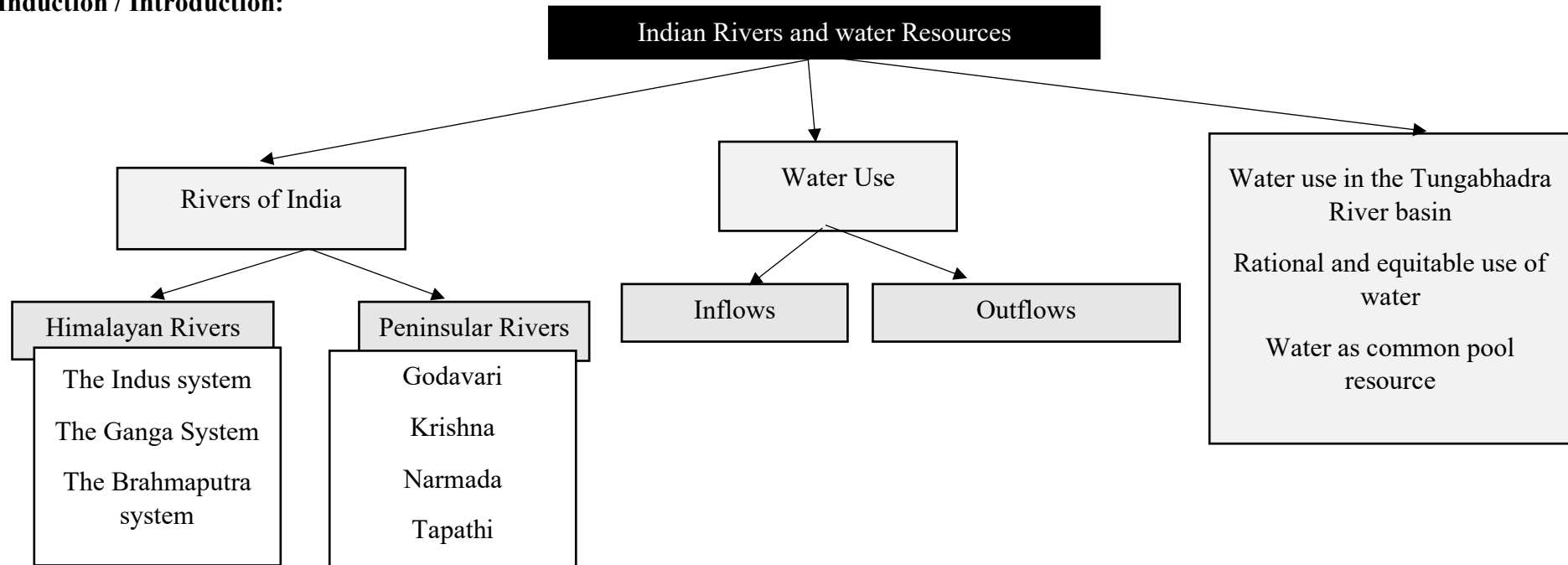
Prior Concepts / Skills:

- Rivers
- India – states
- Various uses of water
- Precipitation
- Water cycle
- Evaporation
- Condensation
- Surface flow
- Ground water

Learning Outcomes	No. of Periods
▪ Differentiate between the Himalayan rivers and the Peninsular rivers.	10
▪ Explain about various inflows and out flows.	
▪ Appreciate the role of rivers in the development of India.	
▪ Appreciate the people of Hiware Bazar in increasing ground water.	
▪ Explain the various uses of water, challenges in Tungabhadra River basin.	
▪ Locate rivers of India in the given India map.	

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What are the various sources of water?
- What is meant by precipitation?
- What is water cycle?
- How evaporation is different from condensation?

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 rivers in India. ➤ Explain differences between the Himalayan rivers and the peninsular rivers through discussion mode. ➤ Ask to point out various rivers in India in the given India map. ➤ Organise a group activity on the map in the textbook page no.60 regarding map reading skill. ➤ Ask to note down the key points about Indian rivers. 	<ul style="list-style-type: none"> ➤ Participated group activity on the map in the textbook page no.60 regarding map reading skill. 	<ul style="list-style-type: none"> • Point out the Indian rivers in the given India map. • Note down the key points related to Indian rivers. 	<ul style="list-style-type: none"> • Name the Himalayan rivers. • Give examples for peninsular rivers. • Why most of the peninsular rivers flowing towards the east? • What are the tributaries of Indus River? 	<p>Textbook - APSCERT</p> <p>PPT Globe India Map</p> <p>DIKSHA video</p>
<ul style="list-style-type: none"> ➤ Explain about Inflows and outflows as a part of water use. ➤ Ask to draw a flow chart on inflows and outflows as a group work. ➤ Ask to note down key points related to inflows and outflows. 	<ul style="list-style-type: none"> • Participation in preparation of flow chart on inflows and outflows. 	<ul style="list-style-type: none"> • Note down the key points related to inflows and outflows. 	<ul style="list-style-type: none"> • What are the various inflows? • What are the various outflows? • What is meant by precipitation? 	<p>Textbook - APSCERT</p> <p>PPT Globe 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 about water use in the Tungabhadra River basin. • Display video related Tungabhadra River basin. • Organise group discussion on challenges and various usage of Tungabhadra River. • Ask to point out Tungabhadra River in India map. 	<ul style="list-style-type: none"> • Participated in group discussion on challenges and various usage of Tungabhadra River. 	<ul style="list-style-type: none"> • Point out Tungabhadra Rive in India map. • Note down challenges in Tungabhadra River basin. 	<ul style="list-style-type: none"> • What are challenges in Tungabhadra River basin? • What are the various purposes of Tungabhadra River water? • Give suggestions to overcome challenges in Tungabhadra River basin. 	<p>Textbook - APSCERT</p> <p>PPT</p> <p>World Map</p> <p>India Map</p> <p>DIKSHA video</p>
<ul style="list-style-type: none"> • Explain about rational and equitable use of water. • Organise group discussion on Hiware Bazar incident. • Ask to note down key points about rational and equitable use of water. • Ask to point out Hiware Bazar in India map. 	<ul style="list-style-type: none"> • Participated in group discussion on Hiware Bazar incident. 	<ul style="list-style-type: none"> • Point out Hiware Bazar in India map. • Note down the key points about rational and equitable use of water. 	<ul style="list-style-type: none"> • Hiware Bazar situated in which state? • What activities helped to increase ground water in Hiware Bazar? • Expand CCT. • What are four bandis implemented in Hiware Bazar? 	<p>Textbook - APSCERT</p> <p>PPT</p> <p>India Map</p> <p>DIKSHA video</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 water as common pool resource. • Organise whole class room activity on water as common pool resource. • Ask to note down the key points about water as common pool resource. 	<ul style="list-style-type: none"> • Participated in whole class room activity on water as common pool resource. 	<ul style="list-style-type: none"> • Note down key points about water as common pool resource. 	<ul style="list-style-type: none"> • Why water called as common pool resource? 	Textbook - APSCERT PPT India Map

Assessment:

1. Create a table with the information related to the Himalayan rivers?
2. What are the different inflows and outflows in the context of water resources?
3. Which aspects of farming practices were regulated in the context of Hiware Bazar to improve water conservation?
4. What are various uses of water in Tungabhadra River basin?
5. What are the differences between the Himalayan rivers and the peninsular rivers?
6. Give suggestion to improve ground water.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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 People	<ul style="list-style-type: none"> Introduction 	1			<ul style="list-style-type: none"> A census is the procedure of systematically acquiring and recording information about the members of a given population. Sample survey is the procedure of systematically acquiring and recording information from selected people or sample.
	<ul style="list-style-type: none"> Conducting Survey 	1			Data collecting Tables.
	<ul style="list-style-type: none"> What does the census show? 	4			Age structure Sex Ration Literacy rate Working population Changing population size Fertility rate Population density

Prior Concepts / Skills:

- Literacy rate
- Growth rate
- Effects of heavy population
- Bar graph and line graph analysis
- Plain regions
- Mountain regions
- India – states
- India physical features
- Population density

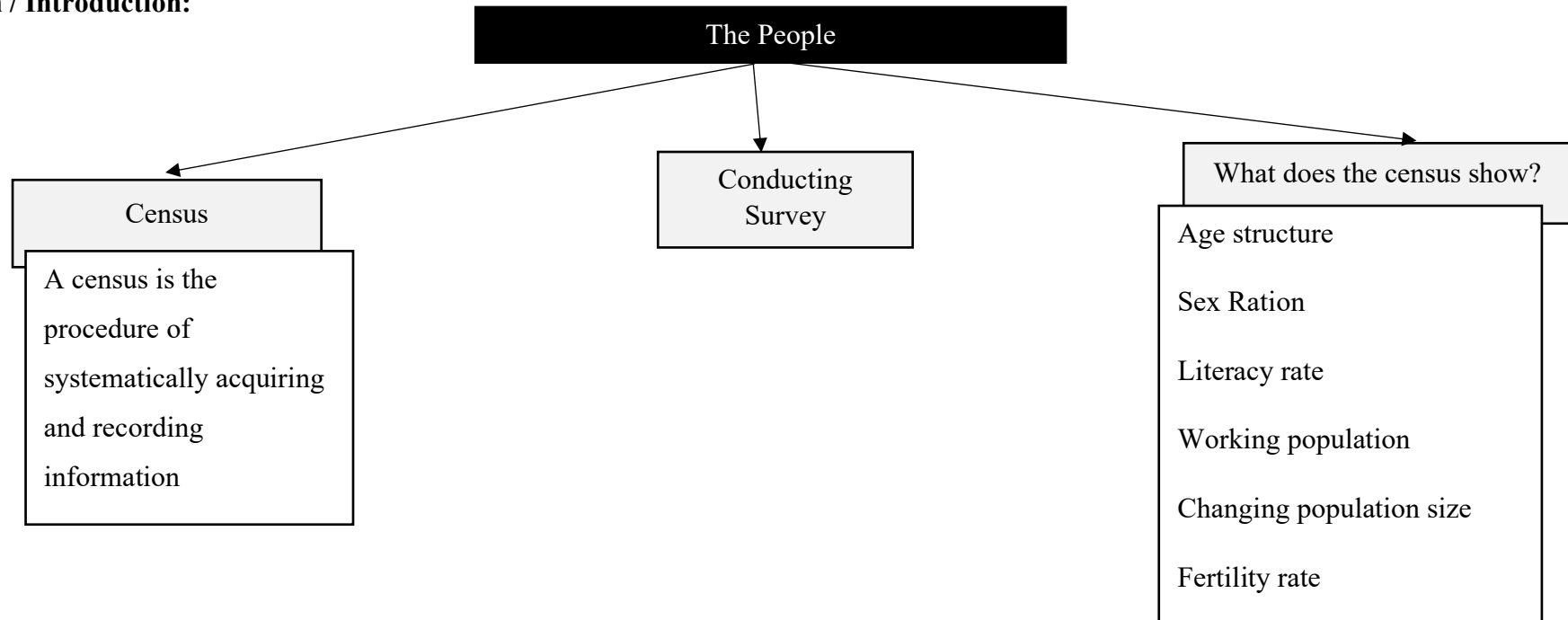
Learning Outcomes**No. of Periods**

- Differentiate between census and sample survey.
- Conducting survey.
- Explain various components in census.
- Analyse bar graphs and line graphs.
- Understand the problems due to low sex ratio.
- Give suggestion to overcome the challenges occurred by heavy population.

6

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What is meant by literacy rate?
- How we know the literacy rate of a country or state?
- What are disadvantages of heavy population?
- Why plain regions have heavy population?

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"> ➤ Introduce about census and explain difference between census and sample survey. ➤ Ask to note down the key points related to census. 		<ul style="list-style-type: none"> • Note down the key points related to census and sample survey. 	<ul style="list-style-type: none"> • What is meant by census? • What is difference between census and sample survey? 	Textbook - APSCERT PPT India Map
<ul style="list-style-type: none"> ➤ Give guidelines to conduct survey. ➤ Demonstrate data sheets to conduct survey. ➤ Ask to conduct survey as a group work and analyse the data of survey. 	<ul style="list-style-type: none"> • Participation in conducting survey as a group work. 	<ul style="list-style-type: none"> • Note down the key points related to conducting survey. 	<ul style="list-style-type: none"> • What are the components did you collected in your survey? • Which elements do you know through this survey? 	Textbook - APSCERT PPT India Map
<ul style="list-style-type: none"> ➤ Explain about various components of the census based on the survey conducted by the students. <p>Age structure:</p> <ul style="list-style-type: none"> ➤ Organise an individual activity on the population pyramid of India in textbook page no.74 related to Information skill. 		<ul style="list-style-type: none"> • Participated in an individual activity on the population pyramid of India in textbook page no.74 related to Information skill. 	<ul style="list-style-type: none"> • What is the working age? • In India which age people are high number? 	Textbook - APSCERT PPT India Map

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<p><i>Sex ratio:</i></p> <ul style="list-style-type: none"> Organise a debate on sex ratio. Organise an individual activity on the bar graph related to sex ratio in text book page no. 75. Explain about <i>literacy rate.</i> Organise an individual activity on the table related to <i>working population</i> in text book page no.77. Ask to draw a pie chart based on this table. Explain about <i>changing population.</i> Organise an individual activity on the bar graph related to India population in text book page no.78. Ask to fill up the table in text book page no.80 based on the above explanation. 	<ul style="list-style-type: none"> Participated debate on sex ratio. 	<ul style="list-style-type: none"> Participated in an individual activity on the bar graph related to sex ratio in text book page no. 75. Draw pie chart based on the table in text book page no.77. Participated an individual activity on the bar graph related to India population in text book page no.78. Fill up the table in text book page no.80 based on the above explanation. 	<ul style="list-style-type: none"> What is meant by sex ratio? What are factors influenced on sex ratio? If sex ratio low, what is the impact on society? What are factors influenced on population change? What is difference between population growth and population change? 	<p>Textbook - APSCERT PPT World Map 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"> • Organise an individual activity on the line graph related to fertility rate in the text book page no.80. • Organise a debate on fertility rate. • Explain about population density. • Organise an individual activity on the map related to distribution of population density in text book page no.82. • Ask to prepare population density map in text book page no.83. 	<ul style="list-style-type: none"> • Participated debate on fertility rate 	<ul style="list-style-type: none"> • Participated in an individual activity on the line graph related to fertility rate in the text book page no.80. • Participated in an individual activity on the map related to distribution of population density in text book page no.82. • Prepare population density map in text book page no.83. 	<ul style="list-style-type: none"> • What is the fertility rate of India in 2011? • What is meant by population density? • Why population density high in plains than remaining areas? • In which areas of Andhra Pradesh have high density of population? Why? • In which areas in India have low density of population? Why? • Census conduct per how many years? • First complete census was conducted in which year? 	<p>Textbook - APSCERT PPT India Map</p>

Assessment:

1. Base on the table given in the text book page no.84 and answer the questions given below the table.
2. List out the impacts on society if sex ratio is too low or too high.
3. Distinguish between population growth and population change?
4. What is the relation between population density and physical features?
5. What are the components in census?
6. What is meant by fertility rate?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
People and Settlement	<ul style="list-style-type: none"> What is settlement? 	1			<ul style="list-style-type: none"> The way we organise ourselves and our living spaces in a place is called a settlement.
	<ul style="list-style-type: none"> How did settlements begin? 	2			<ul style="list-style-type: none"> Expansion of agriculture and emergence of towns. Why do settlements change?
	<ul style="list-style-type: none"> What kind of places attracted settlements? How are settlements organised? 	1			<ul style="list-style-type: none"> Site Situation History of the place
	<ul style="list-style-type: none"> Urbanisation in India Urbanisation problems 	1			<ul style="list-style-type: none"> Increase of urban population is called urbanisation.
	<ul style="list-style-type: none"> Indian settlements in hierarchy 	1			<ul style="list-style-type: none"> Mega cities, Metropolitan cities, Class I cities, Towns, Revenue villages, Hamlets. Aerotropolis

Prior Concepts / Skills:

- People
- Relief features of a place
- Facilities in a place
- Water resources
- Problems of urbanisation
- Fort
- Important cities or places or states in India.
- History
- Location of importance cities in India map.
- Early man
- Nomadic life
- Beginning of agriculture

Learning Outcomes	No. of Periods
▪ Understand the concept of settlement.	6
▪ Understand the changes in human life after establishing settled life.	
▪ Explain the factors influences on settlements.	
▪ Analyse tables in this lesson.	
▪ Understand urbanisation and the problems of urbanisation.	
▪ Differentiate among various types of settlements.	

