

# Lesson Plan

Teacher Name :  
Subject : Social Studies  
Class : 9<sup>th</sup> Class Geography  
Unit : **1. India Size and Location**  
School Name :  
No. of Periods : 06

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>1. India Size and Location</i>	India – Size And Location - Introduction	1			India is one of the ancient civilisations in the world.
	Location, Size	1			India is a vast country. Lying entirely in the Northern hemisphere
	India And The World	1			The Indian landmass has a central location between the East and the West Asia.
	India : Extent and Standard Meridian	1			These routes have contributed in the exchange of ideas and commodities since ancient times.
	India's Neighbours	1			India shares its land boundaries with Pakistan and Afghanistan in the northwest, China (Tibet), Nepal and Bhutan in the north and Myanmar and Bangladesh in the east.
	Exercise, Project/Activity	1			Choose the right answer from the four alternatives given below.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ India state – Union territories – Capitals
- ✓ India boundaries – location
- ✓ India and Asian countries
- ✓ latitudes and longitudes

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know India – Size And Location
- ✓ understand what is location.
- ✓ compare northern and southern hemispheres.
- ✓ Differentiates latitudes and longitudes.
- ✓ understand the size of India in the world.
- ✓ explain the extent of India and Standard Meridian of India.
- ✓ Draw India map and located important places.
- ✓ Collect information about India’s Neighbouring countries.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the Size And Location of India.</li> <li>➤ I discuss about India and The World.</li> <li>➤ I show the PPT on India – size and location.</li> <li>➤ I explain the Indian Extension and Standard Meridian, Greenwich mean time.</li> <li>➤ I compare the time zones with IST.</li> <li>➤ I explain the neighbouring countries of India in south Asia.</li> <li>➤ I explain the difference between latitudes and longitudes.</li> <li>➤ I discuss the states and their capitals with union territories also.</li> <li>➤ I explain the island groups in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a list of neighbouring countries to India.</li> <li>➤ Students draw India map which is showing the location of India.</li> <li>➤ Students draw four hemispheres and locate India in northern and eastern hemispheres.</li> <li>➤ Students draw India and its boundaries.</li> <li>➤ Students observe the graph ‘Seven Largest Countries of the World’ and analyse it.</li> <li>➤ Students read the ‘Figure 1.3 : India : Extent and Standard Meridian’ and analyse it.</li> <li>➤ Students read the ‘Figure 1.4 : India on International Highway of Trade and Commerce’ and analyse it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students read the ‘Figure 1.5 : India and Adjacent Countries’ and analyse it.</li> <li>➤ Find out the longitudinal and latitudinal extent of your state.</li> <li>➤ (ii) Collect information about the ‘Silk Route’. Also find out the new developments, which are improving communication routes in the regions of high altitude.</li> <li>➤ Plot the 28 states capitals in the outline map of India.</li> <li>➤ Locate 82.5 E Longitude and Tropic of cancer on the India map.</li> <li>➤ Name the countries which are larger than India.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ India - Introduction
- ✓ India - Size And Location - India And The World
- ✓ India - Extent and Standard Meridian
- ✓ India's Neighbours

### **Check for understanding questions: Factual :**

- ✓ Name the group of islands lying in the Arabian Sea.
- ✓ Name the countries which are larger than India.
- ✓ Which island group of India lies to its south-east?
- ✓ Which island countries are our southern neighbours?

### **Open ended questions / Critical thinking :**

- ✓ The sun rises two hours earlier in Arunachal Pradesh as compared to Gujarat in the west, but the watches show the same time. How does this happen?
- ✓ The central location of India at the head of the Indian Ocean is considered of great significance. Why?
- ✓ Find out the longitudinal and latitudinal extent of your state.
- ✓ Collect information about the 'Silk Route'. Also find out the new developments, which are improving communication routes in the regions of high altitude.

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)**

- ✓ *Identify the following with the help of map reading.*

The island groups of India lying in the Arabian Sea and the Bay of Bengal.

The countries constituting Indian subcontinent.

The States through which the Tropic of Cancer passes.

The northernmost latitude in degrees.

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT solutions
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs - YouTube Videos

**Assessment :**

- ✓ *Identify the following with the help of map reading.*

The southernmost latitude of the Indian mainland in degrees.

The eastern and the western-most longitude in degrees.

The place situated on the three seas.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# Lesson Plan

**Teacher Name** :  
**Subject** : Social Studies  
**Class** : 9<sup>th</sup> Class - Geography  
**Unit** : 2. Physical features of India  
**School Name**  
**No. of Periods** : 09

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>2. Physical features of India</i>	Introduction	1			The land of India displays great physical variation.
	Major physiographic divisions	1			The physical features of India can be grouped under 6 physiographic divisions
	The Himalayan Mountains	1			The Himalayas, geologically young and structurally fold mountains stretch over the northern borders of India.
	The Northern Plain	1			The northern plain has been formed by the Indus, the Ganga and the Brahmaputra
	The Peninsular Plateau	1			The Peninsular plateau is a tableland composed of the old crystalline, igneous and metamorphic rocks.
	The Indian Desert	1			The Indian desert lies towards the western margins of the Aravali Hills.
	The Coastal Plains	1			The Peninsular plateau is running along the Arabian Sea on the west and the Bay of Bengal on the east.
	The Islands	1			India has two groups of islands.
	Exercise, Project/Activity	1			Choose the right answer from the four alternatives given below.



**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ India location – size
- ✓ India boundaries
- ✓ India neighbouring countries
- ✓ Physical features

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know Major physiographic divisions of India.
- ✓ understand how the Himalayan Mountains are formed.
- ✓ compare the physical divisions with each other.
- ✓ understand what are the uses of the Himalayas.
- ✓ explain the major physical divisions.
- ✓ Draw the map physiographic divisions of India.
- ✓ Collect information about islands of India.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain the Major physiographic divisions of India.</li> <li>➤ I discuss about how the Himalayan Mountains were formed.</li> <li>➤ I analyse the physical divisions with each other.</li> <li>➤ I discuss about the uses and importance of the Himalayas.</li> <li>➤ I explain the major physical divisions and its locations.</li> <li>➤ I show the map of physiographic divisions of India.</li> <li>➤ I collect information about islands of India and discuss in the classroom.</li> <li>➤ I show the PPT about Major physiographic divisions of India.</li> <li>➤ I show a video.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a list of uses of Himalayas.</li> <li>➤ Students find the names of the glaciers and passes that lie in the Great Himalayas.</li> <li>➤ Students find the name of the states where the highest peaks are located.</li> <li>➤ Students locate Mussoorie, Nainital, Ranikhet from your atlas and name the state where they are located.</li> <li>➤ Students locate Mountain and hill ranges – the Karakoram, the Zaskar, the Patkai Bum,</li> <li>➤ Students locate the Jaintia, the Vindhya range, the Aravali, and the Cardamom hills and peaks – K2, Kanchenjunga, Nanga Parbat and the Anai Mudi.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students locate Plateaus, Chotanagpur and Malwa the Indian Desert, Western Ghats, Lakshadweep Islands.</li> <li>➤ Draw the physical features map with colors and analyse it.</li> <li>➤ Students prepare an album with Major physiographic divisions of India.</li> <li>➤ Students appreciate the Indian geographic location and its greatness.</li> <li>➤ Students differentiate the coastal plains.</li> <li>➤ Students write the differences between northern plains and Deccan plateau.</li> <li>➤ Students write the Flora and fauna in the islands of Arabia and Bay of Bengal.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Introduction - Major physiographic divisions
- ✓ The Himalayan Mountains - The Northern Plain
- ✓ The Peninsular Plateau - The Indian Desert
- ✓ The Coastal Plains - The Islands

### **Check for understanding questions: Factual :**

- ✓ Answer the following questions briefly.

What is the bhabar?

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

Which plateau lies between the Aravali and the Vindhyan ranges?

Name the island group of India having coral origin.

### **Open ended questions / Critical thinking :**

- ✓ Which are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of the Peninsular plateau.
- ✓ Distinguish between
  - (i) Bhangar and Khadar
  - (ii) Western Ghats and Eastern Ghats
- ✓ Give an account of the Northern Plains of India.

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks)**

- ✓ On an outline map of India show the following. Peaks – K2, Kanchenjunga, Nanga Parbat and the Anai Mudi, Plateaus, Chotanagpur and Malwa, The Indian Desert, Western Ghats, Lakshadweep Islands
- ✓ Write short notes on the following:
  - The Indian Desert
  - The Central Highlands
  - The Island groups of India

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT solutions
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs
- ✓ YouTube Videos

**Assessment :**

- ✓ On an outline map of India show the following.
  - Mountain and hill ranges – the Karakoram, the Zaskar, the Patkai Bum, the Jaintia, the Vindhya range, the Aravali, and the Cardamom hills.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# Lesson Plan

Teacher Name :  
Subject : Social Studies  
Class : 9<sup>th</sup> Class - Geography  
Unit : 3. Drainage  
School Name :  
No. of Periods : 09

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<b>3. Drainage</b>	Drainage Systems In India	1			The term drainage describes the river system of an area.
	The Himalayan Rivers – Indus, Ganges, Brahmaputra	2			The major Himalayan rivers are the Indus, the Ganga and the Brahmaputra. These rivers are long and are joined by many large and important tributaries.
	The Peninsular Rivers – Narmada, Tapi, Godavari, Mahanadi, Krishna, Kaveri	2			The main water divide in Peninsular India is formed by the Western Ghats, which runs from north to south close to the western coast.
	Lakes	1			India has many lakes. These differ from each other in size and other characteristics.
	Role of Rivers in the Economy	1			Rivers have been of fundamental importance throughout the human history.
	River Pollution	1			heavy load of untreated sewage and industrial effluents are emptied into the rivers.
	National River Conservation Plan (NRCP)	1			The river cleaning programme in the country was initiated with the launching of the Ganga Action Plan (GAP) in 1985.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ India - Size And Location - India And The World
- ✓ India - Extent and Standard Meridian
- ✓ India's Neighbours
- ✓ Major physiographic divisions

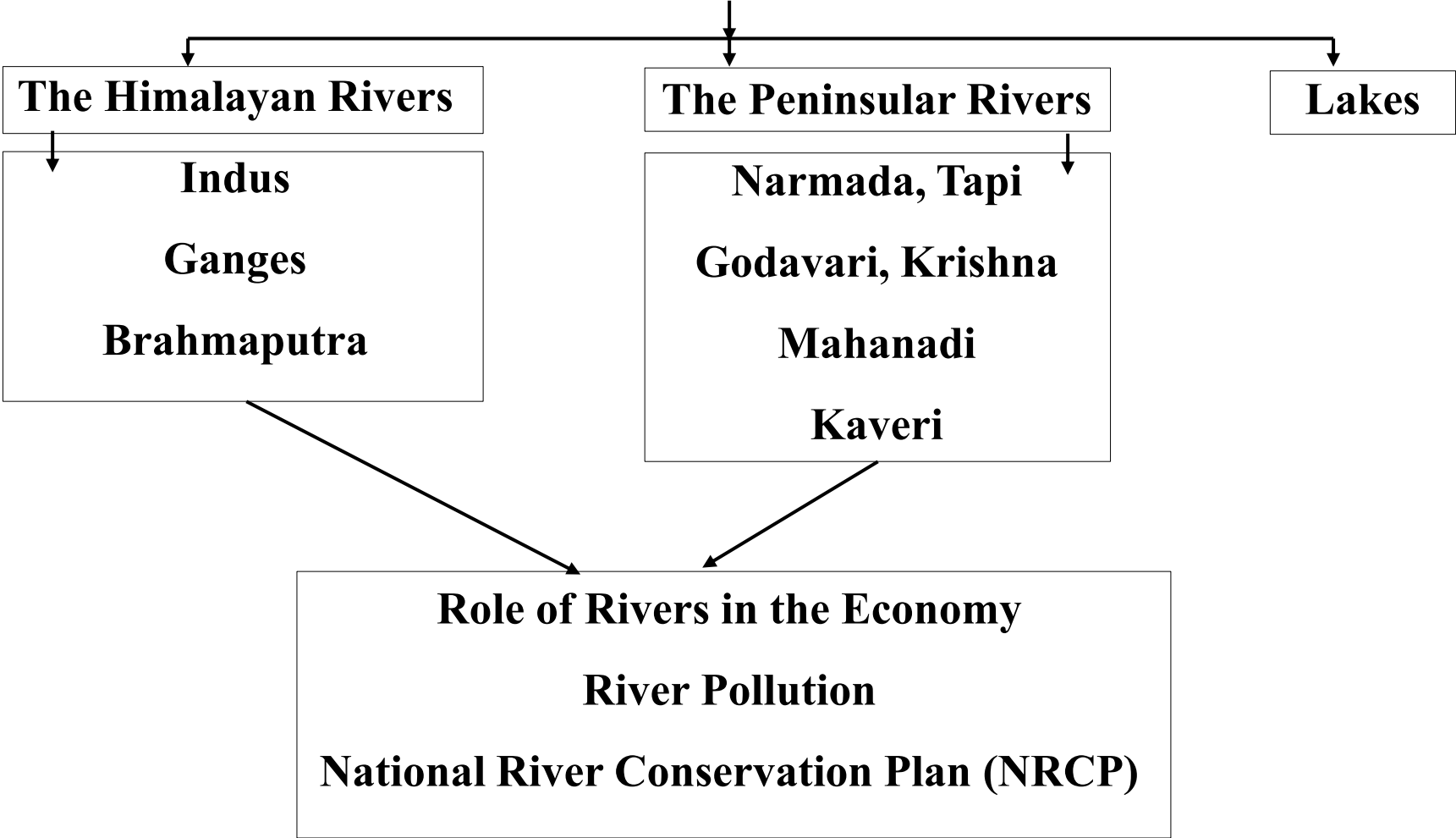
**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about the drainage Systems In India.
- ✓ Suggest measures to control river pollution.
- ✓ compare The Himalayan Rivers with The Peninsular Rivers.
- ✓ understand Indian lakes.
- ✓ explain the Role of Rivers in the Economy.
- ✓ visit near by any river and collect its details.
- ✓ collect information about Rivers in India.