TEACHING LEARNING PROCESS

Induction / Introduction:

People and Settlement

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graph TD; A[People and Settlement] --> B[What is settlement?]; A --> C[How did settlements begin?]; A --> D[What kinds of places attracted settlements?]; A --> E[Urbanization in India]; A --> F[Indian settlements in hierarchy]; B --- B1[The way we organise ourselves and our living spaces in a place is called a settlement. About the members of a given population.]; C --- C1[Expansion of agriculture and emergence of towns]; C --- C2[Why do settlements change]; D --- D1[Site]; D --- D2[Situation]; D --- D3[History of a place.]; E --- E1[Urbanization problems]; F --- F1[Mega Cities]; F --- F2[Metropolitan Cities]; F --- F3[Class 1 cities]; F --- F4[Towns]; F --- F5[Revenue village]; F --- F6[Hamlets]; F --- F7[Aerotropolis – Jet age city];
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What is settlement?

The way we organise ourselves and our living spaces in a place is called a settlement.
About the members of a given population.

How did settlements begin?

Expansion of agriculture and emergence of towns
Why do settlements change

What kinds of places attracted settlements?

Site
Situation
History of a place.

Urbanization in India
Urbanization problems

Indian settlements in hierarchy

Mega Cities
Metropolitan Cities
Class 1 cities
Towns
Revenue village
Hamlets

Aerotropolis – Jet age city

- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What do you know about early man?
- Where did the early man live?
- What were the food items of early man?
- How human life change after established settled life?

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 settlement based on the reflection of the students in experience and reflection part. ➤ Ask to note down the key points related to settlement. 	<ul style="list-style-type: none"> ➤ Students participated in the group discussion on settlement. 	<ul style="list-style-type: none"> • Note down the key points related to settlement. 	<ul style="list-style-type: none"> • What is meant by settlement? • What are the features we can observe in a settlement? • Are these features find in your settlement? 	Textbook - APSCERT PPT
<ul style="list-style-type: none"> ➤ Ask to read the content under the side headings – How did settlements begin? , Expansion of agriculture and emergence of towns, why do settlements change? as a group work. ➤ Ask to point out ancient places in India in India outline map. 	<ul style="list-style-type: none"> • Students participated in the group work and present their group work. 	<ul style="list-style-type: none"> • Point out ancient places in India in India outline map. 	<ul style="list-style-type: none"> • How much time human being lived as hunter? • When was agriculture begin? • What were the changes taking place after settled life? • Why do settlements changes? • How towns were emerged? 	Textbook - APSCERT PPT India 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 “What kinds of places attracted settlements?” • Display a video related to various settlements and explain the basic concepts of settlement – site, situation and the history of the place. • Ask to write examples for site, situation and history of a place related to student’s locality. • Explain about “How are settlements organised?” 		<ul style="list-style-type: none"> • Students write the examples for site, situation and history of a place related to their locality. 	<ul style="list-style-type: none"> • What are the basic features of a settlement? • Site refers to which characteristics of a site? 	Textbook - APSCERT PPT World Map India Map
<ul style="list-style-type: none"> • Organise group discussion on “Urbanisation in India and Urbanisation problems”. • Ask to write key points about urbanisation and urbanisation problems. 	<ul style="list-style-type: none"> • Students participated in group discussion on “Urbanisation in India and Urbanisation problems”. 	<ul style="list-style-type: none"> • Note down key points about urbanisation and urbanisation problems. 	<ul style="list-style-type: none"> • What is meant by urbanisation? • What are the problems of urbanisation? • Give suggestions to overcome urbanisation problems. 	Textbook - APSCERT PPT World Map India 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 “Indian settlement in hierarchy” and aerotropolies. • Ask to point out megacities in India-on-India outline map. • Ask to prepare a chart with Indian settlements in hierarchy a group activity. • Ask to point out important aerotropolies in the world map. 	<ul style="list-style-type: none"> • Prepare a chart with Indian settlements in hierarchy a group activity. 	<ul style="list-style-type: none"> • Point out megacities in India-on-India outline map. • Point out aerotropolies in the world map. 	<ul style="list-style-type: none"> • What are the various types of settlements? • What is difference between mega city and metropolitan city? • Give examples for megacity? 	Textbook - APSCERT PPT India Map World map

Assessment:

1. What is settlement?
2. How did human life style change with settlement?
3. Define site features and situation features. Give one example for each from the place you live in.
4. What is an aerotropolies? How is it structured?
5. Give examples for metropolitan cities.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
People and Migration	<ul style="list-style-type: none"> • Introduction • Measures and classify migration patterns 	2			<ul style="list-style-type: none"> • For identifying a person as a migrant, two criteria are used by the census: “birth place” and “last usual place of residence”.
	<ul style="list-style-type: none"> • Rural -Urban migration 	2			<ul style="list-style-type: none"> • Rural to rural migration • Rural to urban migration
	<ul style="list-style-type: none"> • Seasonal and Temporary migration 	1			<ul style="list-style-type: none"> • Seasonal migration • Permanent migration
	<ul style="list-style-type: none"> • International migration 	1			<ul style="list-style-type: none"> • International migration • Internal migration
	<ul style="list-style-type: none"> • What happens when people migrate? 	1			<ul style="list-style-type: none"> • Live in harsh circumstances. • Their children dropped out from school. • Spent more money on food. • Suffer from health problems. • Increase purchasing power.

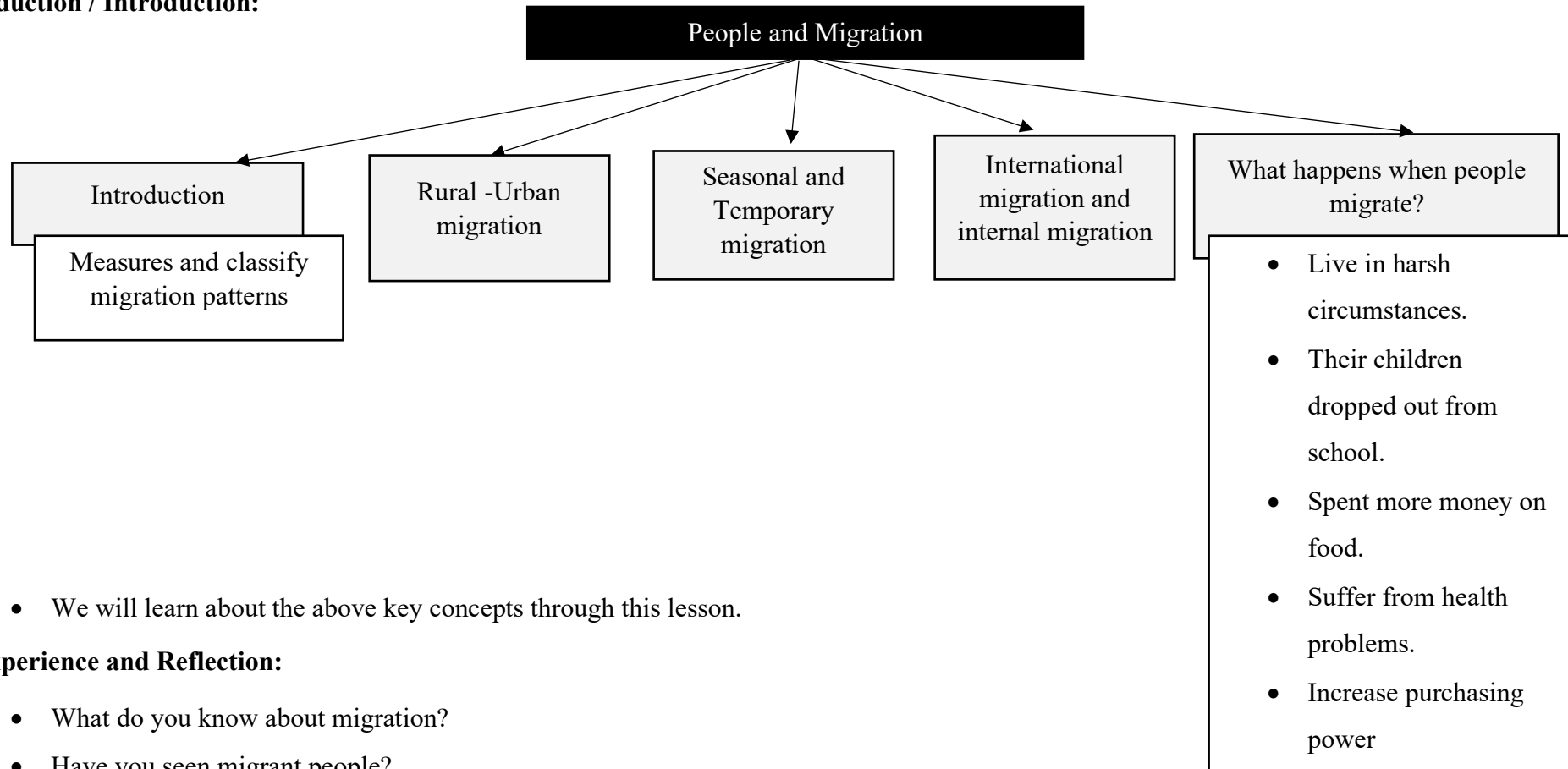
Prior Concepts / Skills:

- People
- Settlements
- Migration
- Impacts of migration
- Factors for migration
- Map reading
- Graph reading
- Data conversion

Learning Outcomes	No. of Periods
▪ Understand the concept of migration.	7
▪ Classify migrations on various bases.	
▪ Reading various maps in this lesson and analyse interstate migration.	
▪ Explain the impacts of migration.	
▪ Understand the factors influenced on migration.	
▪ Point out important states in India map.	

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What do you know about migration?
- Have you seen migrant people?
- Why do people migrate?
- What are the impacts of migration?

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"> ➤ Introduce the concept of migration based on the reflections of the students for the questions under experience and reflection. ➤ Explain the measures and classify migration patterns. ➤ Ask to fill up the table in text book page no.102. ➤ Organise group activity on Maps in textbook page no.104 and 105. 	<p>Students participated in group activity on Maps in textbook page no.104 and 105.</p>	<ul style="list-style-type: none"> • Fill up the table in text book page no.102. 	<ul style="list-style-type: none"> • What is meant by migration? • What are criteria are used by the census to identify a migrant? 	<p>Textbook - APSCERT PPT India map</p>
<ul style="list-style-type: none"> ➤ Organise group discussion on Rural -Urban migration. ➤ Organise a group activity on bar graph in textbook page no.107. ➤ Ask to write comment on bar graph in textbook page no.107. 	<ul style="list-style-type: none"> ➤ Students participated in group discussion Rural -Urban migration. ➤ Participated in a group activity on bar graph in textbook page no.107. 	<ul style="list-style-type: none"> • Write comment on bar graph in textbook page no.107. 	<ul style="list-style-type: none"> • Why do rural to urban migration taking place? • Write the reasons for rural-to-rural migration? • Which is the main factor to increase urban population? 	<p>Textbook - APSCERT PPT 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"> • Organise group activity on seasonal and Temporary migration. • Ask to write their observation on the sugarcane cutters of Maharashtra. • Ask to point out important states related to migration like Maharashtra, Bihar, Tamil Nadu etc. 	<ul style="list-style-type: none"> • Students participated in group activity on seasonal and Temporary migration. 	<ul style="list-style-type: none"> • Students write their observation on the sugarcane cutters of Maharashtra. • Point out important states related to migration like Maharashtra, Bihar, Tamil Nadu etc. 	<ul style="list-style-type: none"> • What is meant by seasonal migration? <p>Give some examples for seasonal migration.</p>	<p>Textbook - APSCERT PPT India Map</p>
<ul style="list-style-type: none"> • Explain and organise group activity on International and internal migration. • Ask to write examples for internal and international migration. • Ask to point out developed countries like America, Japan, France and west Asian countries in the world map. 	<ul style="list-style-type: none"> • Students participated in group activity on International and internal migration. 	<ul style="list-style-type: none"> • Students write examples for internal and international migration. • Point out developed countries like America, Japan, France and west Asian countries in the world map. 	<ul style="list-style-type: none"> • What is meant by international migration? • How internal migration different from international migration? • Why skilled workers go to developed countries? • Why do west Asian countries want unskilled labour? 	<p>Textbook - APSCERT PPT India Map World 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"> Organise group discussion on “What happens when people migrate?” Ask to write key points related to “What happens when people migrate?” 	<ul style="list-style-type: none"> Participated in group discussion on “What happens when people migrate?” 	<ul style="list-style-type: none"> Note down key points related to “What happens when people migrate?” 	<ul style="list-style-type: none"> What happens when people migrate? Why do migrants’ children drop out from school? What are the problems faced by migrants? 	Textbook - APSCERT PPT India Map World map

Assessment:

1. What is meant by migration?
2. What are the differences between internal and international migration?
3. How does rural to urban migration increase the purchasing power of people in rural areas?
4. Why are only unskilled workers from India waned in West Asian countries?
5. What happens when people migrate?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
Rampur : A Village Economy	<ul style="list-style-type: none"> The story of Rampur village 	2			<ul style="list-style-type: none"> Farming in Rampur- Rainy season (kharif) farmers grow jowar and bajra. In the winter season (rabi) field are shown with wheat. They cultivate potato as third crop. Land and other natural resources. Land distribution in Rampur.
	<ul style="list-style-type: none"> Organisation of production 	2			<ul style="list-style-type: none"> Land, labour, capital and organisation are the important factors of production. Capital can be divided into physical capital and working capital.
	<ul style="list-style-type: none"> Non-Farming activities in Rampur 	2			<ul style="list-style-type: none"> Dairy, small-scale manufacturing, shopkeeping, transport are the important non-farming activities in Rampur.

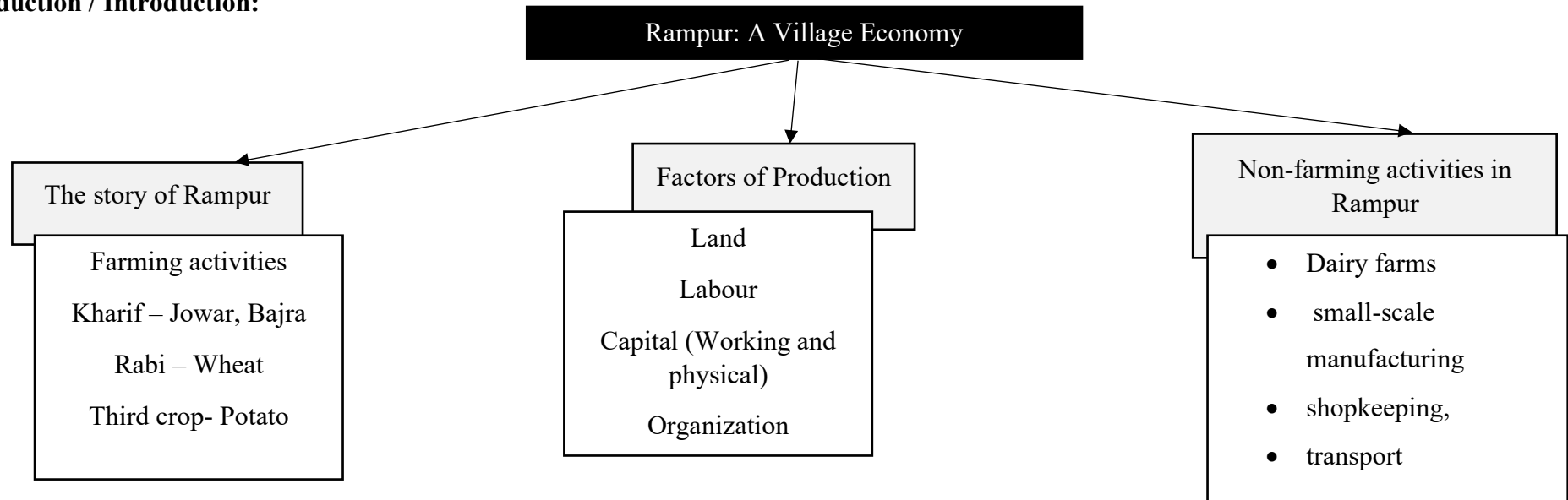
Prior Concepts / Skills:

- Farming activities
- Kharif
- Rabi
- Factor of production – Land, labour, capital, organisation
- Rural economic activities
- Dairy farms

Learning Outcomes	No. of Periods
▪ Understand the economic activities in a village economy.	6
▪ Classify village economic activities as farming and non-farming activities.	
▪ Give examples for non-farming activities.	
▪ Explain various factor of production and their uses.	
▪ Analyse pie charts in this lesson.	
▪ Point out important places and states in India map.	

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What are the activities doing to earn money in your village?
- Name some crops which are growing in your village?
- Name some activities other than agriculture?
- What are the factors of production?