**MIND MAP**

**Drainage Systems In India**





<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the usage of water.</li> <li>➤ I show the PPT on Drainage Systems In India.</li> <li>➤ I explain the Drainage Systems In India.</li> <li>➤ I discuss about the Himalayan Rivers – Indus, Ganges, Brahmaputra.</li> <li>➤ I discuss about the Peninsular Rivers – Narmada, Tapi, Godavari, Mahanadi, Krishna, Kaveri.</li> <li>➤ I discuss about the Lakes in India.</li> <li>➤ I explain the Role of Rivers in the Economy and River Pollution</li> <li>➤ I discuss about the National River Conservation Plan (NRCP)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a list of Rivers in India.</li> <li>➤ Draw the map of rivers in India and label them.</li> <li>➤ Students collect information about river pollution.</li> <li>➤ Students suggest measures to conserve river water.</li> <li>➤ Make a list of natural and artificial lakes with the help of the atlas.</li> <li>➤ Students find the largest basin in India.</li> <li>➤ Draw the river system of Brahmaputra with international borders.</li> <li>➤ Students find out the biggest waterfall in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students find out what are the differences between lakes and seas.</li> <li>➤ Students identifies the longest river in India.</li> <li>➤ Solve this crossword puzzle with the help of given clues.</li> <li>➤ Write slogans on water pollution.</li> <li>➤ Write the reasons for the river pollution.</li> <li>➤ List the tributaries of each river and birthplace and merging place.</li> <li>➤ Read the para of National River Conservation Plan and comment on it.</li> <li>➤ Students read the ‘Figure 3.4 : Major Rivers and Lakes’</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Drainage Systems In India - The Himalayan Rivers – Indus, Ganges, Brahmaputra
- ✓ The Peninsular Rivers – Narmada, Tapi, Godavari, Mahanadi, Krishna, Kaveri
- ✓ Lakes
- ✓ Role of Rivers in the Economy - River Pollution - National River Conservation Plan (NRCP)

### **Check for understanding questions: Factual :**

- ✓ Compare the east flowing and the west flowing rivers of the Peninsular plateau.
- ✓ Why are rivers important for the country's economy?
- ✓ Write measures to conserve river water.
- ✓ What are the causes for the river pollution.

### **Open ended questions / Critical thinking :**

- ✓ Discuss the significant difference between the Himalayan and the Peninsular rivers.
- ✓ Describe the Role of Rivers in the Indian Economy.
- ✓ On an outline map of India mark and label the following rivers: Ganga, Satluj, Damodar, Krishna, Narmada, Tapi, Mahanadi, and Brahmaputra. On an outline map of India mark and label the following lakes: Chilika, Sambhar, Wular, Pulicat, Kolleru.
- ✓ Explain about National River Conservation Plan (NRCP).
- ✓ Why the rivers Narmada and Tapi flowing towards west?

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)**

- ✓ Nagarjuna Sagar is a river valley project. Name the river?
- ✓ Name the longest river in India.
- ✓ Name the birthplace of river Krishna.
- ✓ What is perennial river?
- ✓ Name the biggest river in India.

**TLM s (Digital + Print) :**

- ✓ Wikipedia,
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs
- ✓ YouTube Videos

**Assessment :**

- ✓ Solve this crossword puzzle with the help of given clues.
- ✓ Name the west flowing rivers and east flowing rivers.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# Lesson Plan

**Teacher Name** :  
**Subject** : Social Studies  
**Class** : 9<sup>th</sup> Class - Geography  
**Unit** : 4. Climate  
**School Name**  
**No. of Periods** : 10

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>4. Climate</i>	Climate - introduction	1			The world is divided into a number of climatic regions.
	Climatic controls	1			There are six major controls of the climate of any place. They are latitude, altitude, pressure and wind system, distance from the sea (continentality), ocean currents and relief features.
	Factors affecting India's climate Latitude, Altitude, Pressure and Winds	1			The Tropic of Cancer passes through the middle of the country from the Rann of Kachchh in the west to Mizoram in the east.
	The Indian monsoon	1			The climate of India is strongly influenced by monsoon winds.
	The seasons - the cold weather season (winter)	1			The monsoon type of climate is characterized by a distinct seasonal pattern.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<b>4. Climate</b>	The hot weather season (summer)	1			Due to the apparent northward movement of the sun, the global heat belt shifts northwards.
	Retreating/post monsoons (the transition season)	1			During October-November, with the apparent movement of the sun towards the south, the monsoon trough or the low-pressure trough over the northern plains becomes weaker.
	Distribution of rainfall	1			Parts of western coast and northeastern India receive over about 400 cm of rainfall annually.
	Monsoon as a unifying bond	1			The Himalayas protect the subcontinent from extremely cold winds from central Asia.
	Exercise, Project / Activity	1			For doing it yourself

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ India physical features – altitude
- ✓ India latitudes and longitudes
- ✓ Winds – oceans – rivers - forests
- ✓ Rainfall – floods – summer – seasons

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**  
*The students will be able to :*

- ✓ know about Climate.
- ✓ understand the Indian monsoon system.
- ✓ compare Climate and weather
- ✓ understand the Climatic controls.
- ✓ explain factors affecting India's climate
- ✓ Collect information about weather and climate.
- ✓ Draw chirographs.
- ✓ Differentiate the cold weather season (winter) and The hot weather season (summer)

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about Climate and weather.</li> <li>➤ I discuss about Climatic controls of India.</li> <li>➤ I show the PPT on factors affecting India's climate.</li> <li>➤ I discuss about the latitude, Altitude, Pressure and Winds.</li> <li>➤ I explain about the the Indian monsoon system.</li> <li>➤ I show a ppt on ‘The seasons - the cold weather season (winter) and The hot weather season (summer).</li> <li>➤ I collect information about Retreating/post monsoons (the transition season).</li> <li>➤ I show maps of Distribution of rainfall in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare an album on floods, droughts and monsoons in India and present in the classroom.</li> <li>➤ Students collect information about weather reports from the news papers.</li> <li>➤ Students find ‘Why most of the world’s deserts are in the western margins of continents in the subtropics?’</li> <li>➤ Why the houses in Rajasthan have thick walls and flat roofs?</li> <li>➤ Why is it that the houses in the Tarai region and in Goa and Mangalore have sloping roofs?</li> <li>➤ Why houses in Assam are built on stilts?</li> <li>➤ Students collect information on Western Cyclonic Disturbances.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Find out which songs, dances, festivals and special food preparations are associated with certain seasons in your region. Do they have some commonality with other regions of India?</li> <li>➤ Collect photographs of typical rural houses, and clothing of people from different regions of India. Examine whether they reflect any relationship with the climatic condition and relief of the area.</li> <li>➤ Re-arrange the 10 stations in two different sequences: According to their distance from the equator. According to their altitude above mean sea level.</li> <li>➤ Name two rainiest stations.</li> <li>➤ Name two driest stations.</li> <li>➤ Two stations with most equable climate.</li> </ul>



## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Climate - Climatic controls - Factors affecting India's climate
- ✓ Latitude, Altitude, Pressure and Winds
- ✓ The Indian monsoon - The seasons - the cold weather season (winter)
- ✓ The hot weather season (summer) - Retreating/post monsoons (the transition season)
- ✓ Distribution of rainfall - Monsoon as a unifying bond

### **Check for understanding questions: Factual :**

- ✓ Describe the regional variations in the climatic conditions of India with the help of suitable examples.
- ✓ Discuss the mechanism of monsoons.
- ✓ Give an account of weather conditions and characteristics of the cold season.
- ✓ Give the characteristics and effects of the monsoon rainfall in India.

### **Open ended questions / Critical thinking :**

- ✓ Why does the rainfall decrease from the east to the west in Northern India.
- ✓ Give reasons as to why. (i) Seasonal reversal of wind direction takes place over the Indian subcontinent?

The bulk of rainfall in India is concentrated over a few months.

The Tamil Nadu coast receives winter rainfall.

The delta region of the eastern coast is frequently struck by cyclones.

Parts of Rajasthan, Gujarat and the leeward side of the Western Ghats are drought-prone.

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)**

- ✓ Which part of India does experience the highest diurnal range of temperature and why?
- ✓ What are Jet streams and how do they affect the climate of India?
- ✓ What are the controls affecting the climate of India?
- ✓ Why does India have a monsoon type of climate?
- ✓ Which winds account for rainfall along the Malabar coast?

**TLM s (Digital + Print) :**

- ✓ Wikipedia – NCERT Textbook and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs
- ✓ YouTube Videos

**Assessment :**

- ✓ Define monsoons. What do you understand by “break” in monsoon?
- ✓ Why is the monsoon considered a unifying bond?

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# Lesson Plan

**Teacher Name** :  
**Subject** : Social Studies  
**Class** : 9<sup>th</sup> Class - Geography  
**Unit** : 5. Natural vegetation and wildlife  
**School Name** :  
**No. of Periods** : 09

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>5. Natural vegetation and wildlife</i>	Natural vegetation	1			Our country India is one of the 12 mega bio-diversity countries of the world.
	Types of vegetation - tropical evergreen forests	1			5 major types of vegetation may be identified in our country.
	Tropical deciduous forests	1			These are the most widespread forests of India. They are also called the monsoon forests.
	The thorn forests and scrubs	1			In regions with less than 70 cm of rainfall, the natural vegetation consists of thorny trees and bushes.
	Montane forests	1			Evergreen broad-leaf trees, such as oaks and chestnuts predominate.
	Mangrove forests	1			The mangrove tidal forests are found in the areas of coasts influenced by tides.
	Medicinal plants	1			India is known for its herbs and spices from ancient times.
	Wildlife	1			Like its flora, India is also rich in its fauna. It has approximately 90,000 animal species.
	Migratory birds - exercise, project / activity	1			Some of the wetlands of India are popular with migratory birds.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ India state – Union territories – climate and weather
- ✓ India boundaries – location
- ✓ India - forests
- ✓ Animals and birds

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook) *The students will be able to :***

- ✓ know about Natural vegetation in India.
- ✓ understand the types of vegetation.
- ✓ explain about the migratory birds.
- ✓ visit nearby Sanctuary.
- ✓ understand the relationship between temperature and forests.
- ✓ collect information about birds, animals and trees in their area.
- ✓ compare tropical evergreen forests with Tropical deciduous forests

# **MIND MAP**

## **Natural vegetation**

### **Types of vegetation**

**Tropical evergreen forests**

**Tropical deciduous forests**

**The thorn forests and scrubs**

**Montane forests**

**Mangrove forests**

**Medicinal plants**

### **Wildlife**

**Animals**

**Birds**

**Migratory birds**

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the Natural vegetation in India.</li> <li>➤ I discuss about the types of vegetation.</li> <li>➤ I compare the tropical evergreen forests with tropical deciduous forests.</li> <li>➤ I show the thorn forests and scrubs in a PPT.</li> <li>➤ I explain the differences between the Montane forests, the Mangrove forests and the Medicinal plants.</li> <li>➤ I discuss what is the relationship between vegetation and Wildlife.</li> <li>➤ I explain why the birds can Migrate and its lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a list of birds and animals.</li> <li>➤ Prepare an album on Natural vegetation.</li> <li>➤ Students collect information from the news papers on natural vegetation and wildlife.</li> <li>➤ Students find some trees in your neighbourhood having medicinal values.</li> <li>➤ Students find ten occupations getting raw material from forests and wildlife.</li> <li>➤ Write a poem or paragraph showing the importance of wildlife.</li> <li>➤ Write the script of a street play giving the importance of tree plantation and try to enact it in your locality.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plant a tree either on your birthday or one of your family member's birthday. (Note the growth of the tree and notice in which season it grows faster.)</li> <li>➤ What will happen if plants and animals disappear from the earth's surface? Can the human beings survive under such a situation?</li> <li>➤ Why is biodiversity necessary and why should it be conserved?</li> <li>➤ Can you identify the type of forest shown in this picture?</li> <li>➤ Identify some trees in it. What type of similarity / dissimilarity you notice in this type of vegetation from the one found in your region?</li> <li>➤ Find out from the above newspaper cuttings, the main concern highlighted in the given news items. Find out various steps taken by the Indian government to protect them.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Types of vegetation - tropical evergreen forests
- ✓ Tropical deciduous forests - The thorn forests and scrubs
- ✓ Montane forests - Mangrove forests - Medicinal plants
- ✓ Wildlife - Migratory birds

### **Check for understanding questions: Factual :**

- ✓ Name different types of Vegetation found in India and describe the vegetation of high altitudes.
- ✓ Quite a few species of plants and animals are endangered in India. Why?
- ✓ Why has India a rich heritage of flora and fauna?
- ✓ In which season tree grows faster?
- ✓ Write suggestions to protect wildlife.
- ✓ Identify the medicinal plants and prepare a report.

### **Open ended questions / Critical thinking :**

- ✓ Find some trees in your neighbourhood having medicinal values.
- ✓ Find ten occupations getting raw material from forests and wildlife.
- ✓ Write a poem or paragraph showing the importance of wildlife.
- ✓ Write the script of a street play giving the importance of tree plantation and try to enact it in your locality.
- ✓ Plant a tree either on your birthday or one of your family member's birthday.



**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)**

- ✓ Collect more information about various endangered species from newspapers and magazines.
- ✓ Find out various steps taken by the Indian government to protect them.
- ✓ Describe how you can contribute to the protection of endangered animals and birds.

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks solutions
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, writeups, notes
- ✓ YouTube Videos, news articles

**Assessment :**

- ✓ On an outline map of India, label the following.
  - (i) Areas of Evergreen Forests
  - (ii) Areas of Dry Deciduous Forests
  - (iii) Two national parks each in Northern, Southern, Eastern and Western parts of the Country

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# Lesson Plan

Teacher Name :  
Subject : Social Studies  
Class : 9<sup>th</sup> Class - Geography  
Unit : 6. POPULATION  
School Name  
No. of Periods : 07

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>6. Population</i>	Population size and distribution	1			India's population as on March 2011 stood at 1,210.6 million, which account for 17.5 per cent of the world's population.
	India's population distribution by density	1			Population density is calculated as the number of persons per unit area.
	Density of population (census of India 2011)	1			The population density of India in the year 2011 was 382 persons per sq km.
	Population growth	1			Growth of population refers to the change in the number of inhabitants of a country / territory during last 10 years.
	Processes Of population change	1			There are three main processes of change of population : birth rates, death rates and migration.
	Adolescent population - national population policy	1			The most significant feature of the Indian population is the size of its adolescent population.
	Exercise, project / activity	1			The Family Welfare Programme has sought to promote responsible and planned parenthood on a voluntary basis.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Country – People.
- ✓ Villages, towns and cities.
- ✓ Census for every 10 years.
- ✓ Age groups – children, working age, old age.

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about population size and distribution.
- ✓ understand India's population distribution by density.
- ✓ compare population and density of population.
- ✓ understand the concept of density of population.
- ✓ explain the processes of population change
- ✓ Visit village Sachivalayam / ward Sachivalayam.
- ✓ Collect information about their village population details.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the Population size and distribution of India.</li> <li>➤ I discuss about India's population distribution by density and compare with all the states and union territories.</li> <li>➤ I show the PPT on Population.</li> <li>➤ I explain the concept of Density of population (census of India 2011).</li> <li>➤ I explain the concept of Population growth with comparison from 1901 to 2011.</li> <li>➤ I discuss the Processes of population change and its formula.</li> <li>➤ I discuss the age groups and the importance of adolescent population</li> <li>➤ I explain about the national population policy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ On a map, trace the migration of each of your grandparents and parents since their birth. Try and analyse the reasons for each move.</li> <li>➤ Prepare a list of overpopulated states in India.</li> <li>➤ Draw the bar graph of Indian population from 1901 to 2011 and analyse it.</li> <li>➤ Students collect information about census and discuss in the classroom.</li> <li>➤ Students find what could be the reason of uneven distribution of population in India?</li> <li>➤ Students suggest measures to control population growth.</li> <li>➤ Write slogans on over population.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conduct a class census by preparing a questionnaire. The questionnaire should contain minimum five questions. Questions should relate to students, their family members, their class performance, their health, etc. Each student is required to fill in the questionnaire. Compile the information in numerical terms (in terms of percentage). Present the information through pie-chart, bar-diagram or in any other way.</li> <li>➤ Study the Figure 6.3 and compare it with Figure 2.4 and Figure 4.7. Do you find any correlation between these maps?</li> <li>➤ Study the Table 6.1 reveals that despite the decline in growth rates, the number of people being added every decade is steadily increasing. Why?</li> <li>➤ Draw a cartoon on population growth awareness.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Population size and distribution - India's population distribution by density
- ✓ Population growth – Processes of population change
- ✓ Adolescent population - national population policy

### **Check for understanding questions: Factual :**

- ✓ What is population?
- ✓ What is population size?
- ✓ What is density of population?
- ✓ What is census?
- ✓ Describe National Population Policy.
- ✓ Distinguish between population growth and population change.

### **Open ended questions / Critical thinking :**

- ✓ What could be the reason of uneven distribution of population in India?
- ✓ Answer the following questions briefly.

Why is the rate of population growth in India declining since 1981?

Discuss the major components of population growth.

Define age structure, death rate and birth rate.

How is migration a determinant factor of population change?

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)**

- ✓ What is the relation between occupational structure and development?
- ✓ What are the advantages of having a healthy population?
- ✓ What are the significant features of the National Population Policy 2000?

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbook
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, NCERT solutions.
- ✓ YouTube Videos

**Assessment :**

- ✓ Define the term Sex-ratio.
- ✓ Explain about India's population distribution by density.
- ✓ Explain the processes of population change.
- ✓ Observe the graph India's Population 1901-2011 and analyse it.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

Teacher Name :  
Subject : **Social Studies**  
Class : **9<sup>th</sup> Class - History**  
Unit : **1. The French Revolution**  
School Name  
No. of Periods : 14



Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>1. The French Revolution</i>	The French Revolution	1			On the morning of 14 July 1789, the city of Paris was in a state of alarm.
	French Society During the Late Eighteenth Century	1			In 1774, Louis XVI of the Bourbon family of kings ascended the throne of France.
	The Struggle to Survive	1			The population of France rose from about 23 million in 1715 to 28 million in 1789. This led to a rapid increase in the demand for foodgrains.
	A Growing Middle Class Envisages an End to Privileges	1			In the past, peasants and workers had participated in revolts against increasing taxes and food scarcity.
	The Outbreak of the Revolution	1			On 5 May 1789, Louis XVI called together an assembly of the Estates General to pass proposals for new taxes.
	France Becomes a Constitutional Monarchy	1			The National Assembly completed the draft of the constitution in 1791.
	Reading political symbols	1			Most of the people in the 18 <sup>th</sup> century could not read or write. So, images and symbols were frequently used.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>1. The French Revolution</i>	France Abolishes Monarchy and Becomes a Republic	1			The situation in France continued to be tense during the following years.
	The Reign of Terror	1			The period from 1793 to 1794 is referred to as the Reign of Terror.
	A Directory Rules France	1			The fall of the Jacobin government allowed the wealthier middle classes to seize power.
	Did Women have a Revolution?	1			From the very beginning women were active participants in the events which brought about so many important changes in French society.
	The Abolition of Slavery	1			One of the most revolutionary social reforms of the Jacobin regime was the abolition of slavery in the French colonies.
	The Revolution and Everyday Life	1			One important law that came into effect soon after the storming of the Bastille in the summer of 1789 was the abolition of censorship.
	Conclusion – Activities - Questions	1			In 1804, Napoleon Bonaparte crowned himself Emperor of France.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Indian freedom movement.
- ✓ Kings and Kingdoms – administration.
- ✓ Social, political and economic status of the people.
- ✓ Asian and European continents countries.
- ✓ Revolt – civil war – war – Rebellion

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know French Society During the Late Eighteenth Century.
- ✓ read the political symbols.
- ✓ understand the Struggle to Survive in France.
- ✓ compare the French revolution with other revolutions.
- ✓ understand the Reign of Terror.
- ✓ explain the role of women in the French Revolution.
- ✓ Visit nearby library and collect information about the French Revolution.
- ✓ locate France, England, Germany and other countries.
- ✓ understand how the Abolition of Slavery happened.
- ✓ describe how the Directory Rules France

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about The French Revolution.</li> <li>➤ I discuss about ‘The Struggle to Survive’.</li> <li>➤ I show the PPT about The French Revolution.</li> <li>➤ I show a documentary on The French Revolution.</li> <li>➤ I explain The Reign of Terror.</li> <li>➤ I discuss about ‘The Revolution and Everyday Life’.</li> <li>➤ I explain about how France Abolishes Monarchy and Becomes a Republic.</li> <li>➤ I discuss the importance of the women in the French Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Look carefully at the painting and identify the objects which are political symbols you saw in Box 1 (broken chain, red cap, fasces, Charter of the Declaration of Rights). The pyramid stands for equality, often represented by a triangle. Use the symbols to interpret the painting. Describe your impressions of the female figure of liberty.</li> <li>➤ Students read the Figure 7 ‘The Political system under the Constitution of 1791’ and analyse it.</li> <li>➤ Students explain why the artist has portrayed the nobleman as the spider and the peasant as the fly.</li> <li>➤ Representatives of the Third Estate take the oath raising their arms in the direction of Bailly, the President of the Assembly, standing on a table in the centre. Do you think that during the actual event Bailly would have stood with his back to the assembled deputies? What could have been David’s intention in placing Bailly (Fig.5) the way he has done?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students fill in the blank boxes in Fig. 4 with appropriate terms from among the following: Food riots, scarcity of grain, increased number of deaths, rising food prices, weaker bodies.</li> <li>➤ What message is Young trying to convey here? Whom does he mean when he speaks of ‘slaves’? Who is he criticising? What dangers does he sense in the situation of 1787?</li> <li>➤ Imagine the impact of the events in France on neighbouring countries such as Prussia, Austria-Hungary or Spain, all of which were absolute monarchies. How would the kings, traders, peasants, nobles or members of the clergy here have reacted to the news of what was happening in France?</li> <li>➤ Imagine yourself to be one of the women in Fig. 13. Formulate a response to the arguments put forward by Chaumette (Source G).</li> </ul>

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I show the political symbols and let the students read them.</li> <li>➤ I explain how France Becomes a Constitutional Monarchy.</li> <li>➤ I discuss what are the reasons for the Outbreak of the Revolution.</li> <li>➤ I explain about the Growing Middle Class Envisages an End to Privileges.</li> <li>➤ I discuss about how the Directory Rules France.</li> <li>➤ I discuss about the Abolition of Slavery in the European society.</li> <li>➤ I explain about the Revolution and Everyday Life.</li> <li>➤ I explain the results of the French Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the symbols in Box 1 which stand for liberty, equality and fraternity.</li> <li>➤ Explain the meaning of the painting of the Declaration of Rights of Man and Citizen (Fig. 8) by reading only the symbols.</li> <li>➤ Compare the political rights which the Constitution of 1791 gave to the citizens with Articles 1 and 6 of the Declaration (Source C). Are the two documents consistent? Do the two documents convey the same idea?</li> <li>➤ Which groups of French society would have gained from the Constitution of 1791? Which groups would have had reason to be dissatisfied? What developments does Marat (Source B) anticipate in the future?</li> <li>➤ Compare the manifesto drafted by Olympe de Gouges (Source F) with the Declaration of the Rights of Man and Citizen (Source C).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare the views of Desmoulins and Robespierre. How does each one understand the use of state force? What does Robespierre mean by ‘the war of liberty against tyranny’? How does Desmoulins perceive liberty? Refer once more to Source C. What did the constitutional laws on the rights of individuals lay down? Discuss your views on the subject in class.</li> <li>➤ Describe the persons represented in Fig. 12 – their actions, their postures, the objects they are carrying. Look carefully to see whether all of them come from the same social group. What symbols has the artist included in the image? What do they stand for? Do the actions of the women reflect traditional ideas of how women were expected to behave in public? What do you think: does the artist sympathise with the women’s activities or is he critical of them? Discuss your views in the class.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ The French Revolution - French Society During the Late Eighteenth Century - The Struggle to Survive
- ✓ A Growing Middle Class Envisages an End to Privileges - The Outbreak of the Revolution
- ✓ France Becomes a Constitutional Monarchy - Reading political symbols
- ✓ France Abolishes Monarchy and Becomes a Republic - The Reign of Terror - A Directory Rules France
- ✓ Did Women have a Revolution? - The Abolition of Slavery - The Revolution and Everyday Life

### **Check for understanding questions: Factual :**

- ✓ Which groups of French society benefited from the revolution? Which groups were forced to relinquish power? Which sections of society would have been disappointed with the outcome of the revolution?
- ✓ Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.
- ✓ Would you agree with the view that the message of universal rights was beset with contradictions? Explain.
- ✓ How would you explain the rise of Napoleon?

### **Open ended questions / Critical thinking :**

- ✓ Describe the legacy of the French Revolution for the peoples of the world during the nineteenth and twentieth centuries.
- ✓ Describe the circumstances leading to the outbreak of revolutionary protest in France.
- ✓ Find out more about any one of the revolutionary figures you have read about in this chapter. Write a short biography of this person.

### *Student practice questions and activities :*

## **Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)**

- ✓ The French Revolution saw the rise of newspapers describing the events of each day and week. Collect information and pictures on any one event and write a newspaper article. You could also conduct an imaginary interview with important personages such as Mirabeau, Olympe de Gouges or Robespierre. Work in groups of two or three. Each group could then put up their articles on a board to produce a wallpaper on the French Revolution.
- ✓ Describe the picture in your own words. What are the images that the artist has used to communicate the following ideas: greed, equality, justice, takeover by the state of the assets of the church?

### *TLM s (Digital + Print) :*

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPT and documentary.
- ✓ YouTube Videos

### *Assessment :*

- ✓ Record your impressions of this print (Fig. 14). Describe the objects lying on the ground. What do they symbolise? What attitude does the picture express towards non-European slaves?