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 activity on “The story of Rampur village, farming in Rampur, Land and other natural resources, Land distribution in Rampur. ➤ Ask to present group activity. ➤ Ask to fill up the bar graph in textbook page no.117. ➤ Ask to fill up the table in textbook page no.117. ➤ Explain land distribution in Rampur. ➤ Ask to analyse the pie charts in textbook page no.119 and write in note book. ➤ Ask to point out Uttar Pradesh and Rampur in India map. 	<p>Students participated in group activity on “The story of Rampur village, farming in Rampur, Land and other natural resources, Land distribution in Rampur.</p> <ul style="list-style-type: none"> • Students present their group activity. 	<ul style="list-style-type: none"> • Fill up the bar graph in textbook page no.117. • fill up the table in textbook page no.117. • Analyse the pie charts in textbook page no.119 and write in note book. • point out Uttar Pradesh and Rampur in India map. 	<ul style="list-style-type: none"> • What are the various cropping seasons? • Which crops cultivated in kharif season? • Which crops cultivated in rabi season? • What is the main economic activity in villages. • What are the units of measure-to-measure land? • Which is the third crop in Rampur? • Who is small farmer? • What is meant by multi cropping system? 	<p>Textbook - APSCERT PPT 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 about “organisation of production and factors of production”. • Organise a group activity on factors of production. • Organise group discussion on the picture in textbook page no.120. • Ask to note down the key points related to factors of production. 	<ul style="list-style-type: none"> • Students participated in group activity on factors of production. 	<ul style="list-style-type: none"> • Students note down key points related to factors of production. 	<ul style="list-style-type: none"> • What are the factors of production? • What is difference between working capital and physical capital? • Give some examples for working capital? • Give some examples for physical capital? 	Textbook - APSCERT PPT India Map
<ul style="list-style-type: none"> • Explain and organise group activity on non-farming activities in Rampur. • Ask to write non-farming activities in your locality. • Organise a group activity on non-farming activities and the factors of production in these activities. • Ask to present their group activity. 	<ul style="list-style-type: none"> • Students participated in group activity on non-farming activities. 	<ul style="list-style-type: none"> • Students write non-farming activities in their locality. 	<ul style="list-style-type: none"> • What are the non-farming activities in Rampur? • Write physical and working capital for dairy farm? • Name some non-farming activities in your locality? 	Textbook - APSCERT PPT India Map

Assessment:

1. Why are the wages for farm labourers in Rampur less than minimum wages?
2. What are the different ways of increasing production on some piece of land? Use example to explain.
3. Imagine a situation where labour is the scarce factors of production instead of land. Would the story of Rampur be different? How?
4. What are the main non-farm production activities taking place in your region?
5. What are the factors of production?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
Globalisation	<ul style="list-style-type: none"> Introduction of globalisation 	2			<ul style="list-style-type: none"> Globalisation is the process of rapid integration of countries. MNC- the company which is established and organising more than one country.
	<ul style="list-style-type: none"> Factors that have enabled Globalisation 	2			<ul style="list-style-type: none"> Technology Liberalisation Institution of global governance
	<ul style="list-style-type: none"> Impact of Globalisation in India 	2			<ul style="list-style-type: none"> Increase employment. Greater choice for consumers. Local companies developed as MNCs. Small produces compete of perish. The struggle for a fair globalisation. Increase living standards. Foreign investments increased. Technology developed.

Prior Concepts / Skills:

- Market
- Trade
- Foreign trade
- Imports
- Exports
- Import tax

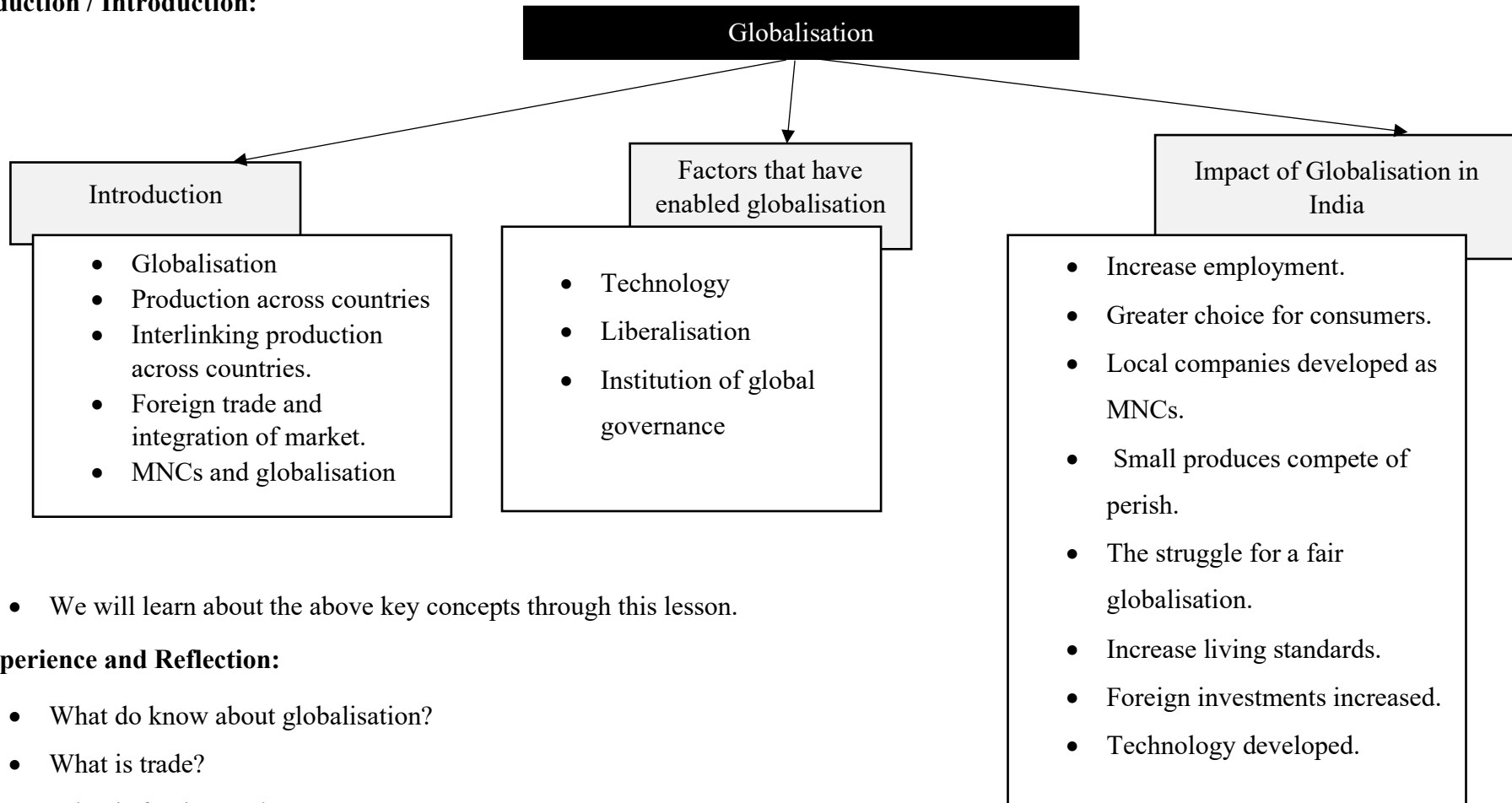
Learning Outcomes**No. of Periods**

- Understand the concept and dimensions of globalisation.
- Explain the factors support to globalisation.
- Give examples for MNCs.
- Explain the positive and negative impacts of globalisation on India.
- Give suggestion to a fair globalisation.
- Point out important places and countries in the world map.

6

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What do know about globalisation?
- What is trade?
- What is foreign trade?
- Name some companies?

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"> ➤ Introduce the concept of globalisation based on the discussion conducted on the pictures in textbook page no.130. ➤ Organise group activity on “Production across countries, interlinking across countries, foreign trade and integration of market, MNCs and globalisation. ➤ Ask to present their group activity on the above-mentioned features of globalisation. ➤ Ask to write the key points related to features of globalisation. ➤ Ask to point out important countries related to this lesson like China, America, India etc. in world map. 	<p>Students participated in group activity on “Production across countries, interlinking across countries, foreign trade and integration of market, MNCs and globalisation.</p>	<ul style="list-style-type: none"> • Write the key points related to features of globalisation. • Point out important countries related to this lesson like China, America, India etc. in world map. 	<ul style="list-style-type: none"> • What is meant by globalisation? • What are the key features of globalisation? • Expand MNC. • Define MNC. • Give examples for MNCs. • What is foreign trade? • What is foreign investment? • What are the dimensions of globalisation? • What are the economic flows in globalisation? • What is meant by Arabi spring? 	<p>Textbook - APSCERT PPT India map World map 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 about “Factors that have enabled globalisation” • Organise group discussion on the pictures in textbook page no.136. • Ask to write key points related to “Factors that have enabled globalisation” 	<p>Students participated in group discussion on the pictures in textbook page no.136.</p>	<ul style="list-style-type: none"> • Students note down key points related “Factors that have enabled globalisation” 	<ul style="list-style-type: none"> • What are the factors support to globalisation? • How technology support globalisation? • How WTO helps to globalisation? • What is liberalisation? • Give example for trade barrier. 	<p>Textbook - APSCERT PPT India Map World map Globe</p>
<ul style="list-style-type: none"> • Explain and organise group discussion on “Impacts of globalisation in India.” • Ask to write their observation which are took place during group discussion. • Ask to give suggestion for fair globalisation. 	<ul style="list-style-type: none"> • Students participated in group discussion on “Impacts of globalisation in India.” 	<ul style="list-style-type: none"> • Students write their observation which are took place during group discussion. • Give suggestion for fair globalisation. 	<ul style="list-style-type: none"> • What are the positive impacts of globalisation on India? • What are the negative impacts of globalisation on India? • How small produces impacted by globalisation? 	<p>Textbook - APSCERT PPT India Map India map Globe</p>

Assessment:

1. What is meant by globalisation?
2. What are the key features of globalisation?
3. What is meant by trade barrier? Give example?
4. How MNCs help to globalisation?
5. What are the impacts of globalisation on India?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
Food Security	<ul style="list-style-type: none"> Introduction of food security 	2			<ul style="list-style-type: none"> Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life".
	<ul style="list-style-type: none"> Public distribution system 	2			<ul style="list-style-type: none"> It is the system which provide food grains and other needy food item with low prices to ensure food security. MSP- Minimum Support Price. FCI- Food corporation of India Buffer stock- The stock maintained by FCI.
	<ul style="list-style-type: none"> Nutrition status 	2			<ul style="list-style-type: none"> BMI= weight in KGs / height in meters square. NIN- National Institute of Nutrition.

Prior Concepts / Skills:

- Food grains
- Ration shops
- Anganawadies
- Mid-Day meal
- Public Distribution System
- Various food items

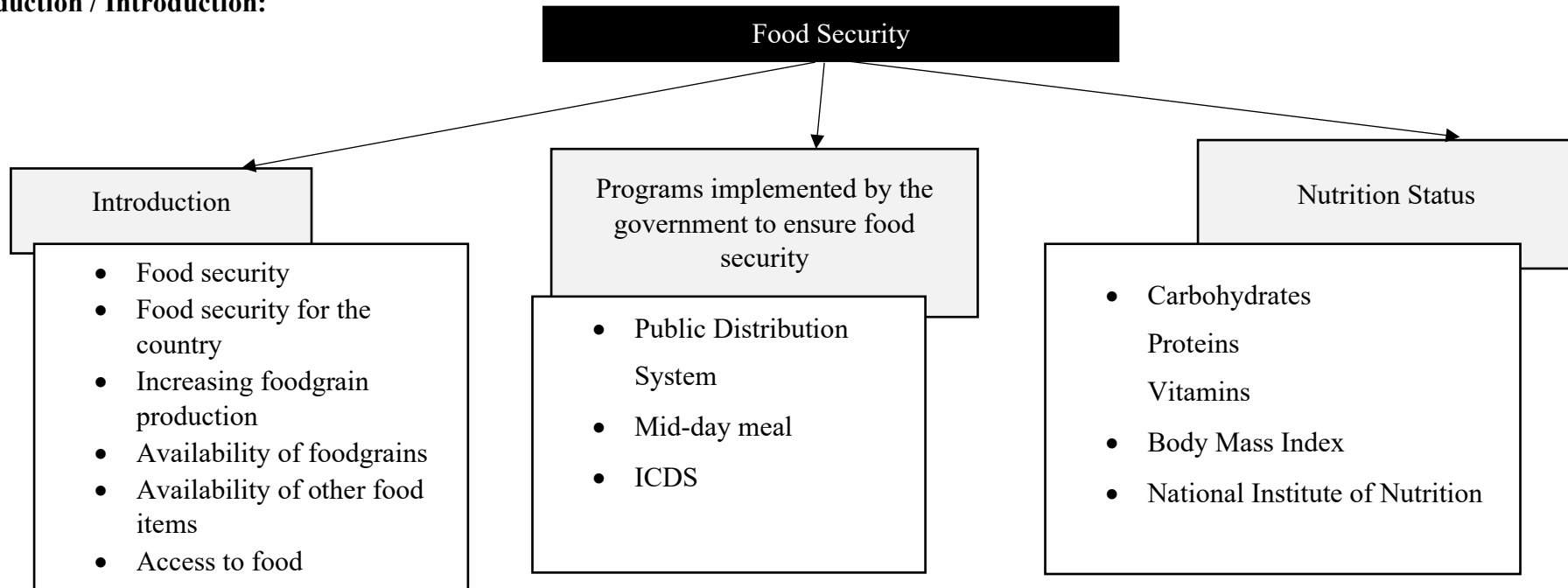
Learning Outcomes**No. of Periods**

- Understand the concept of food security.
- Explain the relation between food productivity and food security.
- Suggest the ways to better implementation of PDS, MDM, ICDS.
- Explain about Minimum Support Price and its uses.
- Give examples for various food items.
- Point out important states related to this lesson in India map.

6

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What do know about ration shops?
- What are the various food items?
- Name some food grains?
- What are the uses of ration shops?

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"> ➤ Introduce the concept of food security based on the discussion conducted on the pictures in textbook page no.145. ➤ Organise group activity on the line graphs in textbook page no.146 & 147 under the side heading Increasing foodgrain production. ➤ Ask to present their group activity. ➤ Introduce about availability of food grains and other food grains in discussion mode. ➤ Ask to fill the table in textbook page no.148. ➤ Organise a group activity on various food grains. ➤ Organise group discussion on the bar graph in textbook page no.151 and explain about access to food. 	<p>Students participated in group activity on the line graphs in textbook page no.146 & 147 under the side heading Increasing foodgrain production.</p> <ul style="list-style-type: none"> • Students participated in the group activity on various food grains. • Participated in group discussion on the bar graph in textbook page no.151 and explain about access to food. 	<ul style="list-style-type: none"> ➤ Fill up the table in textbook page no.148. • Note down key points related to food security and access to food. 	<ul style="list-style-type: none"> • What is meant by food security? • What do you know about agriculture diversification? • What are standard food calories recommended by NIN for rural areas, urban areas? • What are the various grains? • What is the formula to calculate availability of food grains for the year? • What is the formula to calculate availability of food grains per person per day? 	<p>Textbook - APSCERT PPT India map World map 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 and organise group discussion on “Public Distribution System”. • Ask to write the suggestions to better implementation of PDS. • Ask to write various government programs which are support food security. • Ask to analyse the bar graph in textbook page no.152. • Explain about PDS, MSP and buffer stock through discussion mode. • Ask to point out important states related to this lesson in India map. 	<p>Students participated in group discussion on Public Distribution System.</p>	<ul style="list-style-type: none"> • Students write various government programs which are support food security. • Analyse the bar graph in textbook page no.152. • Point out important states related to this lesson in India map. 	<ul style="list-style-type: none"> • Expand PDS. • Expand MSP. • Expand FCI. • What is meant by buffer stock? • Who maintained buffer stocks? • How PDS related to food security? • What are the various programs implemented by the governments to ensure food security? 	<p>Textbook - APSCERT PPT India Map World map Globe</p>
<ul style="list-style-type: none"> • Explain and organise group activity on nutrition status. • Ask to write examples for various food items. • Ask to write key points related to nutrition status, BMI. 	<p>Students participated in the group activity on nutrition status.</p>	<ul style="list-style-type: none"> • Write examples for various food item. • Note down key points related to nutrition status and BMI. 	<ul style="list-style-type: none"> • What are the various items in food? • Expand BMI? • What is the relation between food security and Anganawadies? 	<p>Textbook - APSCERT PPT India Map</p>

Assessment:

1. What is meant by food security?
2. Name the programs which are ensure food security?
3. What do you know about national food security?
4. Describe the relationship between increase in food production and food security?
5. Use an imaginary example from your context to describe the relationship between underweight and access to food.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
Sustainable Development with Equity	<ul style="list-style-type: none"> Introduction of development, environment and development. 	2			<ul style="list-style-type: none"> Environment's source function – The potential of an environment to provide resource. The sink function- An environment's ability to absorb and render harmless waste and pollution. Sustainable development is development that meets the needs of the present without compromising the ability of future generation to meet their own needs.
	<ul style="list-style-type: none"> People's rights over the environment 	2			<ul style="list-style-type: none"> Narmada Bachavo Andolan (NBA). Chipko Andolan
	<ul style="list-style-type: none"> Towards Sustainable Development with Equity 	2			<ul style="list-style-type: none"> BMI= weight in KGs / height in meters square. NIN- National Institute of Nutrition.