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

**Teacher Name :**

**Subject : Social Studies**

**Class : 9<sup>th</sup> Class - History**

**Unit : 2. Socialism in Europe and the Russian Revolution**

**School Name**

**No. of Periods : 15**



Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>2. Socialism in Europe and the Russian Revolution</i>	The Age of Social Change	1			Not everyone in Europe, however, wanted a complete transformation of society.
	Liberals, Radicals and Conservatives	1			One of the groups which looked to change society were the liberals. Liberals wanted a nation which tolerated all religions.
	Industrial Society and Social Change	1			Industrialisation brought men, women and children to factories.
	The Coming of Socialism to Europe	1			Socialists were against private property and saw it as the root of all social ills of the time.
	Support for Socialism	1			Workers in England and Germany began forming associations to fight for better living and working conditions.
	The Russian Revolution - The Russian Empire in 1914	1			In 1914, Tsar Nicholas II ruled Russia and its empire.
	Economy and Society	1			At the beginning of the twentieth century, the vast majority of Russia's people were agriculturists.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>2. Socialism in Europe and the Russian Revolution</i>	Socialism in Russia - A Turbulent Time: The 1905 Revolution	1			The Russian Social Democratic Workers Party was founded in 1898 by socialists who respected Marx's ideas.
	The First World War and the Russian Empire	1			In 1914, war started between 2 European alliances – Germany, Austria and Turkey and France, Britain and Russia.
	The February Revolution in Petrograd - After February	1			On 22 February, a lockout took place at a factory on the right bank.
	The Revolution of October 1917	1			On 16 October 1917, Lenin persuaded the Petrograd Soviet and the Bolshevik Party to agree to a socialist seizure of power.
	What Changed after October?	1			The Bolsheviks were totally opposed to private property. Most industry and banks were nationalised in November 1917.
	The Civil War	1			When the Bolsheviks ordered land redistribution, the Russian army began to break up.
	Making a Socialist Society - Stalinism	1			During the civil war, the Bolsheviks kept industries and banks nationalised.
	Global Influence of the Russian Revolution and the USSR	1			The period of the early Planned Economy was linked to the disasters of the collectivisation of agriculture.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Freedom movements – Rights of the people
- ✓ Kings and Kingdoms – administration - taxes
- ✓ Social, political and economic status of the people.
- ✓ Countries Russia, India, England, Germany, Italy
- ✓ Revolt – civil war – Rebellion – Freedom fight

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about the Russian Empire in 1914.
- ✓ understand the Russian Economy and Society.
- ✓ compare the Russian Revolution with French Revolution.
- ✓ understand the causes of the Revolution of October 1917.
- ✓ explain about the Civil War.
- ✓ Visit nearby library to know more about Socialism.
- ✓ Collect information about the Global Influence of the Russian Revolution and the USSR

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain the Age of Social Change.</li> <li>➤ I discuss Liberals, Radicals and Conservatives in the classroom.</li> <li>➤ I discuss about the Industrial Society and Social Change in Russia.</li> <li>➤ I explain about the Coming of Socialism to Europe and support for Socialism.</li> <li>➤ I show a PPT about ‘The Russian Revolution - The Russian Empire in 1914’.</li> <li>➤ I show a documentary on ‘Economy and Society’.</li> <li>➤ I discuss about the Socialism in Russia - A Turbulent Time: The 1905 Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students list out two differences between the capitalist and socialist ideas of private property.</li> <li>➤ Students imagine that a meeting has been called in your area to discuss the socialist idea of doing away with private property and introducing collective ownership. Write the speech you would make at the meeting if you are: <ul style="list-style-type: none"> <li>➤ a poor labourer working in the fields</li> <li>➤ a medium-level landowner</li> <li>➤ a house owner</li> </ul> </li> <li>➤ Students collect information about Why were there revolutionary disturbances in Russia in 1905? What were the demands of revolutionaries?</li> </ul>	<ul style="list-style-type: none"> <li>➤ The year is 1916. You are a general in the Tsar’s army on the eastern front. You are writing a report for the government in Moscow. In your report suggest what you think the government should do to improve the situation.</li> <li>➤ Look again at Source A and Box 1.</li> <li>➤ List five changes in the mood of the workers.</li> <li>➤ Place yourself in the position of a woman who has seen both situations and write an account of what has changed.</li> <li>➤ Students observe the Fig.14 – Factories came to be seen as a symbol of socialism and comment on it.</li> <li>➤ Students observe the Fig.13 – May Day demonstration in Moscow in 1918 and analyse it.</li> </ul>

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the First World War and the Russian Empire.</li> <li>➤ I discuss about ‘The February Revolution in Petrograd and After February’.</li> <li>➤ I explain about the Revolution of October 1917.</li> <li>➤ I collect information about “What Changed after October?” and interact with the students in the classroom.</li> <li>➤ I discuss what is The Civil War.</li> <li>➤ I explain about “Making a Socialist Society – Stalinism and Collectivisation. And What are the results of the Collectivisation.</li> <li>➤ I discuss about the “Global Influence of the Russian Revolution and the USSR.”</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the two views on the revolution in the countryside. Imagine yourself to be a witness to the events. Write a short account from the standpoint of: <ul style="list-style-type: none"> <li>➤ an owner of an estate</li> <li>➤ a small peasant</li> <li>➤ a journalist</li> </ul> </li> <li>➤ Students collect information about “Why did people in Central Asia respond to the Russian Revolution in different ways?”</li> <li>➤ Imagine that you are a middle-level wheat farmer in Russia after collectivisation. You have decided to write a letter to Stalin explaining your objections to collectivisation. What would you write about the conditions of your life? What do you think would be Stalin’s response to such a farmer?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare the passages written by Shaukat Usmani and Rabindranath Tagore. Read them in relation to Sources C, D and E.</li> <li>➤ What did Indians find impressive about the USSR ?</li> <li>➤ What did the writers fail to notice?</li> <li>➤ Imagine that you are a striking worker in 1905 who is being tried in court for your act of rebellion. Draft the speech you would make in your defence. Act out your speech for your class.</li> <li>➤ Write the headline and a short news item about the uprising of 24 October 1917 for each of the following newspapers <ul style="list-style-type: none"> <li>➤ a Conservative paper in France</li> <li>➤ a Radical newspaper in Britain</li> <li>➤ a Bolshevik newspaper in Russia</li> </ul> </li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ The Age of Social Change - Liberals, Radicals and Conservatives
- ✓ Industrial Society and Social Change - The Russian Revolution - The Russian Empire in 1914
- ✓ Socialism in Russia - A Turbulent Time: The 1905 Revolution
- ✓ The First World War and the Russian Empire - The February Revolution in Petrograd - After February
- ✓ The Revolution of October 1917 - The Civil War - Global Influence of the Revolution and the USSR

### **Check for understanding questions: Factual :**

- ✓ What were the social, economic and political conditions in Russia before 1905?
- ✓ In what ways was the working population in Russia different from other countries in Europe, before 1917?
- ✓ Why did the Tsarist autocracy collapse in 1917?

### **Open ended questions / Critical thinking :**

- ✓ Make two lists: one with the main events and the effects of the February Revolution and the other with the main events and effects of the October Revolution. Write a paragraph on who was involved in each, who were the leaders and what was the impact of each on Soviet history.
- ✓ What were the main changes brought about by the Bolsheviks immediately after the October Revolution?

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks)**

- ✓ Write a few lines to show what you know about:
- ✓ Kulaks and the Duma
- ✓ women workers between 1900 and 1930
- ✓ the Liberals and Stalin's collectivisation programme.

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video
- ✓ YouTube Videos

**Assessment :**

- ✓ What are the results of the Russian Revolution?
- ✓ Describe the Socialism in Russia.
- ✓ Write about Liberals, Radicals and Conservatives.
- ✓ Study the para "The Civil War" and comment on it.
- ✓ Compare and contrast the 1905 and 1917 revolutions in Russia.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# LESSON PLAN

Teacher Name :  
Subject : **Social Studies**  
Class : **9<sup>th</sup> Class - History**  
Unit : **3. Nazism and the Rise of Hitler**  
School Name  
No. of Periods : **14**



Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>3. Nazism and the Rise of Hitler</i>	Birth of the Weimar Republic	1			However, the Allies, strengthened by the US entry in 1917, won , defeating Germany and the Central Powers in November 1918.
	The Effects of the War - Political Radicalism and Economic Crises	1			The war had a devastating impact on the entire continent both psychologically and financially.
	The Years of Depression	1			The German economy was the worst hit by the economic crisis. By 1932, industrial production was reduced to 40 per cent of the 1929 level.
	Hitler's Rise to Power	1			By 1932, the Nazi Party had become the largest party with 37 per cent votes.
	The Destruction of Democracy	1			On 3 March 1933, the famous Enabling Act was passed. This Act established dictatorship in Germany.
	Reconstruction	1			Hitler assigned the responsibility of economic recovery to the economist Hjalmar Schacht.
	The Nazi Worldview	1			Nazi ideology was synonymous with Hitler's worldview.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>3. Nazism and the Rise of Hitler</i>	Establishment of the Racial State	1			Jews remained the worst sufferers in Nazi Germany.
	The Racial Utopia	1			Under the shadow of war, the Nazis proceeded to realise their murderous, racial ideal.
	Annihilation 1941 onwards	1			Jews from Jewish houses, concentration camps and ghettos from different parts of Europe were brought to death factories by goods trains.
	Youth in Nazi Germany	1			Hitler was fanatically interested in the youth of the country.
	The Nazi Cult of Motherhood	1			Children in Nazi Germany were repeatedly told that women were radically different from men.
	Ordinary People and the Crimes Against Humanity	1			Many saw the world through Nazi eyes and spoke their mind in Nazi language.
	Knowledge about the Holocaust	1			Information about Nazi practices had trickled out of Germany during the last years of the regime.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ World War – 1, Treaty of Versailles
- ✓ Aggressive nationalism, Nazism, Fascism, Hitler, Mussolini
- ✓ Industrial revolution, Colonialism
- ✓ Racism, Apartheid – Germans and Jews

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about the birth of the Weimar Republic
- ✓ understand the Effects of the Wars.
- ✓ Analyse the Worldview of Nazi.
- ✓ understand the concept of the Racial Utopia.
- ✓ Explain about the Crimes Against Humanity
- ✓ Identify the important countries in the World map.
- ✓ Collect information about World Wars.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the Birth of the Weimar Republic in Germany.</li> <li>➤ I discuss about the Political Radicalism and Economic Crises.</li> <li>➤ I show the PPT Nazism and Fascism in Europe.</li> <li>➤ I explain the Effects of the World Wars.</li> <li>➤ I discuss about the Destruction of Democracy in the world by the Nazis.</li> <li>➤ I explain about the Racial Utopia.</li> <li>➤ I show a ppt on ‘the Youth in Nazi Germany’.</li> <li>➤ I explain about how the Nazi Cult of Motherhood and Ordinary People and the Crimes Against Humanity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students prepare a list of causes to the World Wars.</li> <li>➤ Students write slogans against Aggressive Nationalism.</li> <li>➤ Students suggest measures to maintain world peace.</li> <li>➤ Students write measures to encourage cooperation among the nations in the world.</li> <li>➤ Students read the letter of Gandhi to Hitler and analyse it.</li> <li>➤ Students collect the information about Nazism, Hitler Jews and Holocaust, racism etc., prepare an album and discuss in the classroom.</li> <li>➤ Students write about the Years of Depression.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a one-page history of Germany as a schoolchild in Nazi Germany as a Jewish survivor of a concentration camp as a political opponent of the Nazi regime</li> <li>➤ Imagine that you are Helmuth. You have had many Jewish friends in school and do not believe that Jews are bad. Write a paragraph on what you would say to your father.</li> <li>➤ Students conduct debate on the Nazi Worldview.</li> <li>➤ Students perform the monoaction of Hitler.</li> <li>➤ Students perform a drama on Nazi rule in Germany and their view on the world.</li> <li>➤ Students write against ‘Establishment of the Racial State.’</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Birth of the Weimar Republic - The Effects of the War - Political Radicalism and Economic Crises
- ✓ The Years of Depression - Hitler's Rise to Power
- ✓ The Nazi Worldview - The Racial Utopia - The Nazi Cult of Motherhood
- ✓ Ordinary People and the Crimes Against Humanity

### **Check for understanding questions: Factual :**

- ✓ Describe the problems faced by the Weimar Republic.
- ✓ Discuss why Nazism became popular in Germany by 1930.
- ✓ What are the peculiar features of Nazi thinking?
- ✓ Explain why Nazi propaganda was effective in creating a hatred for Jews.
- ✓ Explain what role women had in Nazi society. Return to Chapter 1 on the French Revolution. Write a paragraph comparing the role of women in the two periods.
- ✓ In what ways did the Nazi state seek to establish total control over its people ?

### **Open ended questions / Critical thinking :**

- ✓ Why does Erna Kranz say, 'I could only say for myself'? How do you view her opinion?
- ✓ Look at Figs. 29 and 30 and answer the following: What do they tell us about Nazi propaganda? How are the Nazis trying to mobilise different sections of the population?

### **Student practice questions and activities :**

#### **Student Practice Questions & Activities (Exercises from workbook / textbooks)**

- ✓ What is aggressive nationalism?
- ✓ Can you support Nazis in Germany.
- ✓ Write about the causes of the Depression.

### **TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video
- ✓ YouTube Videos, DIKSHA,

### **Assessment :**

- ✓ Describe ‘Racial Utopia’.
- ✓ How would you have reacted to Hilter’s ideas if you were a Jewish woman?
- ✓ What do you think the poster ‘A Nazi attacking Jews’ is trying to depict?
- ✓ Read the Sources A, B, C, D and comment on it.
- ✓ Look at Figs. 23, 24, and 27. Imagine yourself to be a Jew or a Pole in Nazi Germany. It is September 1941, and the law forcing Jews to wear the Star of David has just been declared. Write an account of one day in your life.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

**Teacher Name** :  
**Subject** : **Social Studies**  
**Class** : **9<sup>th</sup> Class - History**  
**Unit** : **4. Forest Society and Colonialism**  
**School Name**  
**No. of Periods** : **11**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>4. Forest Society and Colonialism</i>	Land to be Improved	1			In 1600, approximately one-sixth of India's landmass was under cultivation.
	Sleepers on the Tracks	1			The spread of railways from the 1850s created a new demand. Railways were essential for colonial trade and for the movement of imperial troops.
	Plantations	1			Large areas of natural forests were also cleared to make way for tea, coffee and rubber plantations to meet Europe's growing need for these commodities.
	The Rise of Commercial Forestry	1			In the previous section we have seen that the British needed forests in order to build ships and railways.
	How were the Lives of People Affected?	1			Foresters and villagers had very different ideas of what a good forest should look like.



Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>4. Forest Society and Colonialism</i>	How did Forest Rules Affect Cultivation?	1			One of the major impacts of European colonialism was on the practice of shifting cultivation or swidden agriculture.
	Who could Hunt?	1			The new forest laws changed the lives of forest dwellers in yet another way.
	New Trades, New Employments and New Services	1			While people lost out in many ways after the forest department took control of the forests, some people benefited from the new opportunities that had opened in trade.
	Rebellion in the Forest - The People of Bastar - The Fears of the People	1			In many parts of India, and across the world, forest communities rebelled against the changes that were being imposed on them.
	Forest Transformations in Java	1			Java is now famous as a rice-producing island in Indonesia. But once upon a time it was covered mostly with forests.
	War and Deforestation - New Developments in Forestry	1			The First World War and the Second World War had a major impact on forests. In India, working plans were abandoned at this time, and the forest department cut trees freely to meet British war needs.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Indian culture – Indian resources – forests
- ✓ British Rule in India – taxes – acts
- ✓ Social, economical and political conditions in India during the British.
- ✓ Adivasis in the forests – forest products

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about the Rebellion in the Forest during British rule.
- ✓ understand ‘How did Forest Rules Affect Cultivation’.
- ✓ compare Forest Transformations in Java and India.
- ✓ understand the relationship between War and Deforestation.
- ✓ explain the new Developments in Forest.
- ✓ Visit near by forest and collect information about Adivasis.
- ✓ Collect information about the rebellions in the Forest.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the Land to be Improved.</li> <li>➤ I discuss about the Rise of Commercial Forestry during the British rule in India.</li> <li>➤ I discuss about ‘How were the Lives of People Affected?’ in the colonialism.</li> <li>➤ I explain how did Forest Rules Affect Cultivation and farmers in India.</li> <li>➤ I discuss about ‘New Trades, New Employments and New Services’ with the students in the classroom.</li> <li>➤ I explain about the rebellions in the Forest and the People of Bastar, The Fears of the People during British rule.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a list of forest products.</li> <li>➤ Students collect information about the types of forests in India.</li> <li>➤ Each mile of railway track required between 1,760 and 2,000 sleepers. If one average sized tree yields 3 to 5 sleepers for a 3-meter-wide broad-gauge track, calculate approximately how many trees would have to be cut to lay one mile of track.</li> <li>➤ If you were the Government of India in 1862 and responsible for supplying the railways with sleepers and fuel on such a large scale, what were the steps you would have taken?</li> <li>➤ Children living around forest areas can often identify hundreds of species of trees and plants. How many species of trees can you name?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Have there been changes in forest areas where you live? Find out what these changes are and why they have happened.</li> <li>➤ Write a dialogue between a colonial forester and an Adivasi discussing the issue of hunting in the forest.</li> <li>➤ Students collect information about different types of forest in India.</li> <li>➤ Students draw a forests map of India.</li> <li>➤ Students list out the uses of the forests.</li> <li>➤ Students prepare a list of forest products and their uses.</li> <li>➤ Students write slogans against deforestation.</li> <li>➤ Students question the colonialism.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Land to be Improved - Sleepers on the Tracks - Plantations
- ✓ The Rise of Commercial Forestry - How were the Lives of People Affected
- ✓ How did Forest Rules Affect Cultivation
- ✓ New Trades, Employments and Services - Rebellion in the Forest
- ✓ War and Deforestation - New Developments in Forestry

### **Check for understanding questions: Factual :**

- ✓ What are the similarities between colonial management of the forests in Bastar and in Java?
- ✓ Why are forests affected by wars?
- ✓ Explain about colonialism.

### **Open ended questions / Critical thinking :**

- ✓ Discuss how the changes in forest management in the colonial period affected the following groups of people:
  - ✓ Shifting cultivators
  - ✓ Nomadic and pastoralist communities
  - ✓ Firms trading in timber/forest produce
  - ✓ Plantation owners
  - ✓ Kings/British officials engaged in shikar (hunting)

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks)**

- ✓ Between 1880 and 1920, forest cover in the Indian subcontinent declined by 9.7 million hectares, from 108.6 million hectares to 98.9 million hectares. Discuss the role of the following factors in this decline:
- ✓ Railways
- ✓ Shipbuilding
- ✓ Agricultural expansion
- ✓ Commercial farming
- ✓ Tea/Coffee plantations
- ✓ Adivasis and other peasant users

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video
- ✓ YouTube Videos, DIKSHA,

**Assessment :**

- ✓ How did Forest Rules Affect Cultivation?

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

**Teacher Name** :  
**Subject** : **Social Studies**  
**Class** : **9<sup>th</sup> Class - History**  
**Unit** : **5. Pastoralists in the Modern World**  
**School Name**  
**No. of Periods** : **08**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>5. Pastoralists in the Modern World</i>	In the Mountains	1			In a different area of the mountains, the Gaddi shepherds of Himachal Pradesh had a similar cycle of seasonal movement.
	On the Plateaus, Plains and Deserts	1			Dhangars were an important pastoral community of Maharashtra.
	Colonial Rule and Pastoral Life	1			Under colonial rule, the life of pastoralists changed dramatically.
	How Did these Changes Affect the Lives of Pastoralists?	1			As pasturelands disappeared under the plough, the existing animal stock had to feed on whatever grazing land remained.
	How Did the Pastoralists Cope with these Changes?	1			Over the years, some richer pastoralists began buying land and settling down, giving up their nomadic life.
	Pastoralism in Africa	1			Even today, over 22 million Africans depend on some form of pastoral activity for their livelihood.
	The Borders are Closed - When Pastures Dry	2			Like the Maasai, other pastoral groups were also forced to live within the confines of special reserves.

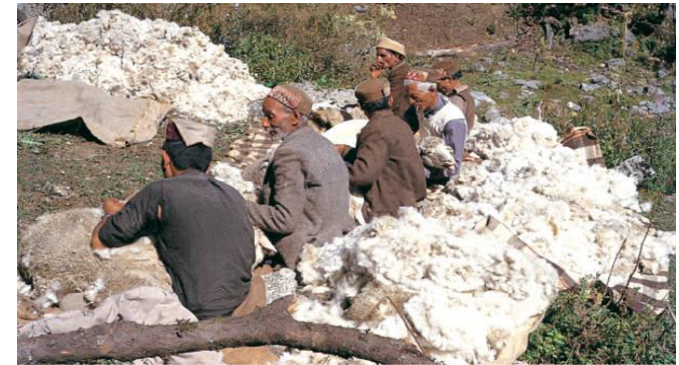
## **Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Village livelihood - city lifestyles
- ✓ Agriculture - Animal rearing – poultry – Dairy farming
- ✓ Grazing - grasslands
- ✓ Forests - Mountains - Plateaus - Plains - Deserts

## **Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about Pastoral Life
- ✓ understand the Changes Affect the Lives of Pastoralists.
- ✓ compare Pastoralists with other occupations.
- ✓ understand ‘Pastoralism in Africa’.
- ✓ Suggest alternative methos When Pastures Dry
- ✓ Visit the Grazing Lands and suggest to conserve them.
- ✓ Collect information about Pastoralists around the world.





<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I show the PPT on ‘Pastoralists in the Modern World’.</li> <li>➤ I explain about the Colonial Rule and Pastoral Life.</li> <li>➤ I explain ‘How Did these Changes Affect the Lives of Pastoralists?’</li> <li>➤ I discuss about ‘How Did the Pastoralists Cope with these Changes?’</li> <li>➤ I collect information about ‘Pastoralism in Africa and around the world and compare with India.</li> <li>➤ I ask students ‘Where have the Grazing Lands Gone?’</li> <li>➤ I give information about The Borders are Closed to the tribes in Africa.</li> <li>➤ I ask question to students ‘When Pastures Dry, what will happen?’</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Sources A and B.</li> <li>➤ Write briefly about what they tell you about the nature of the work undertaken by men and women in pastoral households.</li> <li>➤ Why do you think pastoral groups often live on the edges of forests?</li> <li>➤ Write a comment on the closure of the forests to grazing from the standpoint of: <ul style="list-style-type: none"> <li>➤ a forester</li> <li>➤ a pastoralist</li> </ul> </li> <li>➤ Imagine you are living in the 1890s. You belong to a community of nomadic pastoralists and craftsmen. You learn that the Government has declared your community as a Criminal Tribe.</li> <li>➤ Describe briefly what you would have felt and done.</li> <li>➤ Write a petition to the local collector explaining why the Act is unjust and how it will affect your life.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interview a pastoralist and collect information about his lifestyle.</li> <li>➤ Prepare an album on Pastoralists in the Modern World.</li> <li>➤ Imagine that it is 1950 and you are a 60-year-old Raika herder living in post-Independence India. You are telling your granddaughter about the changes which have taken place in your lifestyle after Independence. What would you say?</li> <li>➤ Imagine that you have been asked by a famous magazine to write an article about the life and customs of the Maasai in pre-colonial Africa. Write the article, giving it an interesting title.</li> <li>➤ Find out more about the some of the pastoral communities marked in Figs. 11 and 13.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ In the Mountains - On the Plateaus, Plains and Deserts - Colonial Rule and Pastoral Life
- ✓ How Did these Changes Affect the Lives of Pastoralists - Pastoralism in Africa
- ✓ Where have the Grazing Lands Gone - The Borders are Closed - When Pastures Dry
- ✓ Not All were Equally Affected

### **Check for understanding questions: Factual :**

- ✓ Explain why nomadic tribes need to move from one place to another. What are the advantages to the environment of this continuous movement?
- ✓ Give reasons to explain why the Maasai community lost their grazing lands.

### **Open ended questions / Critical thinking :**

- ✓ Write suggestions to develop Pastoralists lifestyle.
- ✓ How to improve grazing lands where the grass is need?
- ✓ Discuss why the colonial government in India brought in the following laws. In each case, explain how the law changed the lives of pastoralists:
  - ✓ Waste Land rules
  - ✓ Forest Acts
  - ✓ Criminal Tribes Act
  - ✓ Grazing Tax

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)**

- ✓ How Did these Changes Affect the Lives of Pastoralists?
- ✓ How Did the Pastoralists Cope with these Changes?
- ✓ Write the conditions of the pastoralists during the British in Africa.
- ✓ When the borders are closed what will happen to the cattle?
- ✓ Where have the Grazing Lands Gone?

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video
- ✓ YouTube Videos, DIKSHA

**Assessment :**

- ✓ There are many similarities in the way in which the modern world forced changes in the lives of pastoral communities in India and East Africa. Write about any two examples of changes which were similar for Indian pastoralists and the Maasai herders.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

**Teacher Name** :  
**Subject** : **Social Studies**  
**Class** : **9<sup>th</sup> Class - Civics**  
**Unit** : **1. What is Democracy?**  
**Why Democracy?**  
**School Name** :  
**No. of Periods** **09**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>1. What is Democracy? Why Democracy?</i>	Overview	1			Democracy is the most prevalent form of government in the world today and it is expanding to more countries.
	What is democracy?	1			Democracy is a form of government in which the rulers are elected by the people.
	Features of democracy	2			Major decisions by elected leaders. Free and fair electoral competition. One person, one vote, one value. Rule of law and respect for rights.
	Summary definition	1			Rulers elected by the people take all the major decisions.
	Why democracy?	1			Democracy enhances the dignity of citizens.
	Arguments against democracy - arguments for democracy	2			Leaders keep changing in a democracy. This leads to instability. A democratic government is a better government because it is a more accountable form of government.
	Broader meanings of democracy	1			The most common form that democracy takes in our times is that of a representative democracy.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Forms of governments – Representatives - elections
- ✓ Kings rule – British rule – Colonialism - Wars
- ✓ Republics – Dictator rule - Socialism - Communism
- ✓ Democracy – Freedom – human rights

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**  
*The students will be able to :*

- ✓ know about the democracy.
- ✓ understand the Features of democracy.
- ✓ compare the democracy with other governments.
- ✓ understand the free and fair electoral competitions.
- ✓ explain one person, one vote, one value.
- ✓ Visit village / ward Sachivalayam.
- ✓ collect information about elections, voters and representatives.
- ✓ Participate in a debate on arguments against and for democracy.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the democracy.</li> <li>➤ I show the PPT on the Features of democracy.</li> <li>➤ I discuss about the major decisions by elected leaders.</li> <li>➤ I explain about the free and fair electoral competitions in India.</li> <li>➤ I conduct mock elections in the school by the students.</li> <li>➤ I explain the values of ‘One person, one vote, one value.’</li> <li>➤ I discuss about the ‘Rule of law and respect for human rights’</li> <li>➤ I ask question to the students ‘Why democracy is a famous government?’</li> <li>➤ I conduct a debate on democracy.</li> <li>➤ I explain the broader meanings of democracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a list of forms of governments and discuss in the classroom.</li> <li>➤ Find out the total number of eligible voters in your assembly constituency and your parliamentary constituency. Find out how many people can fit into the largest stadium in your area. Is it possible for all the voters in your parliamentary or assembly constituency to sit together and have a meaningful discussion?</li> <li>➤ Most newspapers have an editorial page. On that page the newspaper publishes its own opinions about current affairs. The paper also publishes the views of other writers and intellectuals and letters written by the readers. Follow any one newspaper for one month and collect editorials, articles and letters on that page that have anything to do with democracy. Classify these into the following categories: <ul style="list-style-type: none"> <li>➤ Constitutional and legal aspects of democracy. Citizens’ rights, Electoral and party politics, Criticism of democracy</li> </ul> </li> <li>➤ Students collect</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Read the cartoon :</b> This cartoon was drawn when elections were held in Iraq with the presence of US and other foreign powers. What do you think this cartoon is saying? Why is ‘democracy’ written the way it is?</li> <li>➤ Read the cartoon : This cartoon is from Brazil, a country that has long experience of dictatorship. It is entitled “The Hidden Side of Dictatorship”. Which hidden sides does this cartoon depict? Is it necessary for every dictatorship to have a hidden side? If possible, find this out about the dictators including Pinochet in Chile, Jaruzelski in Poland, Sani Abacha in Nigeria and Ferdinand Marcos in the Philippines.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ What is democracy - Features of democracy - Major decisions by elected leaders.
- ✓ Free and fair electoral competition - One person, one vote, one value.
- ✓ Rule of law and respect for rights - Summary definition - Why democracy
- ✓ Arguments against democracy - Arguments for democracy - Broader meanings of democracy

### **Check for understanding questions: Factual :**

- ✓ Here is some information about four countries. Based on this information, how would you classify each of these countries. Write ‘democratic’, ‘undemocratic’ or ‘not sure’ against each of these.
  - a Country A: People who do not accept the country’s official religion do not have a right to vote.
  - b Country B: The same party has been winning elections for the last twenty years.
  - c Country C: Ruling party has lost in the last three elections.
  - d Country D: There is no independent election commission.

### **Open ended questions / Critical thinking :**

- ✓ What are the Features of democracy.
- ✓ Read the para “Free and fair electoral competition” and comment on it.
- ✓ What is the greatness of ‘One person, one vote, one value’.
- ✓ What is the relationship between freedom and democracy?
- ✓ Write about Gram Sabha in your village.



**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)**

- ✓ Read the cartoon : This famous cartoon by R K Laxman comments on the celebrations of the fifty years of independence. How many images on the wall do you recognize? Do many common people feel the way the common man in this cartoon does?
- ✓ Write the abbreviation given by Abraham Lincoln.
- ✓ Prepare a cartoon on behalf of Democracy.

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video, National Teachers Repository
- ✓ YouTube Videos, DIKSHA

**Assessment :**

- ✓ Write merits and demerits of the democracy.
- ✓ Why many countries wants to follow democracy?
- ✓ Write slogans on favour of democracy.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

**Teacher Name** :  
**Subject** : **Social Studies**  
**Class** : **9<sup>th</sup> Class - Civics**  
**Unit** : **2. Constitutional Design**  
**School Name** :  
**No. of Periods** : **09**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>2. Constitutional Design</i>	Democratic constitution in South Africa - struggle against apartheid	1			Nelson Mandela and seven other leaders were sentenced to life imprisonment in 1964 for daring to oppose the apartheid regime in his country.
	Towards a new constitution	1			After 28 years of imprisonment, Mandela walked out of the jail as a free man.
	Why do we need a constitution?	1			The South African example is a good way to understand why we need a constitution and what do constitutions do.
	Making of the Indian constitution - the path to constitution	1			Like South Africa, India's Constitution was also drawn up under very difficult circumstances.
	The constituent assembly	1			Elections to the Constituent Assembly were held in July 1946.
	Guiding values of the Indian constitution	2			The Constitution says about its own philosophy: The Dream and the Promise Philosophy of the Constitution
	Preambles of India and US	1			The values are embedded in the Preamble of the Indian Constitution.
	Institutional design	1			A constitution is not merely a statement of values and philosophy.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Indian constitution – constitutional day
- ✓ Independence – republic
- ✓ Freedom – freedom fighters
- ✓ Constitutional assembly – constitutional drafting committee.

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about the Preamble of the Indian constitution.
- ✓ understand the Struggle against apartheid
- ✓ compare the constitutions of India South Africa and US.
- ✓ understand ‘Making of the Indian constitution’
- ✓ explain the Guiding values of the Indian constitution
- ✓ Question Why do we need a constitution?
- ✓ Collect information about the Indian constitution
- ✓ Prepare a school constitution.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the Democratic constitution in South Africa.</li> <li>➤ I discuss about the constituent assembly.</li> <li>➤ I show the PPT about the ‘Constitutional Design in India.</li> <li>➤ I explain the Making of the Indian constitution.</li> <li>➤ I discuss about the Guiding values of the Indian constitution.</li> <li>➤ I compare the Preambles of India and US.</li> <li>➤ I explain “Why do we need a constitution?” and discuss on it.</li> <li>➤ I explain about the Struggle against apartheid in South Africa.</li> <li>➤ I discuss on preamble of the Indian constitution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make a poster on the life and struggle of Nelson Mandela.</li> <li>➤ If available, read some portions of his autobiography, The Long Walk to Freedom, in the classroom.</li> <li>➤ Prepare a list of Writers of Indian constitution.</li> <li>➤ Students collect Constituent Assembly images and prepare an album.</li> <li>➤ What would have happened in South Africa if the black majority had decided to take revenge on the whites for all their oppression and exploitation?</li> <li>➤ Speak to your grandparents or some other elders in your locality. Ask them if they have any memory of partition or independence or the making of the constitution. What were their fears and hopes about the country at that time? Discuss these in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Approach a club or cooperative society or union or political party in your locality. Get a copy of their rule book (it is often called Rules of Association) and read it. Are these rules in accordance with principles of democracy? Do they give membership to any person without discrimination?</li> <li>➤ Students visit <a href="https://www.gov.za">https://www.gov.za</a> for more details about South Africa.</li> <li>➤ Find out more about any member of the Constituent Assembly from your state or region who is not mentioned here. Collect a photograph or make a sketch of that leader. Write a short note on him or her, following the same style as used here: Name (year of birth-year of death), place of birth (by current political boundaries), brief description of political activities; role played after the Constituent Assembly.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Democratic constitution in South Africa - Struggle against apartheid - Towards a new constitution
- ✓ Why do we need a constitution? - Making of the Indian constitution - the path to constitution
- ✓ The constituent assembly - Guiding values of the Indian constitution - Preambles of India and US
- ✓ Institutional design

### **Check for understanding questions: Factual :**

- ✓ This is not fair! What was the point in having a Constituent Assembly in India if all the basics were already decided?
- ✓ Read the three quotations given in the textbook carefully. Can you identify one idea that is common to all these three? What are the differences in their ways of expressing that common idea?

### **Open ended questions / Critical thinking :**

- ✓ Read the information about all the makers of the Indian Constitution given in the side columns here. You don't need to memorise this information. Just give examples from these to support the following statements:
  - ✓ 1. The Assembly had many members who were not with the Congress
  - ✓ 2. The Assembly represented members from different social groups
  - ✓ 3. Members of the Assembly believed in different ideologies

### **Student practice questions and activities :**

## **Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)**

- ✓ Here are different opinions about what made India a democracy.
- ✓ How much importance would you give to each of these factors?
- ✓ Compare the Preambles to the constitutions of the United States of America, India and South Africa. □ Make a list of ideas that are common to all these three. □ Note down at least one of the major differences among these. □ Which of the three makes a reference to the past? □ Which of these does not invoke God?

### **TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video, National Teachers Repository
- ✓ YouTube Videos, DIKSHA

### **Assessment :**

- ✓ Does the story of South African struggle for freedom remind you of the Indian national movement? Make a list of similarities and dissimilarities between the two on the following points: Nature of colonialism, Relationship between different communities, Leadership: Gandhi/ Mandela, Party that led the struggle: African National Congress/ Indian National Congress, Method of struggle.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

**Teacher Name** :  
**Subject** : **Social Studies**  
**Class** : **9<sup>th</sup> Class - Civics**  
**Unit** : **3. Electoral Politics**  
**School Name** :  
**No. of Periods** : **11**



Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>3. Electoral Politics</i>	Why Elections? Assembly Election in Haryana	1			The newly elected Members of Legislative Assembly (MLAs) of Lok Dal chose Devi Lal as their leader.
	Why do we need elections? - What makes an election democratic?	1			There are more than one hundred countries in the world in which elections take place to choose people's representatives.
	Is it good to have political competition? -	1			At the constituency level, it takes the form of competition among several candidates.
	What is our system of elections? - Electoral constituencies	1			Lok Sabha and Vidhan Sabha (Assembly) elections are held regularly after every five years.
	Reserved Constituencies - Voters' list	1			The list of those who are eligible to vote is prepared much before the election is officially called the Electoral Roll and is commonly known as the Voters' List.
	Nomination of candidates - Educational qualifications for candidates	1			Every person who wishes to contest an election has to fill a 'nomination form' and give some money as 'security deposit'.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>3. Electoral Politics</i>	Election Campaign - Polling and counting of votes -Are the elections too expensive for our country?	1			In our country such campaigns take place for a two-week period between the announcement of the final list of candidates and the date of polling.
	What makes elections in India Democratic?	1			One simple way of checking whether elections are fair or not is to look at who conducts the elections.
	Independent Election Commission	1			One final test of the free and fairness of election has in the outcome itself.
	Popular participation - Acceptance of election outcome	1			Another way to check the quality of the election process is to see whether people participate in it with enthusiasm.
	Challenges to free and fair elections	1			All this leads to a simple conclusion: elections in India are basically free and fair.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Indian government – state governments - Democracy
- ✓ Political parties – elections – voter lists - constituencies
- ✓ Candidates – representatives - Election campaign
- ✓ Chief Minister – Prime Minister of India – right to vote

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about Assembly Election in Haryana.
- ✓ understand the system of elections in India.
- ✓ compare state and central elections.
- ✓ understand about the voters list.
- ✓ explain Why do we need elections?
- ✓ visit the political party offices and interact with them.
- ✓ collect information about National and local parties.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the elections in India.</li> <li>➤ I discuss about the Assembly Election in Haryana.</li> <li>➤ I show the PPT about Indian politics and elections.</li> <li>➤ I explain the about ‘what makes an election democratic?’</li> <li>➤ I conduct mock elections in the school.</li> <li>➤ I discuss the challenges to free and fair elections in India.</li> <li>➤ I show a documentary on ‘Polling and counting of votes’</li> <li>➤ I discuss about expenses of elections and dos and do nots in the elections.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a list of National and local parties.</li> <li>➤ Students collect information about Prime ministers of India and chief ministers of Andhra Pradesh.</li> <li>➤ How was the election campaign in your constituency in the last Lok Sabha elections? Prepare a list of what the candidates and parties said and did.</li> <li>➤ Draw a cartoon here about the Model Code of Conduct for the guidance of political parties and candidates during elections.</li> <li>➤ Read these headlines carefully and identify which powers are used by the Election Commission in each instance to ensure free and fair elections.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Do you know when the last Assembly election was held in your state? Which other elections have taken place in your locality in the last five years? Write down the level of elections (National, Assembly, Panchayat, etc.), when were they held and the name and designation (MP, MLA, etc.) of the persons who got elected from your area.</li> <li>➤ Read these two cartoons carefully. Write the message of each of them in your own words. Have a discussion in class on which of the two is closer to the reality in your own locality. Draw a cartoon to depict what elections do to the relationship between voters and political leaders.</li> <li>➤ Write slogans on free and fair elections.</li> <li>➤ Suggest measures to control election expenses.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Why Elections - Assembly Election in Haryana - Why do we need elections -
- ✓ Electoral constituencies - Reserved Constituencies - Voters' list
- ✓ Nomination of candidates - Educational qualifications for candidates
- ✓ Independent Election Commission - Popular participation - Acceptance
- ✓ Challenges to free and fair elections

### **Check for understanding questions: Factual :**

- ✓ Ah! So, elections are like exams where politicians and parties know if they have passed or failed. But who are the examiners?
- ✓ Why is the boundary of the Gulbarga Lok Sabha constituency not the same as the district boundary of Gulbarga (Kalaburagi)? Draw a similar map for your own Lok Sabha constituency.
- ✓ How many Assembly constituencies are there in the Gulbarga Lok Sabha constituency? Is it the same in your own Lok Sabha constituency?

### **Open ended questions / Critical thinking :**

- ✓ Ask the eligible voters in your family whether they voted in the last election to the Lok Sabha or to the state assembly. If they did not, ask them why did they not vote. If they did, ask them which party and candidate they voted for and why. Also ask them whether they had participated in any other election-related activity like attending an election meeting or rally etc.

### **Student practice questions and activities :**

#### **Student Practice Questions & Activities (Exercises from workbook / textbooks)**

- ✓ See the map in page 82 and answer the following questions. □ What is the number of Lok Sabha constituencies in your state and the neighbouring two states? □ Which states have more than 30 Lok Sabha constituencies? □ Why do some states have such many constituencies? □ Why are some constituencies small in area while others are very big? □ Are the constituencies reserved for the SCs and STs evenly spread all over the entire country or are there more in some areas? Like in Panchayats, should we not have at least one-third seats in the parliament and assemblies reserved for women?

#### **TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video, National Teachers Repository
- ✓ YouTube Videos, DIKSHA

#### **Assessment :**

- ✓ Why does the Election Commission have so much powers? Is this good for democracy?
- ✓ Why are the candidates required to give a detailed statement of their property?
- ✓ Read the cartoon page 100 : Titled 'Electoral Campaigns', this cartoon was drawn in the Latin American context. Does this apply to India and to other democracies in the world?

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

**Teacher Name** :  
**Subject** : **Social Studies**  
**Class** : **9<sup>th</sup> Class - Civics**  
**Unit** : **4. Working of Institutions**  
**School Name** :  
**No. of Periods** **10**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>4. Working of institutions</i>	How is a major policy decision taken? - A Government Order	1			Democracy is not just about people electing their rulers. In a democracy the rulers must follow some rules and procedures.
	The Decision Makers - Need for Political Institutions	1			President is the head of the state and is the highest formal authority in the country. The Prime Minister and the Cabinet are institutions that take all important policy decisions.
	Parliament - Why do we need a Parliament?	1			In all democracies, an assembly of elected representatives exercises supreme political authority on behalf of the people. In India such a national assembly of elected representatives is called Parliament.
	Two Houses of Parliament	1			In our country, Parliament consists of two Houses. The two Houses are known as the Council of States (Rajya Sabha) and the House of the People (Lok Sabha).
	A day in the life of the Lok Sabha	1			The Minister of Human Resource Development introduced the National Commission for Minority Educational Institutions Bill, 2004.



Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>4. Working of institutions</i>	Political executive - Political and Permanent Executive	1			The advisors working in the Finance Ministry know more about economics than the Finance Minister.
	Prime Minister and Council of Ministers	1			Prime Minister is the most important political institution in the country.
	Powers of the Prime Minister	1			The Constitution does not say very much about the powers of the Prime Minister or the ministers or their relationship with each other.
	The President - The Presidential System	1			While the Prime Minister is the head of the government, the President is the head of the State.
	The Judiciary	1			An independent and powerful judiciary is considered essential for democracies

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Village administration – ward volunteer – Sachivalayam
- ✓ Prime minister – Chief Minister - Parliament
- ✓ MPDO office – MEO office – DEO, Collector
- ✓ Ministers – MLAs, MPs – records - courts

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about Government Order.
- ✓ understand the need for political Institutions.
- ✓ compare the two Houses of Parliament.
- ✓ understand about the Political and Permanent Executive
- ✓ explain the Powers of the Prime Minister.
- ✓ Visit village Sachivalayam and interact with the volunteer.
- ✓ Collect information about The Judiciary and Executive and discuss in the classroom.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the Government Order.</li> <li>➤ I discuss about the need for Political Institutions.</li> <li>➤ I collect information about Prime Minister and Council of Ministers and show the students.</li> <li>➤ I show the PPT about Parliament, Lok Sabha, Rajya Sabha, Prime Minister, Council of Ministers and their powers.</li> <li>➤ I explain the Presidential System and The Judiciary.</li> <li>➤ I explain about the Parliament and how it works for the people of India.</li> <li>➤ I show YouTube video on Lok Sabha and Rajya Sabha.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a list of Prime Ministers and Presidents of India.</li> <li>➤ Students collect information on ‘Which institutions are at work in the running of your school? Would it be better if one person alone took all the decisions regarding management of your school?’</li> <li>➤ When Parliament is in session, there is a special programme everyday on Doordarshan about the proceedings in Lok Sabha and Rajya Sabha. Watch the proceedings or read about it in the newspapers and note the following: <ul style="list-style-type: none"> <li>□ Powers of the two Houses of Parliament.</li> <li>□ Role of the Speaker.</li> <li>□ Role of the Opposition.</li> </ul> </li> <li>➤ Meet the Mayor or Municipal Chairperson of your town or the President of Zilla Parishad of your district and ask him or her about how the city, town or district is administered.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Which points, other than the ones mentioned above, do you recall about these institutions from the previous class? Discuss in class.</li> <li>➤ Can you think of a major decision made by your state government? How were the Governor, the Council of Ministers, the state assembly and the courts involved in that decision?</li> <li>➤ Read the cartoon : Reservation debate was such an important issue during 1990-91 that advertisers used this theme to sell their products. Can you spot some references to political events and debates in these Amul Butter hoardings?</li> <li>➤ List the names of five Cabinet Ministers and their ministries each at the Union level and in your state.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Government Order - The Decision Makers – Need for Political Institutions
- ✓ Parliament – Two Houses of Parliament - Political executive –
- ✓ Prime Minister and Council of Ministers - Powers of the Prime Minister
- ✓ The President - The Presidential System - Executive and the Judiciary

### **Check for understanding questions: Factual :**

- ✓ Why do we need a Parliament?
- ✓ How is a major policy decision taken?
- ✓ Write the powers of the President of India.
- ✓ What are the functions of the Executive?
- ✓ Write about the duties of the Prime Minister and Council of Ministers.
- ✓ Write about the Judiciary.
- ✓ Compare the two Houses of Parliament.