Prior Concepts / Skills:

- Development
- Gross Domestic Product
- Environment
- Public Distribution system
- Pollution
- Effects of chemical fertilizers and pesticides
- Human activities causing environment pollution

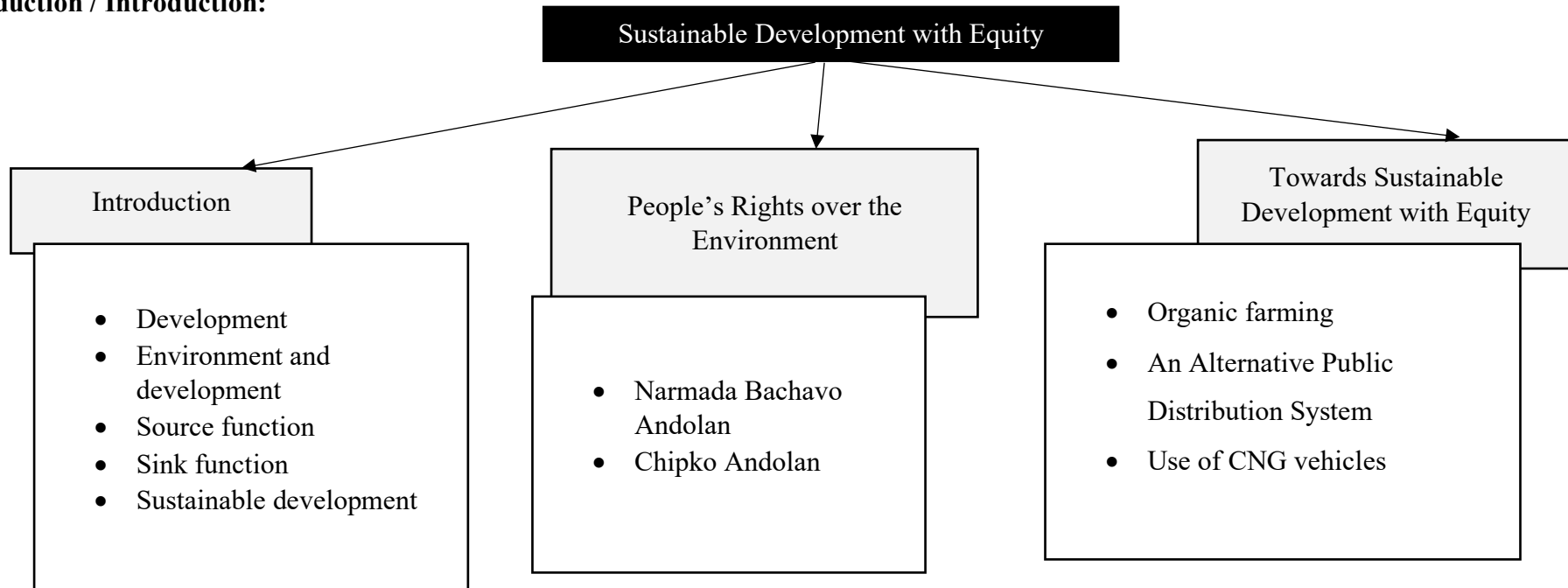
Learning Outcomes**No. of Periods**

- Understand the concept of sustainable development.
- Differentiate between development and sustainable development.
- Suggest the measure to protect environment.
- Appreciate alternative public distribution system.
- Give examples for environment movements.
- Point out important states related to this lesson in India map.

6

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What do know about development?
- What is meant by GDP?
- What are the human activities caused to environment pollution?
- How environment support to human development?

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"> ➤ Recapitulate about development and measure of development which were already discussed in the lesson "Ideas of Development" in a discussion mode. ➤ Organise group activity on the pyramid graph in textbook page no.159. ➤ Ask to present their analysis on pyramid graph. ➤ Organise group discussion on the bar graphs and pictures in textbook page no.160. ➤ Explain about environment and development in a discussion mode. ➤ Ask to write key points related to environment and development. 	<ul style="list-style-type: none"> ➤ Students participated in group activity on the pyramid graph in textbook page no.159. • Students participated group discussion on the bar graphs and pictures in textbook page no.160. 	<ul style="list-style-type: none"> • Note down key points related to environment and development. 	<ul style="list-style-type: none"> • What do you about income inequalities in India? • Describe environment's source function? • What is environment's sink function? • What do you know about "Silent Spring"? • How development impacts on environment? • What is meant by sustainable development? • Give suggestions to protect environment? 	<p>Textbook - APSCERT PPT India map World map 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 and organise group discussion on “People’s Rights over the Environment”. • Ask to read the letter in textbook page no.165, 166 and 167 and write their observation in notebook. • Organise group activity related to the environment movements. • Ask to present their report about environment movements. 	<p>Students participated in group discussion on “People’s Rights over the Environment”.</p> <ul style="list-style-type: none"> • Students participated in group activity related to the environment movements. 	<ul style="list-style-type: none"> • Students read the letter in textbook page no.165, 166 and 167 and write their observation in notebook. 	<ul style="list-style-type: none"> • Expand NBA. • What do you know about Chipko Andolan? • Who is Bava Mahaliya? • How Chipko Andolan related to sustainable development? 	<p>Textbook - APSCERT PPT India Map World map Globe</p>
<ul style="list-style-type: none"> • Explain about towards sustainable development with equity through a discussion mode. • Organise group discussion on “An alternative Public Distribution System”. • Ask to write key points related to organic forming, alternative PDS etc. 	<ul style="list-style-type: none"> • Students participated in group discussion on “An alternative Public Distribution System”. 	<ul style="list-style-type: none"> • Write key points related to organic forming, alternative PDS etc. 	<ul style="list-style-type: none"> • What are the activates took place towards sustainable development? • What do you know about alternative PDS? • How organic farming helps to sustainable development? 	<p>Textbook - APSCERT PPT India Map</p>

Assessment:

1. What is meant by sustainable development?
2. Why did the people of Jalsindhi village refuse to move out of the village?
3. What are the lessons to be drawn from the alternative PDS initiative at Zaheerabad mandal in Telangana?
4. Why do you think the effect of climate change may be felt by all countries?
5. Write the activities which are support sustainable development?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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 world between wars: 1900-1950 (Part-1)	<ul style="list-style-type: none"> The age of Extremes 	2			Eric Hobsbawm, a historian called the 20 th century as “The age of Extremes”.
	<ul style="list-style-type: none"> Causes of the World wars 	6			Murder of Ferdinand of Austria by a Serbian fanatic was the immediate cause for World War -I. Hitler invaded on Poland was the immediate cause for World War-II.
	<ul style="list-style-type: none"> Consequences of the World wars 	4			League of Nations was formed after World War-I. United Nations Organisations Was formed after World War-II.

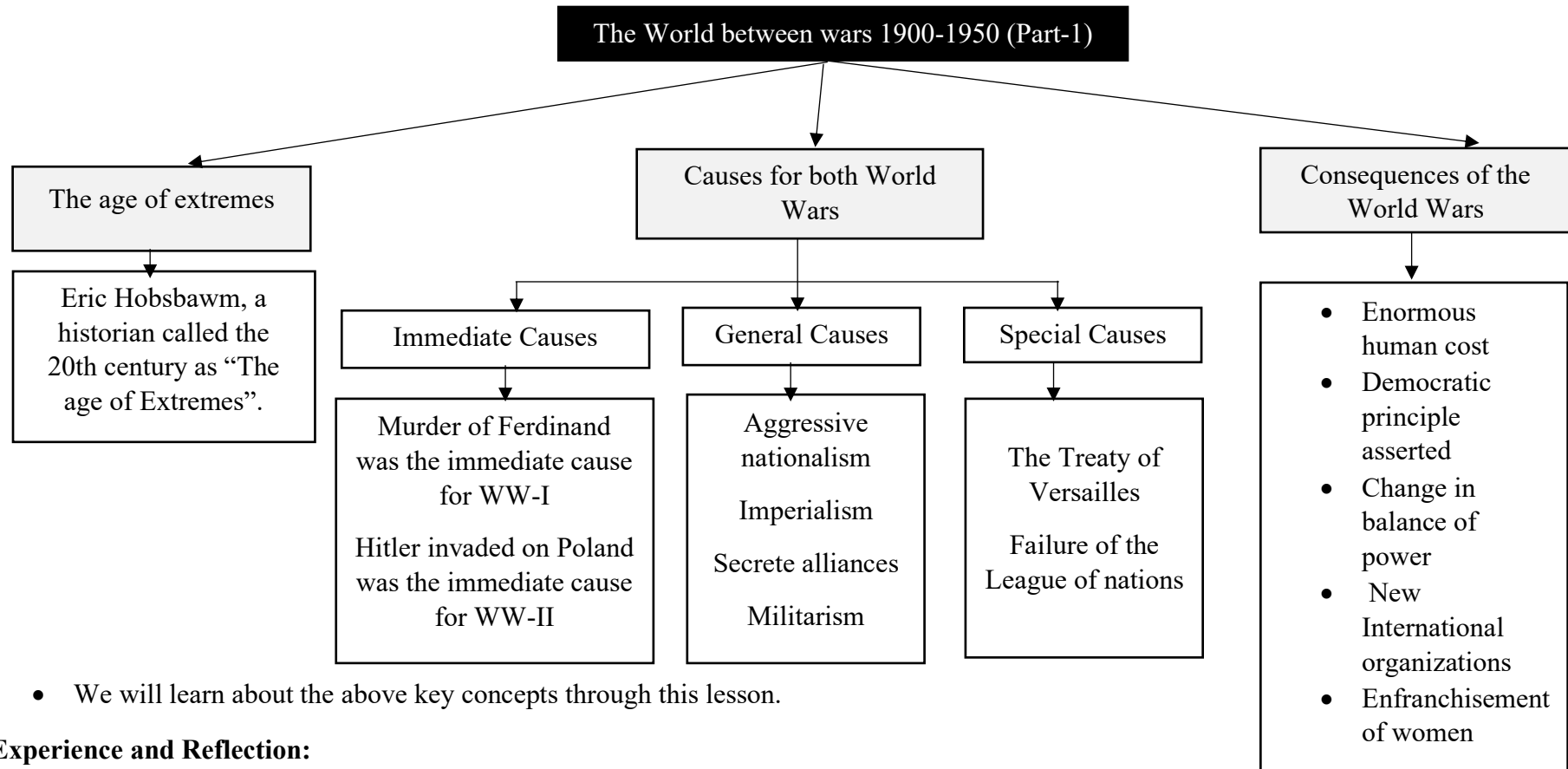
Prior Concepts / Skills:

- Wars
- Revolutions
- Important countries like Britain, France, America, Russia etc.
- Right to vote.
- Cinemas
- Industrial revolution
- Consequences of wars
- Various causes for wars.

Learning Outcomes	No. of Periods
▪ Understand the immediate, general and special causes for world wars.	12
▪ Prepare slogans to prevent wars.	
▪ Appreciate the role of UNO in prevention of World War- III.	
▪ Explain the consequences of both world wars.	
▪ Locate important countries like Britain, America, France, Russia, Germany, Japan etc. in the world outline map.	
▪ Understand why 20 th century was called as the age of extremes.	

TEACHING LEARNING PROCESS

Induction / Introduction:



Experience and Reflection:

- Name any two wars which were took place recently?
- Say some causes for wars?
- What are the consequences of wars?

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 why 20th century is called the age of extremes. Explain the concept of industrial capitalism. <p>➤ Display the pictures in text book page no. 177 and ask to write short notes on them.</p>	<ul style="list-style-type: none"> Participated group discussion on “The age of extreme” 	<ul style="list-style-type: none"> Note down various incidents which were took during 1900-1950. Write down short notes on the pictures in text book page no. 177 	<ul style="list-style-type: none"> What is meant by industrial capitalism? Why, 20th century is called “The age of extreme”? 	Textbook - APSCERT PPT DIKSHA video
<ul style="list-style-type: none"> Explain various causes of World Wars. <p>Explain immediate causes –</p> <ul style="list-style-type: none"> ➤ Murder of Ferdinand was the immediate cause for WW-I ➤ Hitler invaded on Poland was the immediate cause for WW-II 		<ul style="list-style-type: none"> Note down immediate causes for both world wars. 	<ul style="list-style-type: none"> What was the immediate cause for World War-I? What was the immediate cause for World War-II? 	Textbook - APSCERT PPT World Map Globe DIKSHA video

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<p>Explain General causes –</p> <ul style="list-style-type: none"> • Aggressive nationalism, • Imperialism, • Secrete alliances, • Militarism. <p>➤ Display the time line chart in text book page no.179 through DCR and ask to prepare questions based on it.</p> <p>➤ Display the bar graph (The Arment Race) in the text book page no.181 and ask to prepare a table based on it.</p> <ul style="list-style-type: none"> • Explain the special causes for world war -II: <ul style="list-style-type: none"> ➤ The treaty of Versailles ➤ The failure of League of Nations. ➤ German Challenge to vengeful domination ➤ The fear of Socialism and USSR 	<ul style="list-style-type: none"> • Prepare the time line chart in text book page no.179 as a group work. 	<ul style="list-style-type: none"> • Prepare questions based on the time line chart in text book page no.179. • Prepare a table based on the bar graph (The Arment Race) in the text book page no.181. 	<ul style="list-style-type: none"> • What were the general causes for both world wars? • What is meant by aggressive nationalism? How it was caused to World Wars? • How the Treaty of Versailles caused to World War-II? • What is meant by the policy of appeasement? 	<p>Textbook - APSCERT</p> <p>PPT</p> <p>World Map</p> <p>Globe</p> <p>DIKSHA video</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 consequences of the both world wars. Display the bar graph in the text book page no.178 and ask to explain based on it. Explain about League of nations, UNO. 	<ul style="list-style-type: none"> Collect the pictures related to consequences of wars and prepare a scrap book as a class room activity. 	<ul style="list-style-type: none"> Explain and analysis based on the bar graph in the text book page no.178 	<ul style="list-style-type: none"> What were the consequences of the both world wars? Expand UNO. Who is present secretary general of UNO? Prepare any two slogans to prevent war. 	Textbook - APSCERT PPT World Map Globe Atlas DIKSHA video

Assessment:

1. How did the idea of nation states and nationalism influence desire for war during World Wars?
2. What are the different impacts of wars during the first half of 20th century?
3. Write a short note on various causes of both world wars?
4. “20th century is called as the Age of Extremes” Why?
5. Do you think the love for one’s country among people of different countries leads to wars?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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 world between wars: 1900-1950 (Part-2)	<ul style="list-style-type: none"> Russian Socialist revolution 	6			<p>After march revolution Tsar rule abolished and established non-aristocratic government.</p> <p>After October revolution non-aristocratic government abolished and formed Communist government in Russia</p>
	<ul style="list-style-type: none"> The Great Depression (1929-1939) 	2			Great depression is an unstable economic situation. It took place during 1929-39.
	<ul style="list-style-type: none"> Rise of Nazism in Germany 	4			Nazi party was formed by Hitler in Germany.

Prior Concepts / Skills:

- Wars
- Revolutions
- Important countries like Russia, USA, France, Germany etc.
- Consequences of revolutions.
- World wars
- UNO, League of Nations.
- Treaty of Versailles.
- Great depression.
- Welfare programmes

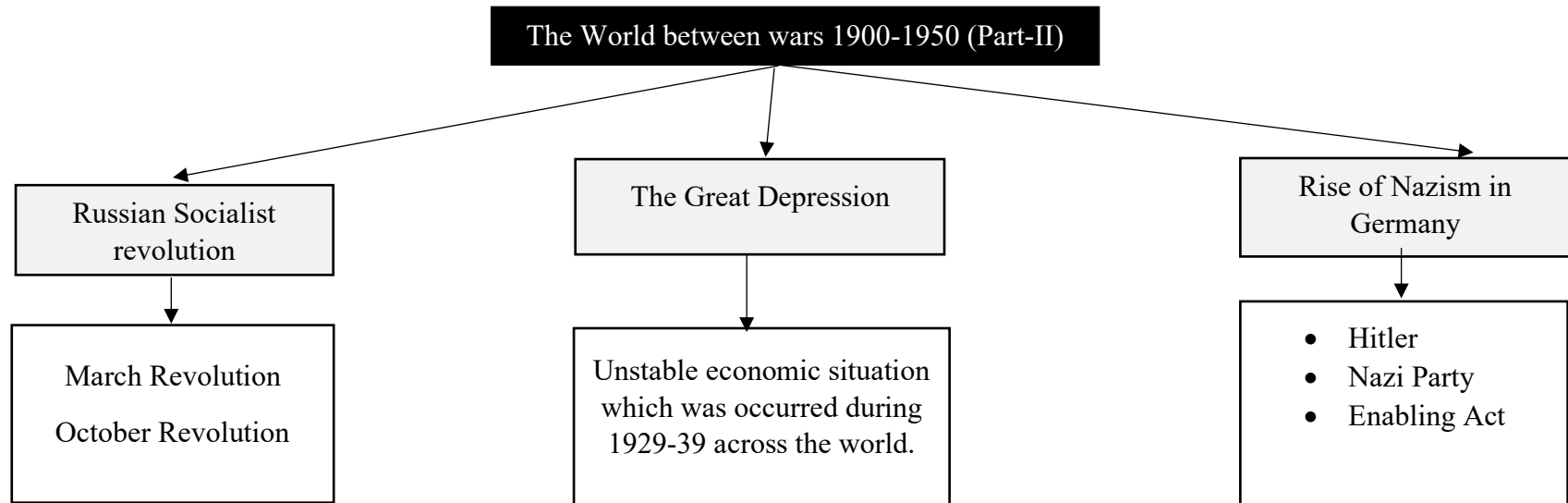
Learning Outcomes**No. of Periods**

- Understand the revolutions in Russia and their consequences.
- Explain the reforms took place during the period of Stalin in Russia.
- Appreciate the role of Five years plans in the development of Russia.
- Understand about great depression and its effects.
- Locate important countries like Britain, America, France, Russia, Germany, Japan etc. in the world outline map.
- Understand the role of Hitler in Nazi Germany.

12

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What are the effects of world wars?
- Which country withdraw from world war in 1917?
- Many restrictions imposed on which country through the Treaty of Versailles?
- Why Russia withdraws from World War- I in 1917?
- Name some welfare schemes which are implementing in your area?

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 various revolutions took place in Russia in 1917. <ol style="list-style-type: none"> 1. March revolution 2. October revolution (Socialist revolution) ➤ Explain reforms of Lenin and Stalin in Russia. ➤ Organise group discussion on “The role of five-year plans in Russia” ➤ Display the time line chart in text book page no.188 and ask questions. (<i>Information Skill</i>) ➤ Point out Russia, St. Petersburg in World outline map. (<i>Map Pointing</i>) ➤ Display the pictures related to Russian revolution and organise class room discussion. 	<ul style="list-style-type: none"> • Participated group discussion on “The role of five-year plans in Russia” • Participated class room discussion on the pictures related to Russian revolution 	<ul style="list-style-type: none"> • Note down answers for the questions related to time line chart in text book page no.188. (Information Skill) • Locate the places like Russia, St. Petersburg. 	<ul style="list-style-type: none"> • Who was the last Tsar of Russia? • In Which year March revolution took place in Russia? • What were reforms taking place during Stalin period in Russia? • Prepare some more question on time line chart in the text book page no.188 (Home work) 	<p>Textbook - APSCERT</p> <p>World Map Globe PPT</p> <p>DIKSHA video</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 great depression and its characteristics. • Explain the effects of great depression reference with Russia and Germany. • Display Fig: 14.4 and organise class room discussion. 	<ul style="list-style-type: none"> • Participate in class room discussion on Fig: 14.4. 	<ul style="list-style-type: none"> • Note down the characteristics and effects of great depression. 	<ul style="list-style-type: none"> • What is meant by great depression? • What are the characteristics of great depression? • Which country effected largely by great depression? • Russia did not affect by great depression. Why? 	<p>Textbook - APSCERT</p> <p>PPT World Map Globe</p> <p>DIKSHA video</p>
<ul style="list-style-type: none"> • Explain rise of Nazism in Germany. • Display time line chart through DCR which was in text book page no. 196 and ask to some questions. • Display the pictures related Germany in the text book and organise group discussion. • Map pointing activity – Germany, Russia, Britain, America, France and other important countries. 	<ul style="list-style-type: none"> • Participated in group discussion on pictures related Germany. 	<ul style="list-style-type: none"> • Note down the answers to questions on time line chart in text book page no.196 • Located important countries like Germany, Russia, Britain, America, France etc. 	<ul style="list-style-type: none"> • Who was the founder of Nazi party? • Which situations were helped to Hitler to form a strong leader in Germany? 	<p>Textbook - APSCERT</p> <p>PPT World Map Globe</p> <p>DIKSHA video</p>

Assessment:

1. Russian revolution brought in many changes in their society. What were they? And what challenges did they face?
2. What challenges were faced by Germany during Great Depression and how did Nazi rulers and Hitler make use of it?
3. What are the differences between March revolution and October revolution?
4. Write about collectivization?
5. What is meant by welfare state?
6. Name any four welfare programmes implementing by our Andhra Pradesh government.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
National Liberation Movements in the Colonies	<ul style="list-style-type: none"> • Introduction • China: Two different phases 	4			<ul style="list-style-type: none"> • China was an independent country. • Before 1911, China was ruled by the Manchu dynasty. • Sun Yat-sen who is regarded as the founder of modern China.
	<ul style="list-style-type: none"> • Vietnam: Against two colonies 	4			<ul style="list-style-type: none"> • Vietnam ruled by France and Japan. • Ho Chi Minh was the father of Vietnam nationalism. • NLM- National Liberation Front.
	<ul style="list-style-type: none"> • Nigeria: Forming unity against the colonisers 	4			<ul style="list-style-type: none"> • Nigeria was the colony of Brittan. • Nigerian National Democratic Party (NNDP) founded by Herbert Macaulay. • NYM- Nigerian Youth Movement founded by Nnamdi Azikiwe. • NCNC – National Council of Nigeria and the Cameroons.

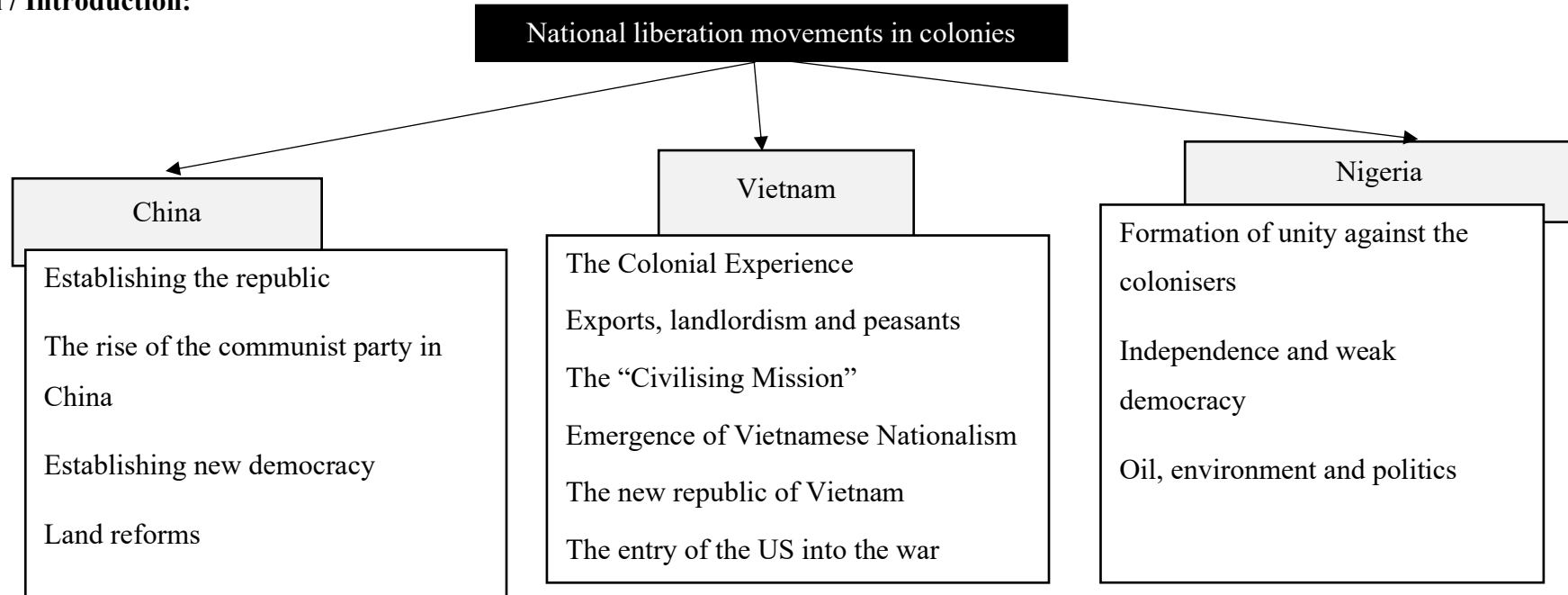
Prior Concepts / Skills:

- Continents
- Colonies
- Nationalism
- Democracy
- Socialism
- Independence
- Colonisation

Learning Outcomes	No. of Periods
▪ Understand about colonies, colonisation.	12
▪ Explain the three principles of Sun-Yet San.	
▪ Appreciate the land reforms implemented in these countries.	
▪ Point out important countries in the world map related to this lesson.	
▪ Compare land reforms in these countries.	
▪ Explain liberation movements in various colonies.	

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What is meant by nationalism?
- What do you know about colonies?
- What do you know about national movement?
- When was our India got independence?

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 pointing activity on the introduction of this lesson based on the map given in the text book page no.202. ➤ Organise map reading activity based on the map in text book page no. 202 ➤ Explain about China: Two different phases in a discussion mode. ➤ Organise group discussion on two different stages in China ➤ Ask to prepare a table on two phases in China. 	<ul style="list-style-type: none"> ➤ Participated in group discussion on two different stages in China 	<ul style="list-style-type: none"> ➤ Participated in map pointing activity based on the map given in the text book page no.202. • Participated in the map reading activity on the map given in the text book page no.202. • Prepare a table on two phases in China. 	<ul style="list-style-type: none"> • Whose colony was Australia? • Indonesia was the colony of which country? • Who was father of modern China? • What are three principles of San-Yet-sen? • Name the political parties in China. • Expand CCP. • Why may fourth movement have occurred in China? • What was new democracy? • How land reforms were implemented in China? 	<p>Textbook - APSCERT PPT World Map Globe</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<p><i>Vietnam:</i></p> <ul style="list-style-type: none"> • Ask to point out Vietnam, France and Japan in World Map. • Explain about “The colonial experience” in Vietnam in discussion mode. • Organise group discussion on “Exports, landlordism and peasants”. • Organise “Reading comprehension and questioning activity” on Emergence of Vietnamese Nationalism. • Explain about New republic of Vietnam. • Organise classroom discussion on “The Entry of the US into the war. • Ask to write down notes related liberation movement in Vietnam. 	<ul style="list-style-type: none"> • Participated in group discussion on “Exports, landlordism and peasants”. • Participated in class room discussion on “The Entry of the US into the war. 	<ul style="list-style-type: none"> • Point out Vietnam, France and Japan in World map. • Note down notes related liberation movement in Vietnam. 	<ul style="list-style-type: none"> • What is meant by sex ratio? • What are factors influenced on sex ratio? • If sex ratio low, what is the impact on society? • What are factors influenced on population change? • What is difference between population growth and population change? 	<p>Textbook - APSCERT PPT World Map 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 the map in textbook page no.213. • Explain about British colonialism and the making of a Nation in questioning mode. • Organise group discussion on Independence and weak democracy, Oil, environment and politics. • Ask to point out the countries Britain, Nigeria in World map. 	<ul style="list-style-type: none"> • Participated group discussion on Independence and weak democracy, Oil, environment and politics. 	<ul style="list-style-type: none"> • Participated in map reading activity on the map in textbook page no.213. • Point out the countries Britain, Nigeria in World map. 	<ul style="list-style-type: none"> • Name the political parties in Nigeria. • Nigeria lies on the bank of which river? • Who lead environment movement in Nigeria? • What were the environmental problems faced by Nigeria? • When was Nigeria got independence? • Bifarian war related to which country? • What is meant by Pan-Africanism? • Expand NCNC. • Expand NYM. • Expand NNDP. 	<p>Textbook - APSCERT PPT World map Globe</p>

Assessment:

1. What were the two different phases in China?
2. What is meant by Pan-Africanism?
3. Compare the national movement in India and Nigeria- can you explain why it was stronger in India?
4. What are the challenges faced by Nigeria?
5. What is meant by Agent orange?
6. What was the role of Sun-Yat-sen in construction of modern China?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
National Movement in India- Partition & Independence: 1939-1947	<ul style="list-style-type: none"> Should the war be supported by Indian? 	2			<ul style="list-style-type: none"> Indian government act 1935 Elections for provinces 1937 All congress governments resigned in 1939.
	<ul style="list-style-type: none"> Who represents the people of the country? The Pakistan Resolution 	2			<ul style="list-style-type: none"> Muslim League was formed in 1906. The “Pakistan resolution” moved on 23rd March, 1940. The name “Pakistan” was coined by Choudhary Rehmat Ali.
	<ul style="list-style-type: none"> Who will make the British Quit India? The popular Upsurge 1946-48 	1			<ul style="list-style-type: none"> Mahatma Gandhiji organised Quit India move in 1942 and gave the slogan “Do or Die”.
	<ul style="list-style-type: none"> Muslim League and Congress- negotiation for transfer of power Partition and migration Assassination of Gandhiji Integration of state 	3			<ul style="list-style-type: none"> Nethaji Subhash Chandra Bose established Indian National Army in 1942. Muslim league called “Direct Action Day on 16th August 1946. Sardar Patel took the responsibility to integration of princely states.

Prior Concepts / Skills:	
<ul style="list-style-type: none"> • Various phases of Indian National movement • Indian National Congress • Important National leaders • Divide and Rule policy • Quit India Movement • Muslim League 	
Learning Outcomes	No. of Periods
<ul style="list-style-type: none"> ▪ Understand about various reasons for partition of India. 	8
<ul style="list-style-type: none"> ▪ Explain the importance of Quit India movement in Indian national movement. 	
<ul style="list-style-type: none"> ▪ Appreciate the role of Sardar Patel in the integration of princely states. 	
<ul style="list-style-type: none"> ▪ Point out important countries in the world map related to this lesson. 	
<ul style="list-style-type: none"> ▪ Compare the role of INC and Muslim league in Indian national movement. 	
<ul style="list-style-type: none"> ▪ Appreciate the role of Mahatma Gandhi, Subash Chandra Bose in the last phase of Indian National movement. 	

TEACHING LEARNING PROCESS

Induction / Introduction:

National Movement in India- Partition & Independence: 1939-1947

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graph TD; A[National Movement in India- Partition & Independence: 1939-1947] --> B[Should the war be supported by Indian?]; A --> C["• Who represents the people of the country?<br/>• The Pakistan Resolution"]; A --> D["• Who will make the British Quit India?<br/>• The popular Upsurge 1946-48"]; A --> E["• Muslim League and Congress- negotiation for transfer of power<br/>• Partition and migration<br/>• Assassination of Gandhiji<br/>• Integration of state"];
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Should the war be supported by Indian?