### **Open ended questions / Critical thinking :**

- ✓ Is every Office Memorandum a major political decision? If not, what made this one different?
- ✓ Collect newspapers for the last one week and classify the news related to the working of any of the institutions discussed in this chapter into four groups:  Working of the legislatures  Working of the political executive  Working of the civil services  Working of the judiciary

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks)**

- ✓ Did you protest when the book referred to the Prime Minister as ‘he’? Have we not had a woman Prime Minister? Why should we assume that all the important positions are held by men?
- ✓ What is better for a democracy: A Prime Minister who can do whatever he wishes or a Prime Minister who needs to consult other leaders and parties?
- ✓ Why does this book refer to the President as ‘she’? Have we ever had a woman President in our country?

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video, National Teachers Platform
- ✓ YouTube Videos, DIKSHA

**Assessment :**

- ✓ Why are people allowed to go to courts against the government’s decisions?
- ✓ Prepare a flow chart on the parliament.
- ✓ Follow the news about any major court case in a High Court or the Supreme Court. What was the original verdict? Did the High Court or the Supreme Court change it? What was the reason?

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

**Teacher Name** :  
**Subject** : **Social Studies**  
**Class** : **9<sup>th</sup> Class - Civics**  
**Unit** : **5. Democratic Rights**  
**School Name** :  
**No. of Periods** : **08**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>5. Democratic Rights</i>	Life without rights - Prison in Guantanamo Bay	1			Amnesty International is an international human rights organisation.
	Citizens' Rights in Saudi Arabia - Ethnic massacre in Kosovo	1			The country is ruled by a hereditary king and the people have no role in electing or changing their rulers.
	Rights in a democracy - what are rights?	1			Rights are claims of a person over other fellow beings, over the society and over the government.
	Why do we need rights in a democracy?	1			Rights are necessary for the very sustenance of a democracy.
	Rights in the Indian constitution	1			Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights,
	How can we secure these rights?	1			The fundamental rights in the Constitution are important because they are enforceable.
	National Human Rights Commission	1			The NHRC is there to make independent and credible inquiry into any case of violation of human rights.
	Expanding scope of rights	1			Right to information Act was made under the Fundamental Right to freedom of thought and expression.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Democracy – Monarchy – Dictator rule
- ✓ Socialism – Communism – Governments
- ✓ Constitution of India – Rights and duties
- ✓ Need of the rights – rights and development

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know Life without rights
- ✓ understand relationship between freedom and rights
- ✓ compare rights in democracy with rule in dictatorship.
- ✓ understand the importance of the rights.
- ✓ Study the rights in the Indian constitution
- ✓ Visit any library / internet to know more about rights.
- ✓ Collect information about human rights around the world.



<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>
<ul style="list-style-type: none"> <li>➤ I explain about the Citizens” Rights.</li> <li>➤ I discuss about Rights in a democracy.</li> <li>➤ I show the PPT on ‘Rights in the Indian constitution’</li> <li>➤ I explain about ‘How can we secure these rights?’</li> <li>➤ I collect various information about rights and present in the classroom.</li> <li>➤ I compare the rights in India with any other countries.</li> <li>➤ I ask Why do we need rights in a democracy?</li> <li>➤ I discuss can we live happily without rights.</li> <li>➤ I explain Right to Freedom, Right to Equality, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights</li> </ul>	<ul style="list-style-type: none"> <li>➤ Go to the playground of the school or any stadium and watch a 400 meter race on any track. Why are the competitors in the outer lane placed ahead of those in the inner lane at the starting point of the race? What would happen if all the competitors start the race from the same line? Which of these two would be an equal and fair race? Apply this example to a competition for jobs.</li> <li>➤ Observe any big public building. Is there a ramp for physically handicapped? Are there any other facilities that make it possible for physically handicapped to use the building in the same way as anyone else? Should these special facilities be provided, if it leads to extra expenditure on the building? Do these special provisions go against the principle of equality?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a letter to Anas Jamil in UK, describing your reactions after reading his letter to Tony Blair.</li> <li>➤ <input type="checkbox"/> Write a letter from Batisha in Kosovo to a woman who faced a similar situation in India.</li> <li>➤ <input type="checkbox"/> Write a memorandum on behalf of women in Saudi Arabia to the Secretary General of the United Nations.</li> <li>➤ Do you know what the minimum wages in your state are? If not, can you find out? Speak to five people doing different types of work in your neighbourhood and find out if they are earning the minimum wages or not. Ask them if they know what the minimum wages are. Ask them if men and women are getting the same wages.</li> <li>➤ Is there a State Human Rights Commission in your state? Find out about its activities. Write a petition to the NHRC if you know any instances of human rights violation in your area.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Life without rights - Rights in a democracy - Rights in the Indian constitution
- ✓ Right to Equality - Right to Freedom - Right against Exploitation
- ✓ Right to Freedom of Religion - Cultural and Educational Rights
- ✓ National Human Rights Commission - Expanding scope of rights

### **Check for understanding questions: Factual :**

- ✓ What are the examples of elected governments not protecting or even attacking the rights of their own citizens?  
Why do they do that?
- ✓ If you were a Serb, would you support what Milosevic did in Kosovo? Do you think his project of establishing Serb dominance was good for the Serbs?

### **Open ended questions / Critical thinking :**

- ✓ The Constitution does not give people their religion. Then how can it give people the right to practice their religion?
- ✓ If there is no provision of fundamental rights, what would happen?
- ✓ Write about the National Human Rights Commission.
- ✓ Compare the citizens rights in Saudi Arabia and India.
- ✓ How can we secure the fundamental rights?
- ✓ “We need the fundamental rights to free and fair development.” – Comment.
- ✓ Can the President of India stop you from approaching the Supreme Court to secure your fundamental rights?

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks)**

- ✓ Write about the fundamental rights.
- ✓ Everyone knows that the rich can have better lawyers in the courts. What is the point in talking about equality before law?

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video, National Teachers Platform
- ✓ YouTube Videos, DIKSHA

**Assessment :**

- ✓ Should the freedom of expression be extended to those who are spreading wrong and narrowminded ideas? Should they be allowed to confuse the public?
- ✓ Are these cases instances of violation of right to freedom? If yes, which constitutional provision does each of these violate?
- ✓ Based on the news reports in page no. 166 write a letter to the editor or a petition to a court highlighting the violation of right against exploitation:

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

Teacher Name :  
Subject : Social Studies  
Class : 9<sup>th</sup> Class Economics  
Unit : 1. The Story of Village Palampur  
School Name :  
No . of Periods : 08

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>1. The Story of Village Palampur</i>	Overview - Introduction	1			Palampur is well-connected with neighbouring villages and towns.
	Organisation of Production	1			The aim of production is to produce the goods and services that we want.
	Farming in Palampur 1, 2,	1			Farming is the main production activity in Palampur.
	Farming in Palampur 3, 4	1			Land being a natural resource, it is necessary to be careful in its use.
	Farming in Palampur 5, 6, 7	1			After land, labour is the next necessary factor for production.
	Non-Farm Activities in Palampur - 1	1			Dairy is a common activity in many families of Palampur.
	Non-Farm Activities in Palampur - 2, 3, 4	1			There are variety of vehicles on the road connecting Palampur to Raiganj.
	Let's Discuss - Summary - Exercises	1			The medium and large farmers can use their own savings from production to arrange for capital during the next season.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Agriculture – farming activities – labour
- ✓ Land – capital – farmers – transport system
- ✓ Production – Markets – surplus production
- ✓ Dairy – Poultry – shopkeepers

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about the Organisation of Production.
- ✓ understand Land is fixed.
- ✓ compare the Farm Activities with Non-Farm Activities.
- ✓ understand about Transport: a fast-developing sector
- ✓ explain the Farming in Palampur.
- ✓ visit agricultural land in their village and interact with the farmers.
- ✓ collect information about Dairy - the other common activity in villages.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>	<b>Check for understanding questions</b>
<ul style="list-style-type: none"> <li>➤ I explain about the Organisation of Production.</li> <li>➤ I discuss about The capital needed in farming.</li> <li>➤ I show the PPT about ‘The story of village Palampur’.</li> <li>➤ I explain the farm activities in the villages.</li> <li>➤ I discuss about the Non-Farm Activities in Palampur.</li> <li>➤ I discuss about the Transport: a fast-developing sector.</li> <li>➤ I explain about Dairy — the other common activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a list of farm activities and nonfarm activities.</li> <li>➤ Students collect information about ‘Dairy’ farming in the rural areas.</li> <li>➤ Students visit any agricultural land and collect information about the crops, labour, seeds, water facilities, loan facilities, capital for agriculture, production, markets and discuss in the classroom.</li> <li>➤ Students prepare an album on various crops.</li> <li>➤ Students visit a dairy and interact with the farmer.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The following Table 1.1 shows the land under cultivation in India in units of million hectares. Plot this on the graph provided. What does the graph show? Discuss in class.</li> <li>➤ After reading the following reports from newspapers/magazines, write a letter to the Agriculture Minister in your own words telling him how the use of chemical fertilisers can be harmful.</li> <li>➤ In the Picture 1.5, can you shade the land cultivated by the small farmers? • Why do so many families of farmers cultivate such small plots of land?</li> </ul>	<ul style="list-style-type: none"> <li>➤ What is the difference between multiple cropping and modern farming method?</li> <li>➤ Why are farm labourers like Dala and Ramkali poor?</li> <li>➤ Define capital.</li> <li>➤ Write suggestions to improve farm activities.</li> <li>➤ Write a letter to a farmer in Palampur on how to develop Dairy.</li> <li>➤ Define surplus production.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Overview – Introduction - Organisation of Production –
- ✓ Farming in Palampur
- ✓ Non-Farm Activities in Palampur - Let's Discuss

### **Check for understanding questions: Factual :**

- ✓ The distribution of farmers in India and the amount of land they cultivate is given in the following Graph 1.1. Discuss in the classroom.
- ✓ What are the factors of production?
- ✓ What is fixed capital?
- ✓ What is working capital?

### **Open ended questions / Critical thinking :**

- ✓ Identify the work being done on the field in the Pictures 1.6 and arrange them in a proper sequence.
- ✓ Compare the production of wheat by the three farmers over the years.
- ✓ What happens to Farmer 3 in Year 3? Can he continue production? What will he have to do to continue production?
- ✓ In what ways is Kareem's capital and labour different from Mishrilal's?
- ✓ Why didn't someone start a computer centre earlier? Discuss the possible reasons.



**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)**

- ✓ Define the term Land.
- ✓ What are the non farming activities?

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video, National Teachers Repository
- ✓ YouTube Videos, DIKSHA

**Assessment :**

- ✓ What capital did Mishrilal need to set up his jaggery manufacturing unit?
- ✓ Who provides the labour in this case?
- ✓ Can you guess why Mishrilal is unable to increase his profit?
- ✓ Could you think of any reasons when he might face a loss?
- ✓ Why does Mishrilal sell his jaggery to traders in Shahpur and not in his village?

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

Teacher Name :  
Subject : Social Studies  
Class : 9<sup>th</sup> Class - Economics  
Unit : 2 People as Resource  
School Name :  
No. of Periods : 07

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>2. People as Resource</i>	Overview - Green Revolution	1			Investment in human capital yields a return just like investment in physical capital.
	Story of Sakal - Story of Vilas	1			There were two friends Vilas and Sakal living in the same village Semapur.
	Economic Activities by Men and Women	1			Primary sector includes agriculture, forestry, animal husbandry, fishing, poultry farming, mining and quarrying.
	Quality of Population – Education, Health	1			The quality of the population ultimately decides the growth rate of the country.
	Unemployment	1			Unemployment is said to exist when people who are willing to work at the going wages cannot find jobs.
	Story of a Village	1			There was a village inhabited by several families. Each family produced enough to feed its members.
	Summary - Exercises	1			The chapter also discusses about the economic activities undertaken in the three sectors of the economy.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Population – Density of population – Education
- ✓ Health and public facilities – employment
- ✓ Agriculture – Industries – service sector
- ✓ High Yielding Varieties – Irrigation facilities

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about the Green Revolution.
- ✓ understand the relation between development and employment.
- ✓ compare employment and unemployment.
- ✓ understand education and health facilities.
- ✓ explain the Quality of Population.
- ✓ explain Economic Activities by Men and Women
- ✓ collect information about economic activities in the village.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>	<b>Check for understanding questions</b>
<ul style="list-style-type: none"> <li>➤ I discuss about the Green Revolution which was implemented in India during 1960s-70s.</li> <li>➤ I explain the relation between development and employment.</li> <li>➤ I compare the employment with unemployment.</li> <li>➤ I discuss about the education and health facilities.</li> <li>➤ I explain the Quality of Population.</li> <li>➤ I explain Economic Activities by Men and Women.</li> <li>➤ I narrate the story of Sakal, Vilas and a village.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Do you notice any difference between the two friends? What are those?</li> <li>➤ Visit a nearby village or a slum area and write down a case study of a boy or girl of your age facing the same condition as Vilas or Sakal.</li> <li>➤ Visit a village or colony located near to your residential area and note down the various activities undertaken by the people of that village or colony.</li> <li>➤ If this is not possible, ask your neighbour what is their profession?</li> <li>➤ In which of the three sectors will you categorise their work?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Looking at the photograph given in page no. 44 can you explain how a doctor, teacher, engineer and a tailor are an asset to the economy?</li> <li>➤ Say whether these activities are economic or non-economic activities: Vilas sells fish in the village market. Vilas cooks food for his family. Sakal works in the private firm. Sakal looks after his younger brother and sister.</li> <li>➤ Count the number of boys and girls studying in your school or in your neighbouring co-ed school. Ask the school administrator to provide you with the data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has the literacy rates of the population increased since 1951?</li> <li>➤ In which year India has the highest literacy rates?</li> <li>➤ Why literacy rate is high among the males of India?</li> <li>➤ Why are women less educated than men?</li> <li>➤ How would you calculate literacy rate in India?</li> <li>➤ What is your projection about India's literacy rate in 2025?</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Overview – Green Revolution - Story of Sakal –
- ✓ Story of Vilas - Economic Activities by Men and Women
- ✓ Quality of Population – Education, Health - Unemployment
- ✓ Story of a Village

### **Check for understanding questions: Factual :**

- ✓ Is the increase in the number of colleges adequate to admit the increasing number of students?
- ✓ Do you think we should have a greater number of universities?
- ✓ What is the increase noticed among the teachers in the year 2015–16?
- ✓ How is human resource different from other resources like land and physical capital?
- ✓ What is the role of education in human capital formation?
- ✓ What is the role of health in human capital formation?

### **Open ended questions / Critical thinking :**

- ✓ What do you understand by 'people as a resource'?
- ✓ Do you think the increase in the number of doctors and nurses is adequate for India? If not, why?
- ✓ What other facilities would you like to provide in a hospital?
- ✓ Discuss about the hospital you have visited?
- ✓ Draw a graph using the table given in the page 58.

### **Student practice questions and activities :**

#### **Student Practice Questions & Activities (Exercises from workbook / textbooks)**

- ✓ What is the percentage increase in dispensaries from 1951 to 2020?
- ✓ What part does health play in the individual's working life?
- ✓ What are the various activities undertaken in the primary sector, secondary sector and tertiary sector?
- ✓ What is your idea about future colleges and universities?
- ✓ Why are women employed in low paid work?
- ✓ How will you explain the term unemployment?
- ✓ What is the percentage increase in doctors and nursing personnel from 1951 to 2020?

#### **TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video, National Teachers Repository
- ✓ YouTube Videos, DIKSHA

#### **Assessment :**

- ✓ Visit a nearby hospital, either government or private and note down the following details.
- ✓ How many beds are there in the hospital you have visited?

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# LESSON PLAN

Teacher Name :  
Subject : Social Studies  
Class : 9<sup>th</sup> Class - Economics  
Unit : 3. Poverty as a Challenge  
School Name :  
No. of Periods : 09



Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>3. Poverty as a Challenge</i>	Overview - Two Typical Cases of Poverty	1			Roughly 270 million or 27 crore people in India live in poverty in 2011-12.
	Vulnerability - Social exclusion	1			Vulnerability is determined by the options available to different communities for finding an alternative living.
	Poverty Line	1			At the centre of the discussion on poverty is usually the concept of the “poverty line”.
	Poverty Estimates	1			There is a substantial decline in poverty ratios in India from about 45 % to 37.2 %.
	Vulnerable Groups	1			Social groups, which are most vulnerable to poverty are SC and ST households.
	Story of Sivaraman	1			Sivaraman an Arjunthathiyar (cobbler) by caste now works as an agricultural labourer for Rs 160 per day.
	Inter-State Disparities - Global Poverty Scenario	1			Poverty in India also has another aspect or dimension.
	Causes of Poverty - Anti-Poverty Measures	1			Another feature of high poverty rates has been the huge income inequalities.
	The Challenges Ahead	1			Poverty has certainly declined in India.
	Summary - Exercises				Normally, poverty is measured through the concept of “poverty line”.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Rural and Urban areas – economic disparities
- ✓ Poor and rich – Professions – income levels
- ✓ Standard of living – cost of living
- ✓ Needs – wants – comforts

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about the social status of the people in India.
- ✓ understand the concept of Poverty.
- ✓ compare rich people with poor people.
- ✓ understand cost of living and causes of poverty.
- ✓ explain Anti-Poverty Measures
- ✓ estimates Poverty in his street / village.
- ✓ Indicate solutions to overcome poverty.

<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>	<b>Check for understanding questions</b>
<ul style="list-style-type: none"> <li>➤ I explain about the concept of poverty.</li> <li>➤ I discuss about the social status of the people in India.</li> <li>➤ I discuss the concept of Poverty line.</li> <li>➤ I compare rich people with poor people.</li> <li>➤ I discuss the cost of living and causes of poverty.</li> <li>➤ I explain the Causes of Poverty - Anti-Poverty Measures.</li> <li>➤ I discuss the solutions to overcome poverty.</li> <li>➤ I discuss about the Vulnerable Groups.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students study the cases of poverty and discuss the following issues related to poverty: <ul style="list-style-type: none"> <li>➤ Landlessness</li> <li>➤ Unemployment</li> <li>➤ Size of families</li> <li>➤ Illiteracy</li> <li>➤ Poor health/malnutrition</li> <li>➤ Child labour</li> <li>➤ Helplessness</li> </ul> </li> <li>➤ Students discuss the following: <ul style="list-style-type: none"> <li>➤ Why do different countries use different poverty lines?</li> <li>➤ What do you think would be the “minimum necessary level” in your locality?</li> </ul> </li> <li>➤ Identify the area of the globe which has the largest concentration of the poor.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe some of the poor families around you and try to find the following: <ul style="list-style-type: none"> <li>➤ Which social and economic group do they belong to?</li> <li>➤ Who are the earning members in the family?</li> <li>➤ What is the condition of the old people in the family?</li> <li>➤ Are all the children (boys and girls) attending schools?</li> </ul> </li> <li>➤ Study the Graph 3.2 and do the following: Identify the three states where the poverty ratio is the highest.</li> <li>➤ Identify the three states where poverty ratio is the lowest.</li> <li>➤ Study the Graph 3.4 and do the following: <ul style="list-style-type: none"> <li>• Identify the areas of the world, where poverty ratios have declined.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ What is poverty?</li> <li>➤ What is poverty line?</li> <li>➤ What are the causes for the poverty?</li> <li>➤ Write slogans on poverty.</li> <li>➤ Write measures to control poverty.</li> <li>➤ What institutional changes must made to overcome poverty.</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Overview - Two Typical Cases of Poverty - Vulnerability - Social exclusion
- ✓ Poverty Line - Poverty Estimates - Vulnerable Groups
- ✓ Story of Sivaraman - Inter-State Disparities - Global Poverty Scenario
- ✓ Causes of Poverty - Anti-Poverty Measures - The Challenges Ahead

### **Check for understanding questions: Factual :**

- ✓ Even if poverty ratio declined between 1993–94 and 2004–05, why did the number of poor remain at about 407 million?
- ✓ What do you understand by human poverty?
- ✓ Who are the poorest of the poor?
- ✓ What are the main features of the National Rural Employment Guarantee Act 2005?

### **Open ended questions / Critical thinking :**

- ✓ Identify the social and economic groups which are most vulnerable to poverty in India.
- ✓ Describe poverty trends in India since 1973?
- ✓ Describe how the poverty line is estimated in India?
- ✓ Give an account of interstate disparities of poverty in India.

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks)**

- ✓ Do you think that present methodology of poverty estimation is appropriate?
- ✓ Discuss the major reasons for poverty in India?
- ✓ Estimate the poverty line of your village.
- ✓ Identify the Vulnerable Groups in your village.

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video, National Teachers Repository
- ✓ YouTube Videos, DIKSHA

**Assessment :**

- ✓ Describe global poverty trends.
- ✓ Are the dynamics of poverty reduction the same in rural and urban India?
- ✓ Describe current government strategy of poverty alleviation?
- ✓ Interpret the story of Sivaraman.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*

# **LESSON PLAN**

Teacher Name :  
Subject : Social Studies  
Class : 9<sup>th</sup> Class - Economics  
Unit : 4. Food Security in India  
School Name :  
No. of Periods : 08

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>4. Food Security in India</i>	Overview – food security	1			Food is as essential for living as air is for breathing.
	Who are food-insecure? - Story of Ramu	1			The declaration further recognises that “poverty eradication is essential to improve access to food”.
	Story of Ahmad	1			Ahmad is a rickshaw puller in Bangalore.
	What is Buffer stock?	1			Buffer Stock is the stock of foodgrains, namely wheat and rice, procured by the government through the Food Corporation of India (FCI).
	What is the Public Distribution System?	1			The food procured by the FCI is distributed through government regulated ration shops among the poorer section of the society.
	Current Status of Public the Distribution System	1			Public Distribution System (PDS) is the most important step taken by the Government of India towards ensuring food security.
	Antyodaya Anna Yojana (AAY)	1			AAY was launched in December 2000.
	Role of cooperatives in food security - Summary - Exercises	1			The cooperative societies set up shops to sell low priced goods to poor people.

**Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):**

- ✓ Agriculture – crops – cropping pattern
- ✓ Cropping seasons – famines - floods
- ✓ Monsoons – seasons –weather and climate
- ✓ Ration shops – crop damage – government policies

**Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)**

*The students will be able to :*

- ✓ know about food security.
- ✓ understand about food insecure people.
- ✓ compare floods and famines in cropping seasons.
- ✓ understand about the Buffer stock.
- ✓ explain about the Public Distribution System.
- ✓ visit a ration shop and collect information.
- ✓ collect information about Antyodaya holders.



<b>Explicit Teaching / Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>	<b>Check for understanding questions</b>
<ul style="list-style-type: none"> <li>➤ I explain about foodgrains availability and food security.</li> <li>➤ I discuss about cropping pattern in India.</li> <li>➤ I explain about floods and famines.</li> <li>➤ I conduct a discussion on Buffer stock.</li> <li>➤ I explain about the Public Distribution System.</li> <li>➤ I visit a ration shop and collect information of present situation of PDS, Antyodaya holders.</li> <li>➤ I explain the role of cooperatives in food security.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students visit some farms in a nearby village and collect the details of food crops cultivated by the farmers.</li> <li>➤ Students observe the Graph 4.1 and answer the following questions: (a) In which year did our country cross the 200 Million tonne per year mark in foodgrain production? (b) In which decade did India experience the highest decadal increase in foodgrain production? (c) Is production increase consistent in India since 2000–01?</li> <li>➤ Students gather more information about famines in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What do you see in Picture 4.1?</li> <li>➤ Which age group is seen in the first picture?</li> <li>➤ Can you say that the family shown in the Picture 4.2 is a poor family? why?</li> <li>➤ Visit your area's ration shop and get the following details</li> <li>➤ When does the ration shop open?</li> <li>➤ What are the items sold at the ration shop?</li> <li>➤ Compare the prices of rice and sugar from the ration shop with the prices at any other grocery shop? (for families below poverty line)</li> <li>➤ Find out: Do you have a ration card?</li> <li>➤ What has your family recently bought with this card from the ration shop?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why is Ramu unemployed for about four months in a year?</li> <li>➤ What does Ramu do when he is unemployed?</li> <li>➤ Who are supplementing income in Ramu's family?</li> <li>➤ Why does Ramu face difficulty when he is unable to have work?</li> <li>➤ When is Ramu food insecure?</li> <li>➤ What is the Public Distribution System?</li> </ul>

## **TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)**

- ✓ Food security - Who are food-insecure.
- ✓ Story of Ramu - Story of Ahmad -
- ✓ Buffer stock - Public Distribution System.
- ✓ Antyodaya Anna Yojana (AAY) - Role of cooperatives

### **Check for understanding questions: Factual :**

- ✓ Study the Graph 4.2 and answer the following questions:
- ✓ In which recent year foodgrain stock with the government was maximum?
- ✓ What is the minimum buffer stock norm for the FCI?
- ✓ Why were the FCI granaries overflowing with foodgrains?
- ✓ Why is agriculture a seasonal activity?

### **Open ended questions / Critical thinking :**

- ✓ Some people say that the Bengal famine happened because there was a shortage of rice. Study the table and find out whether you agree with the statement?
- ✓ A section of people in India are still without food. Explain?
- ✓ What happens to the supply of food when there is a disaster or a calamity?
- ✓ Why is buffer stock created by the government?
- ✓ Which year shows a drastic decline in food availability?

**Student practice questions and activities :**

**Student Practice Questions & Activities (Exercises from workbook / textbooks)**

- ✓ Can you imagine the source of livelihood of the people, (shown in two Pictures) before the occurrence of famine?  
(In the context of a village)
- ✓ Find out what type of help is given to the victims of a natural calamity at a relief camp.
- ✓ Have you ever helped such victims (in the form of money, food, clothes, medicines etc.)

**TLM s (Digital + Print) :**

- ✓ Wikipedia, NCERT textbooks and solutions.
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs, Documentary video, National Teachers Repository
- ✓ YouTube Videos, DIKSHA

**Assessment :**

- ✓ How is food security ensured in India?
- ✓ Which are the people more prone to food insecurity?
- ✓ Which states are more food insecure in India?
- ✓ Gather detailed information about some of the programmes initiated by the government, which have food component.

*Signature of the teacher*

*Signature of the Headmaster*

*Signature of the visiting officer*