- Who represents the people of the country?
- The Pakistan Resolution

- Who will make the British Quit India?
- The popular Upsurge 1946-48

- Muslim League and Congress- negotiation for transfer of power
- Partition and migration
- Assassination of Gandhiji
- Integration of state

- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What is meant by nationalism?
- What are the different phases in Indian national movement?
- What do you know about Quit India movement?
- Name some organisations which were worked for freedom of 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"> ➤ Organise class room discussion on “Should the war be supported by Indians?” ➤ Ask to point out various important countries like Britain, India, Pakistan etc. in World map. 	<ul style="list-style-type: none"> ➤ Participated in class room discussion on “Should the war be supported by Indians?” 	<ul style="list-style-type: none"> • Point out various important countries like Britain, India, Pakistan etc. in World map. 	<ul style="list-style-type: none"> • Who made the Indian government Act 1935? • Indian national leaders supported to Britain in the second world war. Why? 	<p>Textbook - APSCERT PPT World Map Globe</p>
<ul style="list-style-type: none"> ➤ Organise group discussion on “Who represents the people of the country?” ➤ Explain about the role of Muslim League, The Hindu Mahasabha, RSS, INC etc. ➤ Explain about “The “Pakistan” resolution through discussion mode. ➤ Ask to note down the key points related this topic. 	<ul style="list-style-type: none"> ➤ Participated in group discussion on “Who represents the people of the country?” 	<ul style="list-style-type: none"> • Note down the key points related this topic. 	<ul style="list-style-type: none"> • When was Muslim league formed? • What was the role of Hindu Mahasabha, RSS, Muslim League in Indian National movement? • Expand INC. • Expand RSS. • Expand NWFP. • What do you know about “Divide and Rule Policy”? 	<p>Textbook - APSCERT PPT World Map 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 class room work shop on “Who will make the British Quit India?” • Ask to point out the countries like Japan, Singapore, Britain which are related this topic. • Ask to note down the key points related to this topic. 	<ul style="list-style-type: none"> • Participated in class room work shop on “Who will make the British Quit India?” 	<ul style="list-style-type: none"> • Point out the countries like Japan, Singapore, Britain which are related this topic. • Note down the key points related to this topic. 	<ul style="list-style-type: none"> • What was the role of Subhash Chandra Bose in Indian national movement? • Expand POW. • Expand INA. • Who gave the slogan “Do or Die”? • During which movement Gandhiji gave the above slogan? 	Textbook - APSCERT PPT World Map Globe
<ul style="list-style-type: none"> • Organise group discussion on “Muslim league and congress – negotiation for transfer of power. • Ask to point out countries like India, Pakistan, Britain etc. • Ask to prepare a project on the role of Patel in the integration of princely states. 	<ul style="list-style-type: none"> • Participated in group discussion on “Muslim league and congress – negotiation for transfer of power. 	<ul style="list-style-type: none"> • Point out countries like India, Pakistan, Britain etc. • Prepared a project on the role of Patel in the integration of princely states. 	<ul style="list-style-type: none"> • What were the incidents led to partition of India? • What is the role of Sardar Patel in the integration of princely states? • What is meant by privy purse? 	Textbook - APSCERT PPT World Map Globe

Assessment:

1. Write about Quit India movement?
2. Appreciate the role of Sardar Patel in the integration of princely states in India?
3. What were the various reasons to partition of India?
4. What do you know about “two nation theory”?
5. Write about “Divide and Rule policy”?
6. What is meant by dominion status?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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 Making of Independent India's Constitution	<ul style="list-style-type: none"> Revisiting Indian Constitution 	1			<ul style="list-style-type: none"> Nepal Interim Constitution Preamble 2007 Japan Constitution preamble 1946
	<ul style="list-style-type: none"> Reading debates The making of Indian Constitution 	2			<ul style="list-style-type: none"> Formation of Constituent Assembly Formation of Drafting Committee The Cabinet Mission plan 1946
	<ul style="list-style-type: none"> Reading Constituent Assembly Debates Examples of critiquing in CA debates. 	3			<ul style="list-style-type: none"> Draft constitution which was prepared by drafting committee introduced by Dr. B.R. Ambedkar to Constituent Assembly. Constituent Assembly organised debates on draft constitution under the chairmanship of Dr. Babu Rajendra Prasad.
	<ul style="list-style-type: none"> Constitution and "social engineering" 	1			<ul style="list-style-type: none"> Constitution provided reservation to achieve "social engineering"
	<ul style="list-style-type: none"> The Constitution Today 	1			<ul style="list-style-type: none"> Constitution provides the power to amend it to the Parliament of India.

Prior Concepts / Skills:

- Constitution
- Constituent Assembly
- Drafting committee
- Secular
- Socialist
- Republic
- Democratic
- Preamble

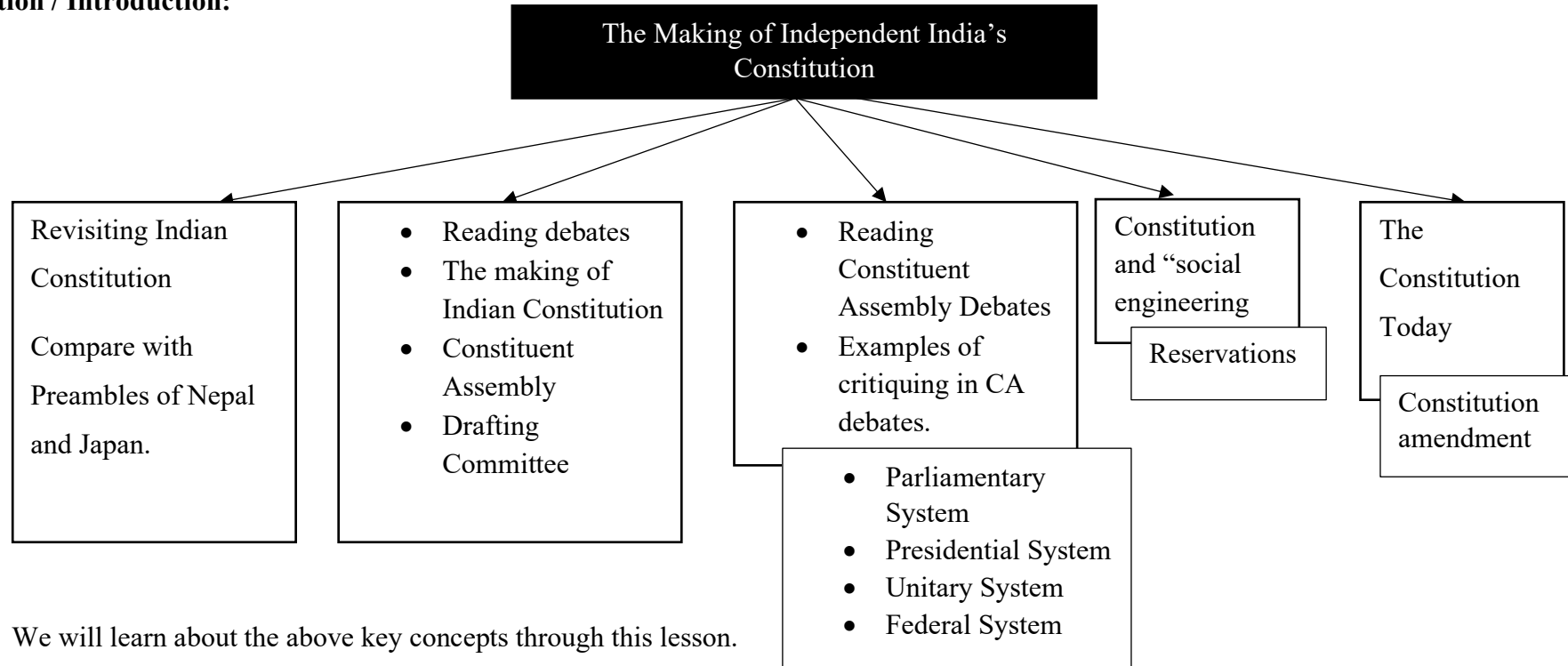
Learning Outcomes**No. of Periods**

- Understand the process of making Indian constitution.
- Explain the importance of constitution to a democratic country.
- Appreciate the role of Dr.B.R. Ambedkar in making of Indian Constitution.
- Point out important countries in the world map related to this lesson.
- Compare the preamble of Nepal, Japan with the preamble of Constitution of India.
- Differentiate between Parliamentary system and Presidential system.
- Explain the unitary and federal characteristics of Indian constitution.

8

TEACHING LEARNING PROCESS

Induction / Introduction:



Experience and Reflection:

- What do you know about constitution?
- What are the basic ideas of Indian constitution?
- Why India is called as secular country?
- India is a republic country. Why?

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"> ➤ Revisiting Indian constitution through questioning. ➤ Ask to compare preambles of Japan and Nepal with preamble of Indian Constitution in groups. ➤ Ask to point out the countries Japan, Nepal and India in World map. 	<ul style="list-style-type: none"> ➤ Compare preambles of Japan and Nepal with preamble of Indian Constitution in groups. 	<ul style="list-style-type: none"> • Point out the countries Japan, Nepal and India in World map. 	<ul style="list-style-type: none"> • Name some significant contributors of the Indian constitution. • What are the basic ideals of Indian Constitution as reflected in its preamble? • Which preamble refers to the word gender? • Which preamble reflects the desire for peace? 	<p>Textbook - APSCERT PPT World Map Globe Indian Constitution</p>
<ul style="list-style-type: none"> ➤ Explain the process of making of Indian constitution through discussion mode. ➤ Introduce about Constituent Assembly and Drafting committee through DIKSHA video. ➤ Ask to note down the key points related to this topic. 	<ul style="list-style-type: none"> ➤ Participated in class room discussion on the process of making of Indian constitution. 	<ul style="list-style-type: none"> • Note down key points related to this topic. 	<ul style="list-style-type: none"> • Who is the chairman of Drafting committee? • If the members of Constituent Assembly elected from the people directly, what difference would it have made to the making of our constitution? 	<p>Textbook - APSCERT PPT World Map Globe Indian Constitution DIKSHA Video</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 “Reading Constituent Assembly Debates” Display the DIKSHA video and explain the key concepts in Constituent Assembly Debates. Ask to note down the key points related to CA debates. 	<ul style="list-style-type: none"> Participated in group discussion on “Reading Constituent Assembly Debates” 	<ul style="list-style-type: none"> Note down the key points related to CA debates 	<ul style="list-style-type: none"> What are the unitary characteristics in our constitution? What are the federal characteristics in our constitution? What is difference between the Parliamentary system and presidential system? 	Textbook - APSCERT PPT World Map Globe Indian Constitution DIKSHA Video
<ul style="list-style-type: none"> Organise mind mapping activity through questioning on “Constitution and “Social engineering” Ask to note down the key features of social engineering. 	<ul style="list-style-type: none"> Participated in mind mapping activity through questioning on “Constitution and “Social engineering” 	<ul style="list-style-type: none"> Note down the key features of social engineering. 	<ul style="list-style-type: none"> What do you understand about social engineering? Why reservations were provided to some sections of people? 	Textbook - APSCERT PPT World Map Globe
<ul style="list-style-type: none"> Organise information skill activity based on the bar graph given in the textbook page no. 246. Explain the process of amendment. 		<ul style="list-style-type: none"> Participated in information skill activity based on the bar graph given in the textbook page no. 246. 	<ul style="list-style-type: none"> What is meant by constitutional amendment? 	Textbook - APSCERT PPT

Assessment:

1. Describe the unitary and federal principles of Indian government?
2. What are the basic principles of Indian constitution?
3. What are the basic ideas in preamble of Indian constitution?
4. What is meant by constitutional amendment? Who have the power to amend the constitution?
5. What do you know about Keshavanada Bharati case?
6. What do you understand about “Social engineering”?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
Independent India (The First 30 years- 1947-77)	<ul style="list-style-type: none"> • First general elections • One party Dominance in Political system 	1			<ul style="list-style-type: none"> • First general elections held in 1952. • Example for one party dominance is congress party ruling in our county.
	<ul style="list-style-type: none"> • Demand for State Reorganisation 	1			<ul style="list-style-type: none"> • SRC- State Reorganisation Commission- 1953 • State Reorganisation Act 1956 was made by the Parliament of India.
	<ul style="list-style-type: none"> • Social and Economic Change • Foreign Policy and Wars 	2			<ul style="list-style-type: none"> • Planning commission was set up in 1950. • Architecture of Indian foreign policy is Jawahar Lal Nehru. • Indo- China war 1962
	<ul style="list-style-type: none"> • The Succession • Anti-Hindi Agitation • Green Revolution 	1			<ul style="list-style-type: none"> • After Jawahar Lal Nehru, Lal Bahadur Shastri came into power. • Official language act was passed in 1963.
	<ul style="list-style-type: none"> • Rise of regional parties and regional movements • Bangladesh war • The left turn • Emergency 	3			<ul style="list-style-type: none"> • Forth general elections was held in 1967. • SVD- Samyukta Vidhayak Dal • Bangladesh war 1971 • Garibi Hatao slogan was given by Indira Gandhi

Prior Concepts / Skills:

- Constitution
- General elections
- Mid-term elections
- Adult Franchise ship
- Parliament system in India
- National party
- Reginal party

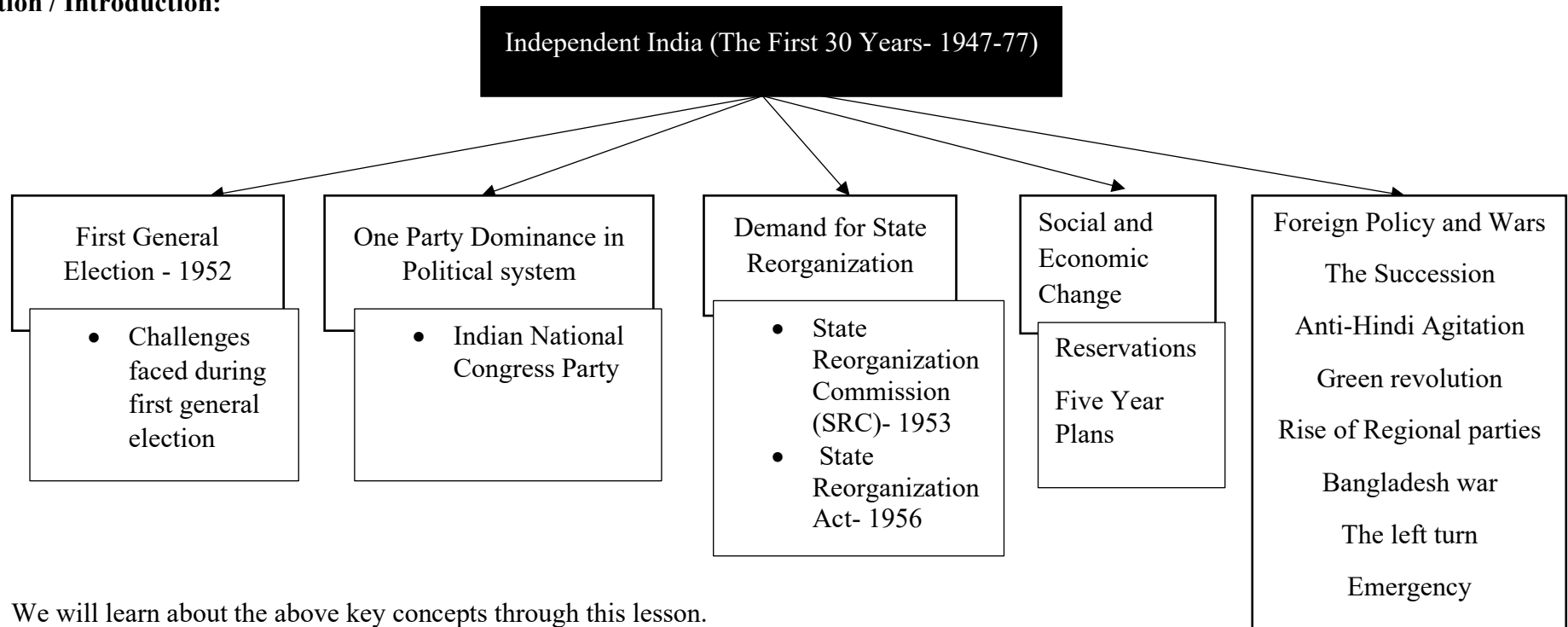
Learning Outcomes**No. of Periods**

- Understand the concept of general elections.
- Know about one party dominance.
- Appreciate the role of Indian constitution in social and economic change.
- Point out important countries in the world map related to this lesson.
- Appreciate the role of Jawahar Lal Nehru in framing Indian foreign policy.
- Understand the concept of the left turn.
- Know about state reorganisation, green revolution, emergency.

8

TEACHING LEARNING PROCESS

Induction / Introduction:



Experience and Reflection:

- What do you know about constitution?
- When was Indian constitution working into force?
- When was India got Independence?
- Who is our first prime minister?
- Who is our first president of 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"> ➤ Revisiting Indian constitution through questioning. • Explain about First general elections, One party Dominance in Political system through discussion mode. • Ask to note down the key points related to this concept. • Organise information skill activity on the pie charts in textbook page no.251. 	<ul style="list-style-type: none"> ➤ Participated discussion on First general elections, One party Dominance in Political system 	<ul style="list-style-type: none"> • Note down the key points related to this concept. • Participated in information skill activity on the pie charts in textbook page no.251. 	<ul style="list-style-type: none"> • What do you understand about one party dominance? • When was first general elections held? • What were challenges faced during fist general election? • Which party won more seats in 1952 general elections? 	<p>Textbook - APSCERT PPT India Map Globe Indian Constitution</p>
<ul style="list-style-type: none"> ➤ Organise group discussion on demand for state reorganisation. ➤ Explain about State Reorganization Commission and State Reorganisation Act-1956. ➤ Organise map reading activity on the map in textbook page no.252. ➤ Ask to note down key points about this concept. 	<ul style="list-style-type: none"> ➤ Participated in group discussion on demand for state reorganisation. 	<ul style="list-style-type: none"> • Note down key points related to this topic. ➤ Participate in map reading activity on the map in textbook page no.252. 	<ul style="list-style-type: none"> • What do you know about state reorganisation? • Expand SRC. • When was state reorganisation commission established? • Who is the chairman of SRC? • When was state reorganisation act made by parliament of India? 	<p>Textbook - APSCERT PPT India Map Globe Indian Constitution DIKSHA Video</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 whole class room discussion on ‘Social and Economic Change’. Explain about Foreign Policy of India and the role of Jawahar Lal Nehru in framing Indian Foreign Policy. Ask to note down the key points related to these topics. 	<ul style="list-style-type: none"> Participated in whole class room discussion on ‘Social and Economic Change’ 	<ul style="list-style-type: none"> Note down the key points related to these topics. 	<ul style="list-style-type: none"> What do you understand about foreign policy? Say about the activities taken by the government for social and economic change during initial years of the Independence? 	Textbook - APSCERT PPT India Map Globe
<ul style="list-style-type: none"> Organise mind mapping activity through questioning on “The Succession and Anti- Hindi Movement and Green revolution. Ask to draw mind map on these topics. 	<ul style="list-style-type: none"> Participated in mind mapping activity through questioning on “The Succession and Anti- Hindi Movement and Green revolution. 	<ul style="list-style-type: none"> Draw mind map on these topics. 	<ul style="list-style-type: none"> What do you know about Anti-Hindi movement? When did official language act take place? Say about green revolution? 	Textbook - APSCERT PPT India Map Globe
<ul style="list-style-type: none"> Organise group discussion on rise of regional parties, Bangladesh war, the left turn, and the Emergency. Ask to draw mind map on these topics. 	Participated group discussion on rise of regional parties, Bangladesh war, the left turn, and the Emergency.	<ul style="list-style-type: none"> Prepare mind map on these topics 	<ul style="list-style-type: none"> Who gave the slogan “Garibi Hatao”? What do you know emergency? 	Textbook - APSCERT India Map

Assessment:

1. What do you understand about one party dominance?
2. What were the challenges faced during first general elections?
3. What measures were taken to bring in socio-economic change during the initial years after independence?
4. What were the major changes in political system after 1967 elections?
5. What were the institutional changes that came up after the Emergency?
6. What do you understand about “Left turn”?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

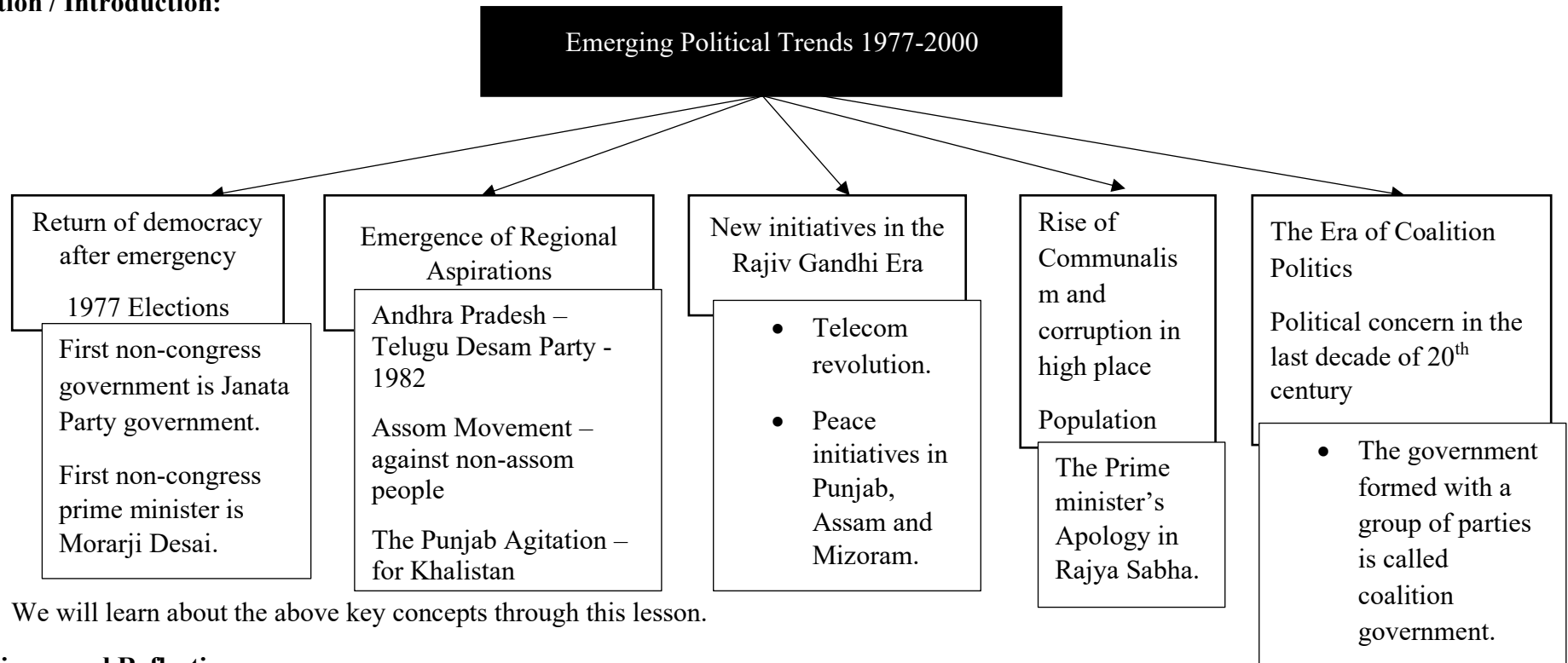
School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Emerging Political Trends 1977-2000	<ul style="list-style-type: none"> Return of democracy after Emergency 1977 Elections and the End of Emergency 	2			<ul style="list-style-type: none"> First non-congress government is Janata Party government. First non-congress prime minister is Morarji Desai
	<ul style="list-style-type: none"> Emergence of Regional Aspirations 	3			<ul style="list-style-type: none"> Andhra Pradesh – Telugu Desam Party - 1982 Assom Movement – against non-assom people The Punjab Agitation – for Khalistan
	<ul style="list-style-type: none"> New initiatives in the Rajiv Gandhi Era 	1			<ul style="list-style-type: none"> Telecom revolution. Peace initiatives in Punjab, Assam and Mizoram.
	<ul style="list-style-type: none"> Rise of Communalism and corruption in high place 	1			<ul style="list-style-type: none"> The Prime minister's Apology in Rajya Sabha.
	<ul style="list-style-type: none"> The Era of Coalition Politics Political concern in the last decade of 20th century 	3			<ul style="list-style-type: none"> The government formed with a group of parties is called coalition government.

Prior Concepts / Skills:	
<ul style="list-style-type: none"> • Constitution • General elections • Mid-term elections • Adult Franchise ship • Parliament system in India • National party • Reginal party 	
Learning Outcomes	No. of Periods
<ul style="list-style-type: none"> ▪ Understand the concept of coalition government and its effect on Indian political system. 	10
<ul style="list-style-type: none"> ▪ Know the impacts of emergency on Indian democracy. 	
<ul style="list-style-type: none"> ▪ Appreciate the role of Rajeev Gandhi in new initiatives like telecom revolution, liberalisation etc. 	
<ul style="list-style-type: none"> ▪ Point out important countries in the world map related to this lesson. 	
<ul style="list-style-type: none"> ▪ Understand emergence of regional aspirations in Andhra Pradesh, Assom and Punjab. 	
<ul style="list-style-type: none"> ▪ Understand the concept of economic liberalisation. 	
<ul style="list-style-type: none"> ▪ Know about extension of constitutional privileges. 	

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What were activities done by initial years after independence?
- What do you know about general elections?
- When was India got Independence?
- Who is our first prime minister?
- Who is our first president of 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"> ● Organise whole class room discussion on Return of democracy after Emergency 1977 Elections and the End of Emergency. ● Organise information skill activity on the time line chart in textbook page no.264. 	<p>Participated discussion on Return of democracy after emergency 1977 Elections</p>	<ul style="list-style-type: none"> ● Note down the key points related to this concept. ● Participated in information skill activity on the time line in textbook page no.264. 	<ul style="list-style-type: none"> ● Who was the first non-congress prime minister? ● Which is the first non-congress government? ● Which parties were the part in Janata party? 	<p>Textbook - APSCERT PPT India Map Globe Indian Constitution</p>
<ul style="list-style-type: none"> ➤ Organise group discussion on “Emergence of Regional Aspiration” in Andhra Pradesh, Assom and Punjab. ➤ Ask to prepare a group activity on the above states related to regional aspirations. ➤ Ask to point out the above states in India map. ➤ Ask to note down key concepts related to this concept. 	<ul style="list-style-type: none"> ➤ Participated in group discussion on “Emergence of Regional Aspiration” in Andhra Pradesh, Assom and Punjab. 	<ul style="list-style-type: none"> ● Note down key points related to this topic. ➤ Point out these states in India map. 	<ul style="list-style-type: none"> ● When was TDP was formed in Andhra Pradesh? ● Name regional parties in Assom? ● Which separate demanded by Sikhs in Punjab? ● Expand AASU. ● Expand AGP. ● Expand DMK. ● What do you know about president’s rule? 	<p>Textbook - APSCERT PPT India Map Globe Indian Constitution DIKSHA Video</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 new initiatives in the Rajiv Gandhi Era through discussion mode. Ask to note down the key points related to this concept. Organise mind map activity on the new initiatives in the Rajiv Gandhi era. 	<p>Participated discussion on new initiatives in the Rajiv Gandhi Era</p>	<ul style="list-style-type: none"> Note down the key points related to this concept. Participated in mind map activity the new initiatives in the Rajiv Gandhi era. 	<ul style="list-style-type: none"> Rajiv Gandhi began peace initiatives in which states? Who started telecom revolution in India? In which year India made peace initiative with Sri Lanka? 	<p>Textbook - APSCERT PPT India Map Globe</p>
<ul style="list-style-type: none"> Organise whole class room discussion on Rise of Communalism and corruption in high place. Ask to draw mind map on these topics. 	<ul style="list-style-type: none"> Participated in whole class room discussion on Rise of Communalism and corruption in high place. 	<ul style="list-style-type: none"> Draw mind map on these topics. 	<ul style="list-style-type: none"> Supreme court passed a judgement on Shah Bano in which year? What do you understand about rise of communalism? 	<p>Textbook - APSCERT PPT India Map Globe</p>
<ul style="list-style-type: none"> Organise group discussion on The Era of Coalition Politics Political concern in the last decade of 20th century Organise information skill activity on the chart in textbook page no.277. 	<ul style="list-style-type: none"> Participated group discussion on The Era of Coalition Politics Political concern in the last decade of 20th century 	<ul style="list-style-type: none"> Prepare mind map on these topics Participated in information skill activity in textbook page no.277. 	<ul style="list-style-type: none"> What is meant by coalition government? Say some coalition governments. 	<p>Textbook - APSCERT India Map</p>

Assessment:

1. Identify major changes in party system during the second phase of Independence.
2. What do you understand about coalition government? 'Give example.
3. Prepare a table with regional aspiration in Andhra Pradesh, Punjab and Assom.
4. List out the initiatives during Rajiv Gandhi.
5. Expand LTTE.
6. What do you understand about ethnic cleansing?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
Post-War World and India	<ul style="list-style-type: none"> • After of the World War II • United Nation Organisation (UNO) 	2			<ul style="list-style-type: none"> • United Nations Organisation established on 24th October, 1945. • The main objective of the UNO is protecting world peace and prevent wars.
	<ul style="list-style-type: none"> • The two Camps and the Cold War (1945- 1991) 	2			<ul style="list-style-type: none"> • Cold War • Proxy War • Military Alliances • Arms and Space race • Flash points
	<ul style="list-style-type: none"> • Non-Alignment Movement (NAM) 	1			<ul style="list-style-type: none"> • Bandung conference -1955. • First summit of NAM held in 1961.
	<ul style="list-style-type: none"> • West Asian Conflict • The Growth of Nationalism in the middle east 	1			<ul style="list-style-type: none"> • West Asia refers to the region between Europe and Asia. • The conflict developed between Arabs and Jews are often described as the West Asian Crisis.
	<ul style="list-style-type: none"> • India and Its Neighbours 	2			<ul style="list-style-type: none"> • India -China • India -Pakistan • India- Bangladesh • India- Sri Lanka

Prior Concepts / Skills:

- United Nations Organisations
- First and second world wars
- Impacts of first and second world wars.
- Foreign policy of India
- Parliament system in India
- National party
- Regional party

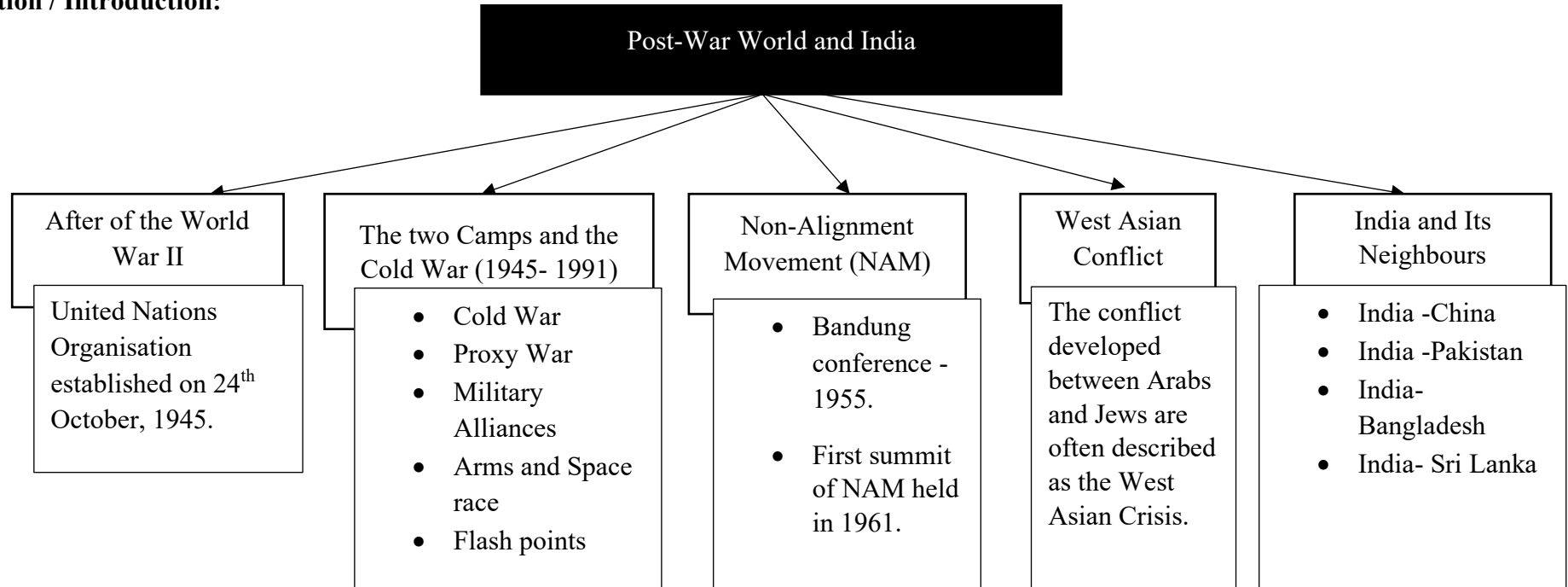
Learning Outcomes**No. of Periods**

- Understand the situation aftermath of the World War-II.
- Know cold war, proxy war, military alliances.
- Appreciate the role of UNO in protect world peace and prevent wars.
- Point out important countries in the world map related to this lesson.
- Understand about Non-Alignment Movement (NAM) and its objectives.
- Understand the relationship between India and its neighbours.
- Know about west Asian conflict.

9

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- When was the first world war started?
- When was the second world war started?
- What was the immediate cause for World War-II?
- Which international organisation established after World War-II?

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 mind map activity on After of the World War II United Nation Organisation (UNO) through questioning. • Ask to note down the key points related to this concept. • Ask to draw mind map on After of the World War II United Nation Organisation (UNO) through questioning. 	<ul style="list-style-type: none"> • Participated in mind map activity on After of the World War II United Nation Organisation (UNO) through questioning. 	<ul style="list-style-type: none"> • Note down the key points related to this concept. • Draw mind map on After of the World War II United Nation Organisation (UNO) through questioning. 	<ul style="list-style-type: none"> • When was UNO established? • What are the main objectives of UNO? • Expand UNO. • Say the situation after World war-II? 	<p>Textbook - APSCERT PPT India Map Globe World Map</p>
<ul style="list-style-type: none"> ➤ Organise group discussion on the two Camps and the Cold War (1945- 1991). ➤ Ask to prepare a group activity on the above states related to the two camps and the cold war (1945-1991). ➤ Ask to point out important countries in World map. ➤ Ask to note down key concepts related to this concept. 	<ul style="list-style-type: none"> ➤ Participated in group discussion on the two Camps and the Cold War (1945- 1991). 	<ul style="list-style-type: none"> • Note down key points related to this topic. ➤ Point important countries in World map. 	<ul style="list-style-type: none"> • What is meant by cold war? • Who was the head of capitalist block? • Who led the communist block? • What is meant by proxy war? • Name the military alliances. • Expand USSR. • Expand USA. 	<p>Textbook - APSCERT PPT India Map Globe World Map DIKSHA Video</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 Non-Alignment Movement (NAM) through discussion mode. Ask to note down the key points related to this concept. Organise map pointing activity on countries related to NAM. 	<p>Participated discussion on Non-Alignment Movement (NAM)</p>	<ul style="list-style-type: none"> Note down the key points related to this concept. Participated in map pointing activity on countries related to NAM. 	<ul style="list-style-type: none"> Expand NAM. Who were the fathers of NAM? When was Bandung conference held? Who participated in Bandung conference? In which place first NAM summit held? 	<p>Textbook - APSCERT PPT India Map Globe World Map</p>
<ul style="list-style-type: none"> Organise whole class room discussion on West Asian conflicts through map reading activity. Ask to point out important countries related to this topic. 	<ul style="list-style-type: none"> Participated in whole class room discussion and map reading activity. 	<ul style="list-style-type: none"> Point out important countries related to this topic in the given world map. 	<ul style="list-style-type: none"> Which place is known as West Asia? What do you understand about West Asian conflict? 	<p>Textbook - APSCERT PPT India Map Globe World Map</p>
<ul style="list-style-type: none"> Organise group activity on India's relations with neighbours. Ask to point out important countries like India, China, Bangladesh, Pakistan, Sri Lanka in world map. Ask to prepare a table with the above topic. 	<ul style="list-style-type: none"> Participated in group activity on India's relations with neighbours. 	<ul style="list-style-type: none"> Point out important countries like India, China, Bangladesh, Pakistan, Sri Lanka in world map. Prepare a table with the above topic. 	<ul style="list-style-type: none"> Which peace settlement held between India and China? Say any one point related to the relations between India and Pakistan? 	<p>Textbook - APSCERT India Map World Map</p>

Assessment:

1. Prepare a table on the relations between India and its neighbouring countries.
2. What is meant by West Asian conflict?
3. What is meant by cold war?
4. "The ethnic conflict affected India's relation with Sri Lanka" Justify.
5. Point out the following countries in given world map. i) India ii) Israel iii) Britain iv) Egypt v) Indonesia
6. Write about Panchsheel?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

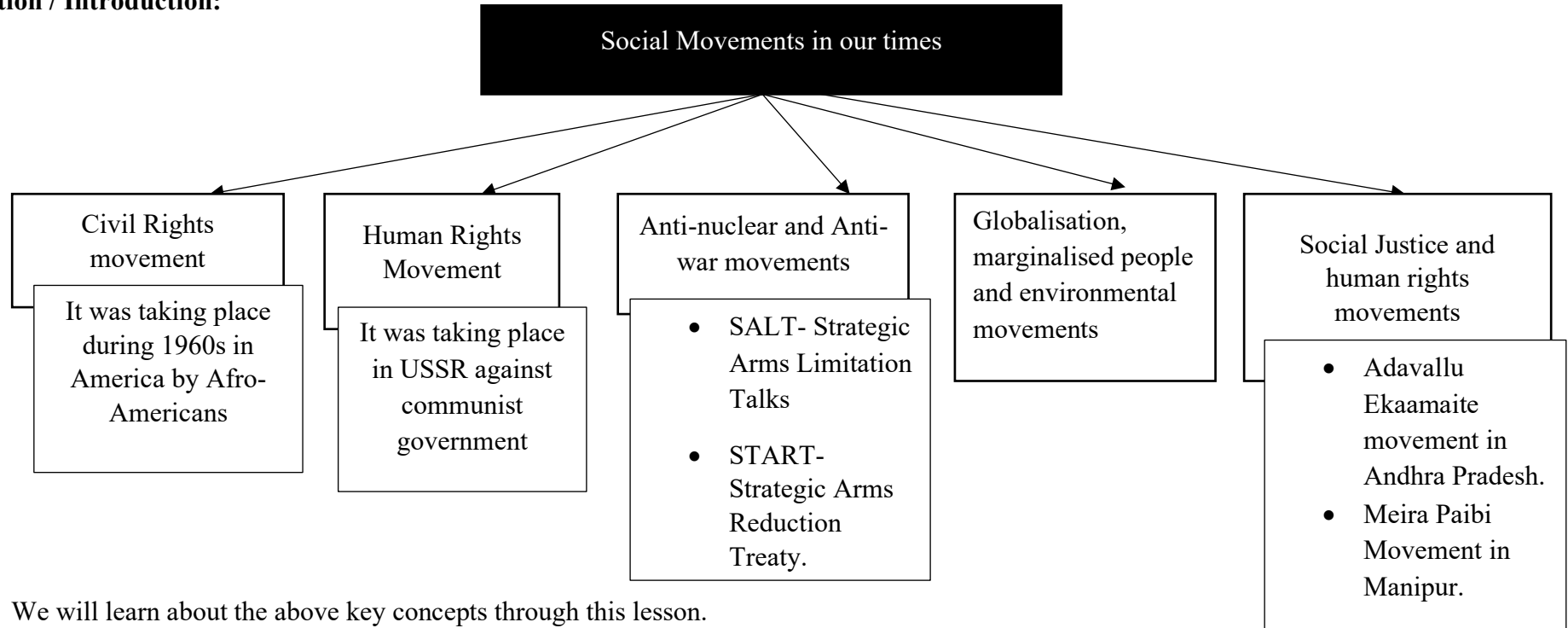
School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Social Movements in Our Times	<ul style="list-style-type: none"> Civil Rights and other Movements of 1960's 	1			<ul style="list-style-type: none"> I have a dream... Dr. Martin Luther King Jr.
	<ul style="list-style-type: none"> Human Rights Movements in the USSR 	1			<ul style="list-style-type: none"> Alexander Solzhenitsyn the famous writer Andri Sakharov, the nuclear scientist was important leader in human rights movements in the USSR. USSR president Gorbachev initiated a process of reforms called Glasnost.
	<ul style="list-style-type: none"> Anti-nuclear and Anti-war movements 	1			<ul style="list-style-type: none"> SALT- Strategic Arms Limitation Talks START- Strategic Arms Reduction Treaty.
	<ul style="list-style-type: none"> Globalisation, marginalised people and environmental movements 	2			<ul style="list-style-type: none"> Greenpeace movement in Europe. Bhopal Gas disaster in India. Narmada Bachavo Andolan in India
	<ul style="list-style-type: none"> Social Justice and human rights movements 	1			<ul style="list-style-type: none"> Adavallu Ekaamaite movement in Andhra Pradesh. Meira Paibi Movement in Manipur.

Prior Concepts / Skills:	
<ul style="list-style-type: none"> • Civil rights • Human rights • Fundamental rights • Environment • Important countries in the world • Important states in India 	
Learning Outcomes	No. of Periods
▪ Know about civil rights movement in America and human rights movement in USSR.	6
▪ Appreciate the people and the leaders who were participated in these social movements.	
▪ Appreciate the role of women in Meira Paibi movement.	
▪ Point out important countries in the world map related to this lesson.	
▪ Understand basic features of social movements.	
▪ Understand various method of movements.	
▪ Know about the importance of social movements on society.	

TEACHING LEARNING PROCESS

Induction / Introduction:



Experience and Reflection:

- What do you know about human rights?
- Name some fundamental rights.
- What do you know about civil rights?
- Say some social movements in our days?

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 mind map activity on Civil rights and other movements of 1960s through questioning. • Ask to note down the key points related to this concept. • Ask to draw mind map on Civil rights and other movements of 1960s through questioning. 	<ul style="list-style-type: none"> • Participated in mind map activity on Civil rights and other movements of 1960s through questioning. 	<ul style="list-style-type: none"> • Note down the key points related to this concept. • Draw mind map on Civil rights and other movements of 1960s through questioning. 	<ul style="list-style-type: none"> • Civil rights movement taking place in which country? • Who led civil rights movement in America? • What is the main objective of civil rights movement? 	Textbook - APSCERT PPT India Map Globe World Map
<ul style="list-style-type: none"> ➤ Organise group discussion on human rights movement in the USSR. ➤ Ask to prepare a group activity on human rights movement in the USSR. ➤ Ask to point out important countries in World map. ➤ Ask to note down key concepts related to this concept. 	<ul style="list-style-type: none"> ➤ Participated in group discussion on human rights movement in the USSR. 	<ul style="list-style-type: none"> • Note down key points related to this topic. ➤ Point important countries in World map. 	<ul style="list-style-type: none"> • Expand USSR. • What are the main objectives of human rights movements in USSR? • Who led this movement? • What is meant by Glasnost? • Who introduced Glasnost? • Expand UK. 	Textbook - APSCERT PPT Globe World Map DIKSHA 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 about Anti-nuclear and anti-war movements through discussion mode. • Ask to note down the key points related to this concept. • Organise map pointing activity on countries related to Anti-nuclear and anti-war movements 	<p>Participated discussion on Anti-nuclear and anti-war movements</p>	<ul style="list-style-type: none"> • Note down the key points related to this concept. • Participated in map pointing activity on countries related to Anti-nuclear and anti-war movements 	<ul style="list-style-type: none"> • Name some anti-nuclear and anti-war movements. • Expand SALT. • Expand START. • What do you know about Vietnam war? 	<p>Textbook - APSCERT PPT Globe World Map</p>
<ul style="list-style-type: none"> • Organise whole class room discussion on Globalisation, marginalised people and environmental movements • Ask to point out important countries related to this topic. 	<ul style="list-style-type: none"> • Participated in whole class room discussion on Globalisation, marginalised people and environmental movements. 	<ul style="list-style-type: none"> • Point out important countries related to this topic in the given world map. 	<ul style="list-style-type: none"> • List out some globalisation related movements? • What do you know about Greenpeace movement? 	<p>Textbook - APSCERT PPT India Map Globe World Map</p>
<ul style="list-style-type: none"> • Organise group activity on social justice and human rights movements. • Ask to point out important countries and states related to this topic. • Ask to prepare a table with the above topic. 	<ul style="list-style-type: none"> • Participated in group activity on social justice and human rights movements. 	<ul style="list-style-type: none"> • Point out important countries and states related to this topic. • Prepare a table with the above topic. 	<ul style="list-style-type: none"> • What do you know about Meira Paibi movement? • Say about Adavallu Akamaite movement. 	<p>Textbook - APSCERT India Map World Map</p>

Assessment:

1. What are the basic features of social movements?
2. What do understand about civil rights movement in America?
3. What do you know about human rights movement in USSR?
4. Prepare a table with various social movement.
5. List out some environmental movements.
6. Write about Meira Paibi Movement?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **X**

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	
Citizens and the Government	<ul style="list-style-type: none"> Right to Information 	3			<ul style="list-style-type: none"> Right to Information act passed in 2005. The main aim of this act to achieve transparency in the government system.
	<ul style="list-style-type: none"> Legal Services Authority 	2			<ul style="list-style-type: none"> Legal service authority act passed in 1987. The main objective of this act to provide free legal aid for the poor people.

Prior Concepts / Skills:

- Information, act, parliament, legal service, courts etc.

Learning Outcomes

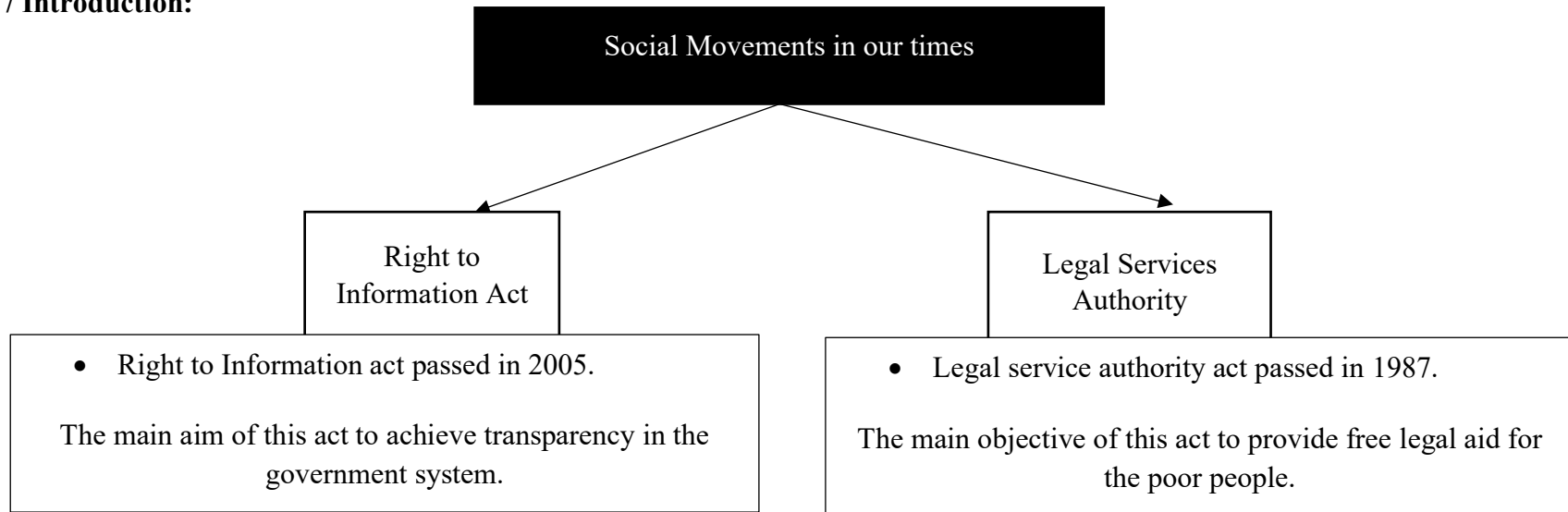
No. of Periods

- Know about Right to Information act.
- Understand about legal services authorities and their services.
- Appreciate the role of RTI to achieve transparency in the government system

5

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What do you know about Information?
- What do know about legal services?
- Say some activities of courts.
- List out some government activities.

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 right to information act and its activities. • Ask to note down the key points related to this concept. • Ask to draw mind map on the right to information and its activities. 	<ul style="list-style-type: none"> • Participated in whole class room discussion on right to information act and its activities. 	<ul style="list-style-type: none"> • Note down the key points related to this concept. • Draw mind map on the right to information and its activities. 	<ul style="list-style-type: none"> • What is meant by information? • How RTI increases transparency in the government system? • Expand PIO. • What is the role of PIO. 	<p>Textbook - APSCERT PPT India Map Globe World Map</p>
<ul style="list-style-type: none"> ➤ Organise group activity on Legal service Authority. ➤ Ask to prepare a flow chart on various levels of Legal services organisations. ➤ Ask to note down key concepts related to this concept. 	<ul style="list-style-type: none"> ➤ Participated in group activity on Legal service Authority. 	<ul style="list-style-type: none"> • Note down key points related to this topic. ➤ Prepare a flow chart on various levels of Legal services organisations. 	<ul style="list-style-type: none"> • What are main objectives of Lok Adalat? • How legal services authorities help to poor people? • Expand NALSA. • Who is the executive chairman of state legal services authority? • Who organise Lok Adalats? 	<p>Textbook - APSCERT PPT Globe World Map DIKSHA Video</p>

Assessment:

1. What is meant by information?
2. What are the objectives of Lok Adalats?
3. Why are the state and central Information offices given autonomy?
4. RTI resembles the true spirit of democracy. How do you justify?
5. What are the eligible criteria for free legal services?
6. List out the information related your school according to RTI.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks