



Resources

LESSON PLAN

- *Teacher Name*
- *Subject* : *Social Studies*
- *Class* : *8th Class*
- *Unit* : *1. RESOURCES*
- *School Name*
- *No. of Periods* : *06*

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
R E S O U R C E S	Introduction, Concept of Resources	1			Value means worth. Some resources have economic value, some do not.
	Types of Resources, Natural Resources	2			Resources are generally classified into natural, human made and human.
	Human Made Resources Human Resources	1			Sometimes, natural substances become resources only when their original form has been changed.
	Conserving Resources	2			Using resources carefully and giving them time to get renewed is called resource conservation.

Prior Concept/Skills:

Look at the fig and say what do you observe in the figure.

1. Name some things you see in the kitchen.
2. Name some things you use in the classroom.
3. Name some things your teacher uses in the classroom.
4. Name some things you use your surroundings..
5. What are materials required for building construction?
6. Name the items of value in it.



Soils



Gold

Silver

Minerals

Learning Outcomes:

The students will be able to :

- concept of the Resources .
- classifying resources into different types.
- many ways of conserving resources
- understand the sustainable development
- understand the future of our planet and its people is linked with our ability to maintain and preserve the life support system that nature provides.



TEACHING LEARNING PROCESS - INDUCTION/INTRODUCTION.

1. (Observe the classroom) Name the things you Identify in your classroom.
2. (Observe the school premises) Name the things you Identify in your school premises.
3. Where do these animals live ?
4. What materials do you use ?
5. What items does your father use ?
6. Which of these are valuable items ?



CONSERVING RESOURCES

- Using resources carefully and giving them time to get renewed is called resource conservation.
- Balancing the need to use resources and conserve them for the future is called sustainable development.

SOME WAYS OF CONSERVING RESOURCES.

Reducing consumption , Recycling , Reusing.



Experience and Reflection :

- ✓ Which resources have some value ?
- ✓ Name some valuable resources.
- ✓ Who should protect resources?
- ✓ How to conserve resources?
- ✓ How do you save water from wastage ?
- ✓ What happened if we don't protect resources?



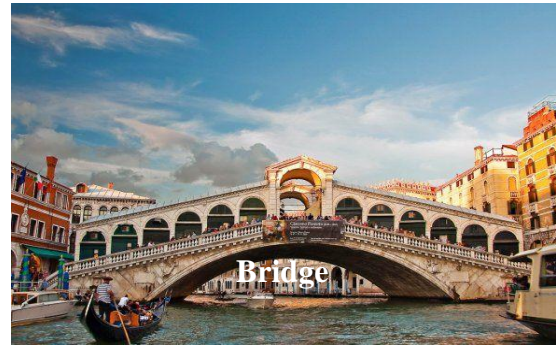
	Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check For Understanding Questions
Period 1	<ol style="list-style-type: none"> 1. Discuss with the students about the Concept of Resources 2. Exhibits a charts of resources and explains about the concept of resources 	<ol style="list-style-type: none"> 1. Textbook Page No : 3 Activity Circle those resources from Amma's list that are regarded as having no commercial value. 	<ol style="list-style-type: none"> 1. List out five resources you use in your home and five you use in your classroom. 	<ol style="list-style-type: none"> 1. What is a Resource? 2. How does something become a resource? 3. What is Patent? 4. What is the most important resource? 5. What are two important factors that can change substances into resources?

Explicit Teaching / Teacher Modelling (I Do)		Group Work (We Do)	Independent Work (You Do)	Check For Understanding Questions
Period 2 & 3	<ol style="list-style-type: none"> 1. Discussion and Explanation of different types resources and Natural Resources 2. Exhibits a Flow chart of Different types of resources and explains the resources 	Text book Page No : 3 Activity Circle those resources from Amma’s list that are regarded as having no commercial value.	<ol style="list-style-type: none"> 1. List out some Renewable resources. 2. List out some Non – Renewable resources 	<ol style="list-style-type: none"> 1. How many types of resources ? What are they ? 2. What is Natural Resources? 3. How many types of Natural Resources ? What are they ? 4. Think of a few renewable Resources and mention How their stock may get affected by overuse.
Period 4	<ol style="list-style-type: none"> 1. Discuss and Explanation about Human Made Resources, and Human Resources with the help of a chart. 	<ol style="list-style-type: none"> 1. Make a list of not resource things and Name the resource extracted from it. 	<ol style="list-style-type: none"> 1. Make a list of five human made resources that you can observe around you. 	<ol style="list-style-type: none"> 1. Which is known as human resource development? 2. Which are known as human made resources 3. Is Iron ore is a resource?
Period 5 & 6	<ol style="list-style-type: none"> 1. Through read the nightmare of Mona Discussion and Explanation about the Conserving Resources 	<ol style="list-style-type: none"> 1. Students Role Play About the Conserving Resources. 2. Students discuss in groups and Write about Sustainable Development. 	<ol style="list-style-type: none"> 1. Mention some ways to consere resources. 	<ol style="list-style-type: none"> 1. What is resource conservation? 2. What is sustainable Development? 3. What are the future consequences if the resource is destroyed?

Check for understanding questions:

Factual :

1. What is Utility or usability?
2. How do things become resources?
3. Do all resources have value?
4. How are resources classified?
5. Define natural resources?



Open ended questions / Critical thinking :

1. What would happen if this resource disappeared?
2. Can you explain why the wind is an important resource now?
3. Pretend that you live in the prehistoric times on a high windy plateau. What are the uses you and your friends could put the fast winds to? Can you call the wind a resource?

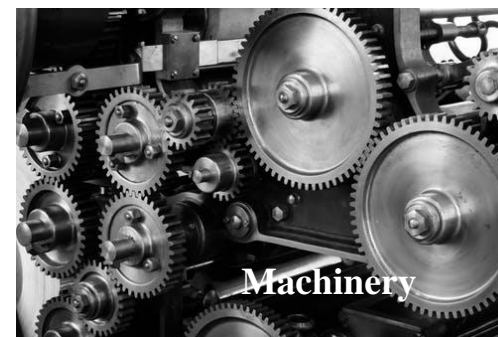
Student practice questions and activities :

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

- ✓ What are the factors that can change substances into resources?
- ✓ What is Human Resources Development?
- ✓ What is meant by resource conservation?

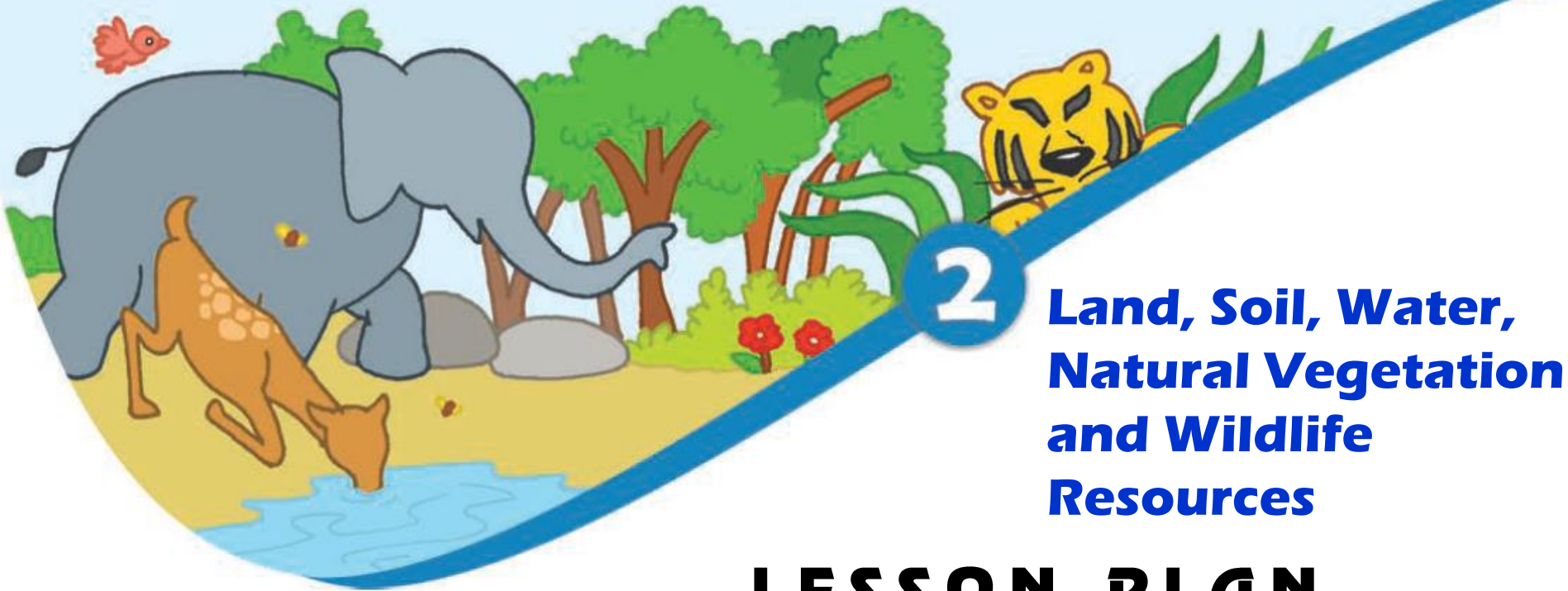
TLM s (Digital + Print) :

- ✓ Pictures download from internet,
- ✓ Flow Charts,
- ✓ Related Images
- ✓ PPT etc.,



Assessment :

- ✓ 1. What is Resource ?
- ✓ 2. How does something become a resource?
- ✓ 3. What is Technology?
- ✓ 4. What are Renewable resources ?
- ✓ 5. What are Non- Renewable resources ?
- ✓ 6. How to conserve resources?
- ✓ 7. What are the future consequences if the resource is destroyed?
- ✓ 8. How to save water ?



Land, Soil, Water, Natural Vegetation and Wildlife Resources

LESSON PLAN

- **Teacher Name**
- **Subject** : **Social Studies**
- **Class** : **8th Class**
- **Unit** : **2 Land, Soil, Water, Natural
Vegetation and Wildlife Resources**
- **School Name**
- **No. of Periods** : **10**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>Land, Soil, Water, Natural Vegetation and Wildlife Resources</i>	Land - Land Use	1			Land is among the most important natural resources.
	Conservation of Land resource	1			Growing population and their ever-growing demand has led to a large-scale destruction of forest cover and arable land and has created a fear of losing this natural resource.
	Soil – Landslides -	1			The thin layer of grainy substance covering the surface of the earth is called soil.
	Factors of soil formation	1			The major factors of soil formation are the nature of the parent rock and climatic factors.
	Degradation of soil and Conservation measures	1			Soil erosion and depletion are the major threats to soil as a resource. Both human and natural factors can lead to degradation of soils.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>Land, Soil, Water, Natural Vegetation and Wildlife Resources</i>	Water	1			Water is a vital renewable natural resource. Threefourth's of the earth's surface is covered with water.
	Problems of Water availability - Conservation of Water resources	1			There is scarcity of water in many regions of the world.
	Natural vegetation and Wildlife	1			Natural vegetation and wildlife exist only in the narrow zone of contact between the lithosphere, hydrosphere and atmosphere that we call biosphere.
	Distribution of natural vegetation	1			The growth of vegetation depends primarily on temperature and moisture.
	Conservation of natural vegetation and Wildlife	1			Forests are our wealth. Plants give shelter to the animals and together they maintain the ecosystem.

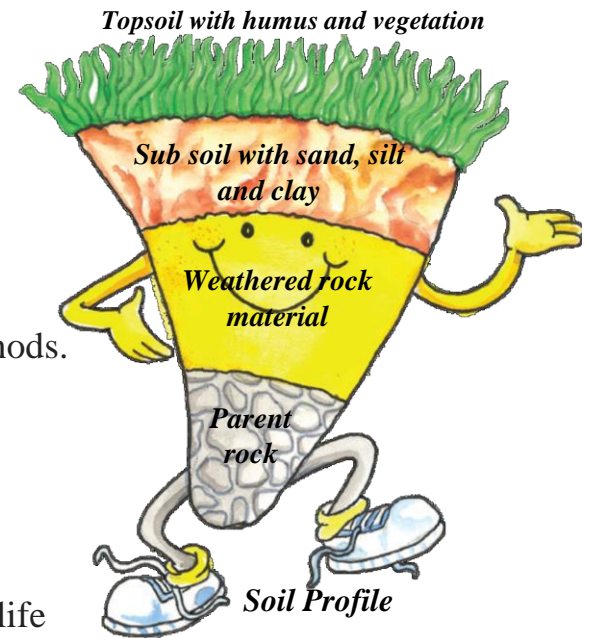
Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):

- ✓ Resources – Natural resources
- ✓ Land, Water, Air, Rain, Canals, Rivers, Oceans
- ✓ Mining, Electricity, Forests, Wild animals.

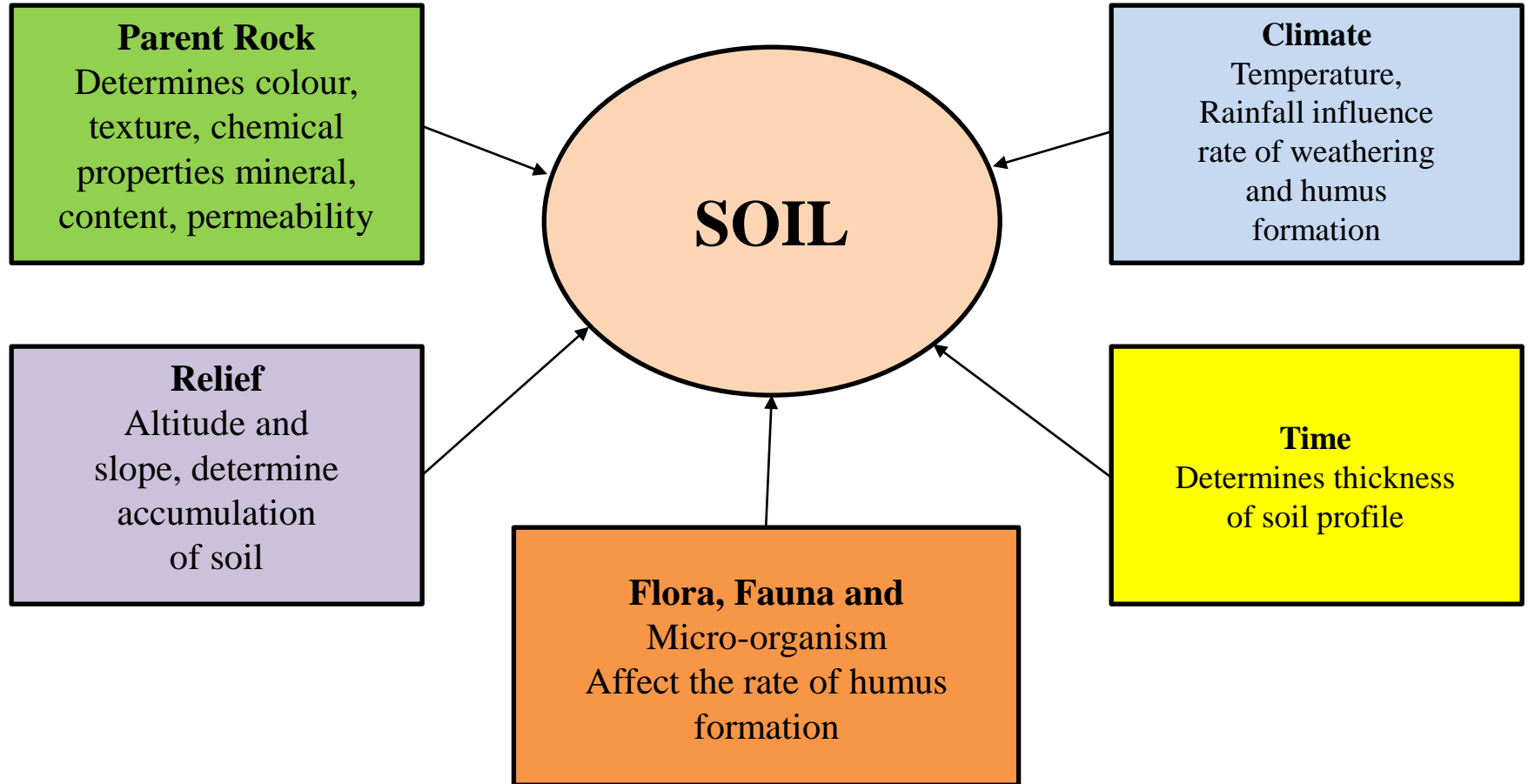
Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)

The students will be able to :

- Know about Land - Land Use
- understand the Degradation of soil and Conservation Measures
- Collect and discuss about Factors of soil formation
- understand Problems of Water availability and water conservation methods.
- explain Natural vegetation and Wildlife
- Visit forests and collect information and discuss in the classroom.
- Collect information about Conservation of natural vegetation and Wildlife



MIND MAP



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

- Land - Land Use - Conservation of Land resource - Soil – Landslides - Factors of soil formation
- Water - Problems of Water availability - Conservation of Water resources
- Natural vegetation and Wildlife - Distribution of natural vegetation
- Conservation of natural vegetation and Wildlife

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the “Land and the Land Use in the classroom. ➤ I discuss about “Conservation of Land resource with students. ➤ I collect information and discuss about Soil and Landslides. ➤ I show a PPT about “The Factors of soil formation and Degradation of soil and Conservation Measures etc. 	<ul style="list-style-type: none"> ➤ Prepare a list of “Natural Vegetation and Wildlife Resources” ➤ Students collect information about water and land, and forest. ➤ Students observe the land, type of soil and water availability in the region they live. Discuss in the class, how it has influenced the lifestyle of people there. 	<ul style="list-style-type: none"> ➤ Students talk to some elderly person in their family or neighbourhood and collect information about changes in the land use over the years, in the place where they live. ➤ Students display their findings on a bulletin board in their classroom.

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I show “Water” in the classroom. ➤ I explain about the sources of water availability and pollution of water. ➤ I discuss about “The Problems of Water availability and Conservation of Water resources for the future.” ➤ I show a PPT on “Natural vegetation and Wildlife” around us. ➤ I show a video on the Distribution of natural vegetation. ➤ I write slogans on “Conservation of natural vegetation and Wildlife”. 	<ul style="list-style-type: none"> ➤ Students collect different types of soils and show in the classroom and prepare a detailed report. ➤ Students Textual Activity : Take two trays A and B of same size. Make six holes at one end of these trays and then fill them with the same amount of soil. ➤ Students visit a National Park to know about natural vegetation and wildlife - A natural area designated to protect the ecological integrity of one or more ecosystems for the present and the future generations 	<ul style="list-style-type: none"> ➤ Students Activity : In India soils could be alluvial, black, red, laterite, desertic and mountain soil. ➤ Students Collect a handful of different types of soil and observe. How are they different? ➤ Discuss some more reasons which are responsible for changes of land use pattern. Has your place undergone any change in the land use pattern in recent years? ➤ Based on the table you have just completed, draw a picture of land use patterns that you foresee in your neighbourhood after 20 years. Why do you think that land use patterns change over the years?

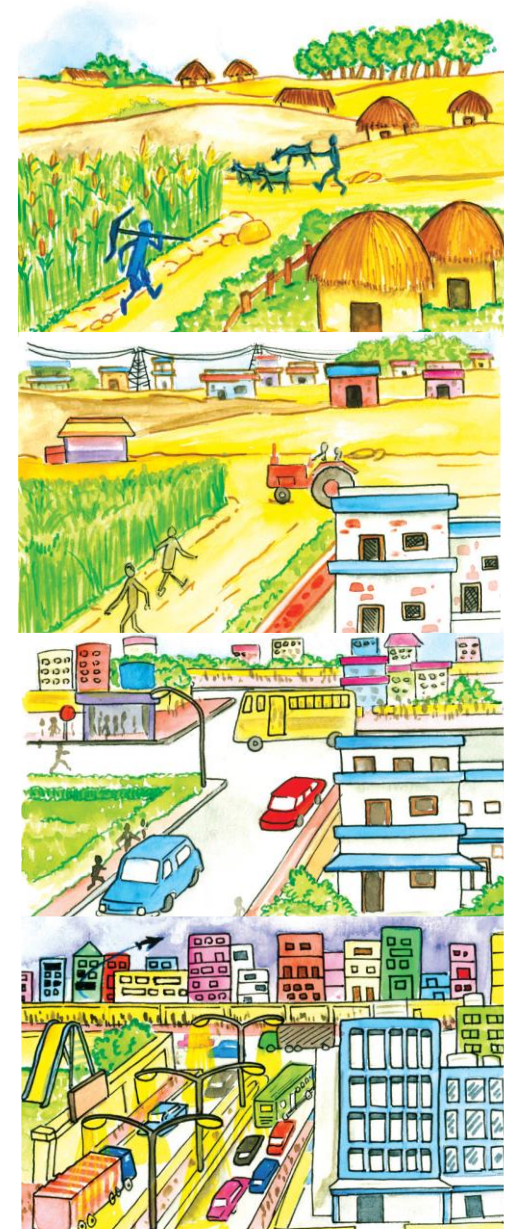
Check for understanding questions:

Factual :

- ✓ Which are the two main climatic factors responsible for soil formation?
- ✓ Write any two reasons for land degradation today.
- ✓ Why is land considered an important resource?
- ✓ Write about the land.
- ✓ Which areas are normally sparsely populated?
- ✓ Which areas are the densely populated areas?
- ✓ Define the term 'Land Use'.
- ✓ What are the Factors affecting soil formation?

Open ended questions / Critical thinking :

- Suggest three ways to conserve water.
- Name any two steps that government has taken to conserve plants and animals.
- How the man encroached the land?
- Land, always in demand. Why?
- What are the methods to conserve land resources?



Student practice questions and activities :

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

- ✓ What are the determinants of land use?
- ✓ Classify the land based on ownership.
- ✓ What is Private land?
- ✓ What is community land?



TLM s (Digital + Print) :

- Documentaries display
- PPTs
- Videos



Assessment :

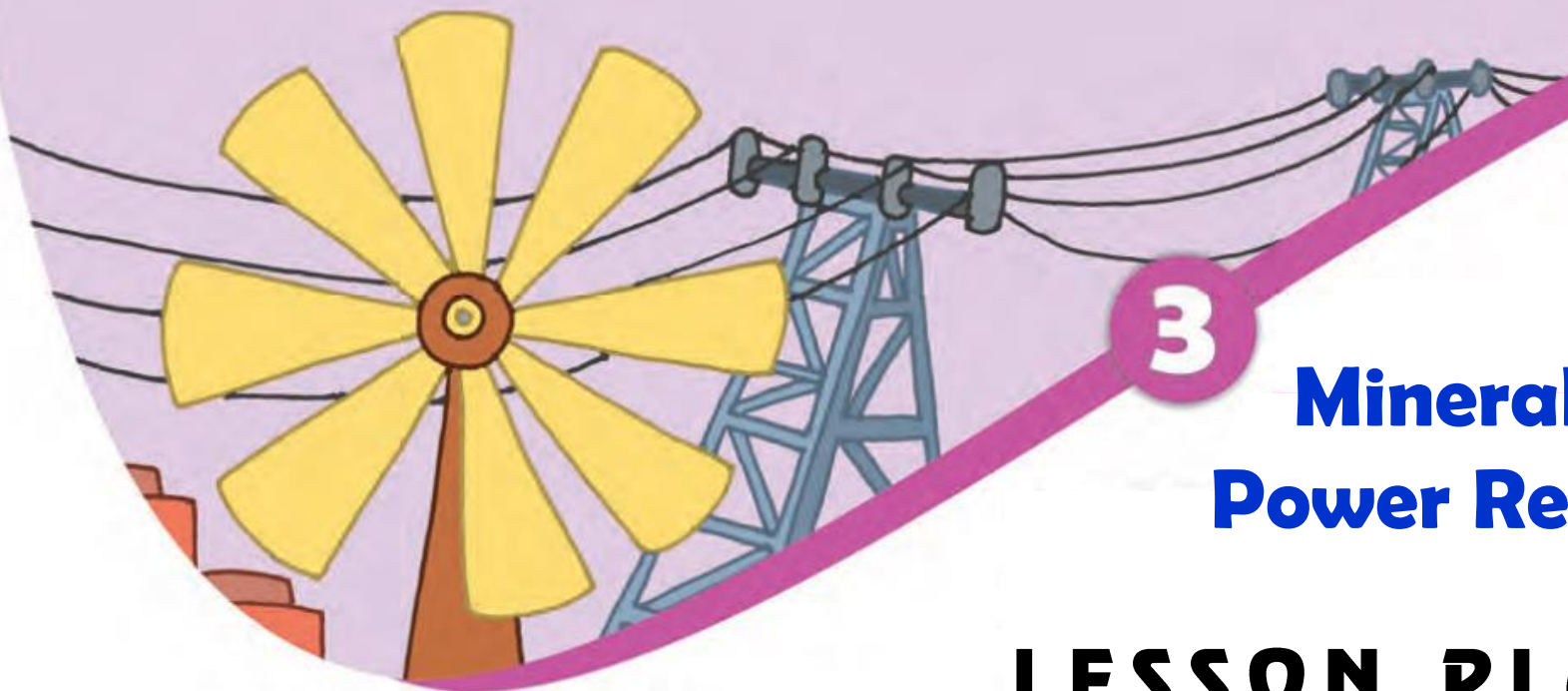
- ✓ Land, type of soil and water availability in the region has influenced the lifestyle of people there. How?
- ✓ What are landslides?
- ✓ What are the causes for the landslides?
- ✓ What are the results of the landslides?



Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



3

Mineral and Power Resources

LESSON PLAN

- **Teacher Name**
- **Subject** : **Social Studies**
- **Class** : **8th Class**
- **Unit** : **3 Mineral and Power Resources**
- **School Name**
- **No. of Periods** : **08**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>Mineral and Power Resources</i>	Types of Minerals	1			A naturally occurring substance that has a definite chemical composition is a mineral.
	Distribution of Minerals – All continents	2			Minerals occur in different types of rocks. Some are found in igneous rocks, some in metamorphic rocks while others occur in sedimentary rocks.
	Uses of Minerals - Conservation of Minerals	1			Minerals are used in many industries. Minerals which are used for gems are usually hard.
	Power Resources	1			Power or energy plays a vital role in our lives. We also need power for industry, agriculture, transport, communication and defense.
	Conventional Sources	1			Conventional sources of energy are those which have been in common use for a long time.
	Non-conventional Sources of Energy	1			The increasing use of fossil fuels is leading to its shortage.
	Tidal Energy - Biogas	1			Energy generated from tides is called tidal energy.

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

- ✓ Mining, minerals,
- ✓ Resources, natural and manmade
- ✓ Energy types



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

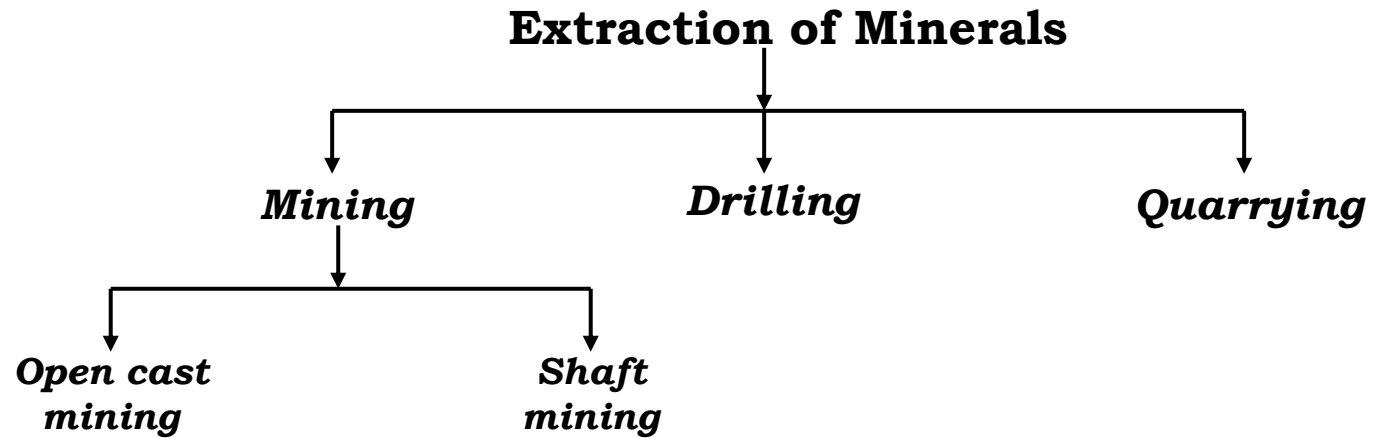
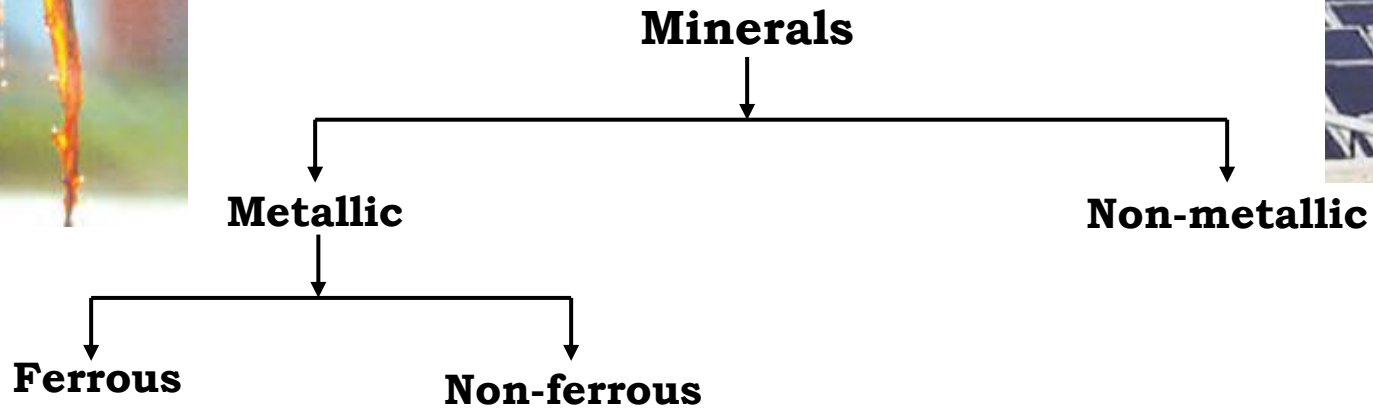
The students will be able to :

- Students will be able to define “MINERALS”
- Students will be able to recognize importance of minerals.
- Students will be able to understand the concept of ‘minerals.
- Students will be able to explain the importance of minerals.
- Students will be able to comment on minerals.
- Students will be able to construct a broader view of mineral resources.
- Students will be able to analyze the importance of minerals.
- Students will be able to point out the key facts of mineral resources





MIND MAP



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Types of Minerals. ➤ I discuss about the distribution of Minerals in India and all the continents. ➤ I explain about the “Uses of Minerals.” ➤ I show a PPT on the Conservation of Minerals. ➤ I show a video on Power Resources. ➤ I explain and differentiate the Conventional Sources and Non-conventional Sources of Energy. 	<ul style="list-style-type: none"> ➤ Students can differentiate the Conventional Sources and Non-conventional Sources of Energy. ➤ Students identify the Canadian Shield, the Appalachians, Western Cordilleras and Lake Superior with the help of an atlas. ➤ Students can prepare a List of uses of minerals and discuss in the classroom. ➤ Students perform an activity of Solar Cooker. 	<ul style="list-style-type: none"> ➤ Students can say The oldest rocks in the world are in Western Australia. They date from 4,300 million years ago, only 300 million years after the earth was formed. ➤ Use pictures from old magazines to show different kinds of fuels used by us in our lives and display them on your bulletin board. ➤ Design a poster highlighting energy conservation tips you would take for your school. ➤ Salma’s class took up an action campaign to do an energy audit of their school by surveying electricity consumption. They prepared survey sheets for the students at the school.

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

- Types of Minerals - Distribution of Minerals – All continents.
- Uses of Minerals - Conservation of Minerals.
- Power Resources - Conventional Sources - Non-conventional Sources of Energy.

Check for understanding questions:

Factual :

- ✓ Name any three common minerals used by you every day.
- ✓ What is an ore? Where are the ores of metallic minerals generally located?
- ✓ Name two regions rich in natural gas resources.
- ✓ Which sources of energy would you suggest for (a) rural areas (b) coastal areas (c) Arid regions

Open ended questions / Critical thinking :

- ✓ Give five ways in which you can save energy at home.
- ✓ Give reasons.
 - (i) Environmental aspects must be carefully looked into before building huge dams.
 - (ii) Most industries are concentrated around coal mines.
 - (iii) Petroleum is referred to as “black gold”.
 - (iv) Quarrying can become a major environmental concern.



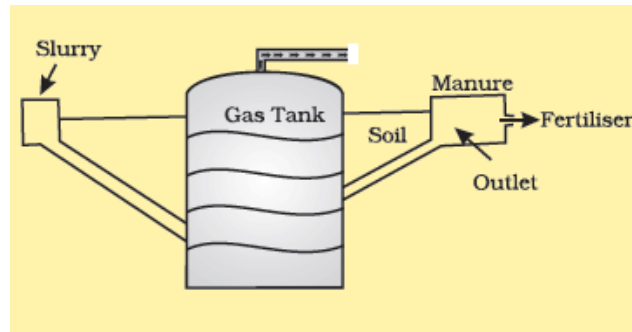
Student practice questions and activities :

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

- ✓ What are the differences between Conventional and nonconventional sources of energy.
- ✓ What are the differences between Biogas and natural gas
- ✓ What are the differences between Ferrous and nonferrous minerals
- ✓ What are the differences between Metallic and nonmetallic minerals

TLM s (Digital + Print) :

- Documentaries display
- PPTs
- Videos, Images
- Charts, Mind maps,



Assessment :

- ✓ Prepare an album by highlighting energy sources, uses of energy, types of energy, conservation tips of energy. Display and discuss on it in your school.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



4

Agriculture

LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class
- Unit : 4. Agriculture
- School Name
- No. of Periods : 10

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>Agriculture</i>	Farm System	1			Agriculture is a primary activity. It includes growing crops, fruits, vegetables, flowers and rearing of livestock. Agriculture or farming can be looked at as a system.
	Types Of Farming - Subsistence Farming, Commercial Farming	2			Farming is practised in various ways across the world.
	Major Crops	2			A large variety of crops are grown to meet the requirement of the growing population.
	Agricultural Development	1			Agricultural Development refers to efforts made to increase farm production in order to meet the growing demand of increasing population.
	A Farm in India	1			In recent years, the government has taken some steps to develop storage facilities.
	A Farm in the USA	1			The average size of a farm in the USA is much larger than that of an Indian farm.
	Exercises - activities	2			Answer the following questions. Tick the correct answer Give reasons

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

- ✓ Farming – crops
- ✓ Agriculture – land
- ✓ Food crops – commercial crops
- ✓ Economic activities



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

The students will be able to :

- know about Farm System
- understand the Types Of Farming
- compare Subsistence Farming and Commercial Farming
- understand Agricultural Development
- explain about “A Farm in India”
- Visit farmlands in their area.
- Collect information about Major Crops in India.





MIND MAP



Agriculture -Types Of Farming

Subsistence Farming

Commercial Farming

Agricultural Development

Intensive subsistence agriculture

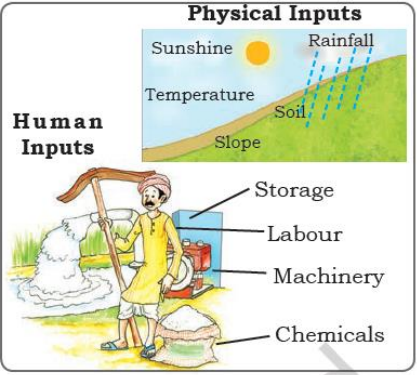
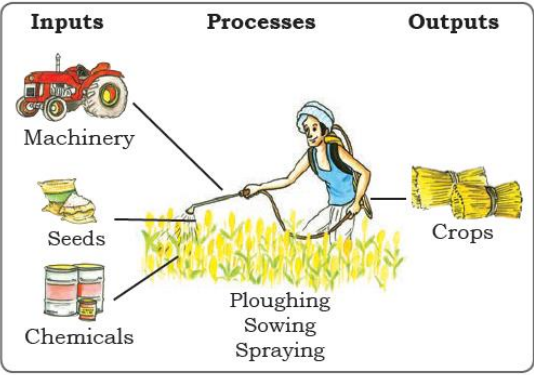
Primitive subsistence agriculture

A Farm in India

A Farm in the USA

Shifting cultivation

Nomadic herding



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Farm System in India. ➤ I discuss about the types of Farming like Subsistence Farming and Commercial Farming. ➤ I differentiate the different types of farming in India. ➤ I show a ppt on Major Crops in Indian agriculture. ➤ I show a video on Agricultural Development. ➤ I show : A Farm in India and A Farm in the USA. 	<ul style="list-style-type: none"> ➤ Students collect information about Shifting cultivation. ➤ Students visit Organic Farming and prepare a report and discuss in the classroom. ➤ Students collect different types of crops in a small covers and show them in the classroom. ➤ Students interview a farmer about his lifestyle, agriculture, crops, crop seasons, cattle, water facilities and harvesting methods, seeds, machinery, fertilisers, pesticides etc. ➤ Students conduct a debate on Agricultural Development. 	<ul style="list-style-type: none"> ➤ Students collect seeds of wheat, rice, jowar, bajra, ragi, maize, oilseeds and pulses available in the market. Bring them to the class and find out in which type of soil they grow. ➤ Students find out the difference between the lifestyle of farmers in the USA and India based on pictures collected from magazines, books, newspapers and the internet. ➤ Students interact with farmers living near by them. ➤ Students visit the agricultural lands and collect information.

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

- Farm System - Types Of Farming - Subsistence Farming, Commercial Farming
- Major Crops - Agricultural Development
- A Farm in India - A Farm in the USA



Check for understanding questions:

Factual :

- ✓ What is agriculture?
- ✓ Name the factors influencing agriculture?
- ✓ What is shifting cultivation? What are its disadvantages?
- ✓ What is plantation agriculture?

Open ended questions / Critical thinking :

- Name the fibre crops and name the climatic conditions required for their growth.
- Give reasons : In India agriculture is a primary activity.
- Give reasons : Different crops are grown in different regions.
- Distinguish between Primary activities and tertiary activities

Student practice questions and activities :

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

- ✓ Distinguish between : Subsistence farming and intensive farming.
- ✓ What are the differences between A Farm in the USA and India.

TLM s (Digital + Print) :

- Documentaries display
- PPTs
- Videos
- Field trip

Assessment :

- ✓ What are the types of Farming?
- ✓ What are the Major Crops in India?
- ✓ What is Agricultural Development?
- ✓ What is Horticulture?



Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class
- Unit : 5. Industries
- School Name
- No. of Periods : 11

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>5. Industries</i>	Industry	1			Industry refers to an economic activity that is concerned with production of goods, extraction of minerals or the provision of services.
	Classification of Industries - Raw Materials	1			Industries can be classified based on raw materials, size and ownership.
	Agro-based industries - Mineral based industries	1			Agro based industries use plant and animal-based products as their raw materials. Food processing, vegetable oil, cotton textile, dairy products and leather industries are examples of agro-based industries.
	Factors Affecting Location of Industries	1			The factors affecting the location of industries are the availability of raw material, land, water, labour, power, capital, transport and market.
	Industrial System - Industrial Regions	1			An industrial system consists of inputs, processes and outputs.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
5. Industries	Industrial Disaster	1			In industries, accidents/disasters mainly occur due to technical failure or irresponsible handling of hazardous material.
	Risk Reduction Measures	1			Densely populated residential areas should be separated far away from the industrial areas.
	Distribution of Major Industries - Iron and Steel Industry	1			The world's major industries are the iron and steel industry, the textile industry and the information technology industry.
	Jamshedpur	1			Before 1947, there was only one iron and steel plant in the country – Tata Iron and Steel Company Limited (TISCO).
	Cotton Textile Industry –Ahmedabad - Osaka	1			Weaving cloth from yarn is an ancient art. Cotton, wool, silk, jute, flax have been used for making cloth.
	Exercises and activities	1			Tick the correct answer Distinguish between the followings Activities

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

- ✓ Agriculture – industries – agro based industries
- ✓ Factories – production -
- ✓ Exports and imports, profits and losses
- ✓ Major crops – minerals – transport - labour



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

The students will be able to :

- know about the Classification of Industries.
- understand the process of production and Raw Materials.
- compare the Agro-based industries and Mineral based industries.
- understand Factors Affecting Location of Industries
- Explain about the Industrial Disaster.
- Visit near by industries.
- Collect information about Risk Reduction Measures of industries.





MIND MAP



Industry

Classification of Industries

Agro-based industries

Mineral based industries

Factors Affecting Location of Industries

Industrial System

Industrial Regions

Industrial Disaster

Risk Reduction Measures

Distribution of Major Industries

Iron and Steel Industry

Jamshedpur

Cotton Textile Industry –Ahmedabad - Osaka

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I introduce about the Industry. ➤ I explain about Classification of Industries and Raw Materials for industries. ➤ I differentiate the Agro-based industries and Mineral based industries. ➤ I discuss about the Factors Affecting Location of Industries. ➤ I explain about the Industrial System - Industrial Regions - Industrial Disasters. ➤ I suggest the Risk Reduction Measures in industries. ➤ I show a map for the Distribution of Major Industries - Iron and Steel Industry – Jamshedpur ➤ I show a PPT on Cotton Textile Industry – Ahmedabad and Osaka 	<ul style="list-style-type: none"> ➤ How to identify a location for establishing an industry. ➤ Divide the class into groups. Each group is a Board of Directors faced with the problem of choosing a suitable site for an iron and steel plant of Developen Dweep. A team of technical experts has submitted a report with notes and a map. ➤ The team considered access to iron ore, coal, water and limestone, as well as the main market, sources of labour and port facilities. The team has suggested two sites, X and Y. The Board of Directors has to take the final decision about where to locate the steel plant. 	<ul style="list-style-type: none"> ➤ Read the report submitted by the team. ➤ Study the map to find out the distances of the resources from each site. ➤ Give each resource a ‘weight’ from 1 to 10, according to its importance. The greater the ‘pull’ of the factor on the industry the higher the weight from 1 to 10. ➤ Complete the table on the next page. ➤ The site with the lowest total should be the most satisfactory site. ➤ Remember each group of directors can decide differently. ➤ Students trace the journey of the shirt from a cotton field to their wardrobe.

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

- Industry - Classification of Industries - Raw Materials
- Agro-based industries - Mineral based industries - Factors Affecting Location of Industries
- Industrial System - Industrial Regions - Industrial Disaster - Risk Reduction Measures
- Distribution of Major Industries - Iron and Steel Industry - Jamshedpur
- Cotton Textile Industry –Ahmedabad - Osaka

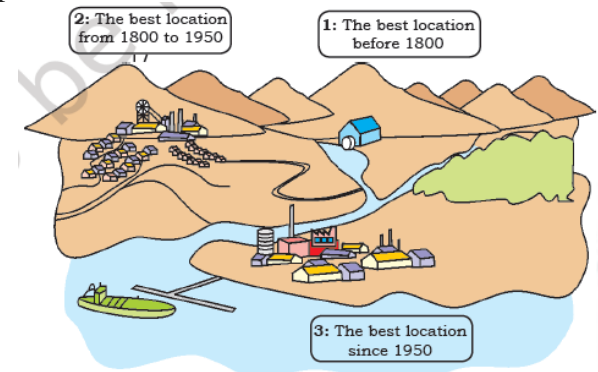
Check for understanding questions:

Factual :

- What is meant by the term ‘industry’?
- Which are the main factors which influence the location of an industry?
- Which industry is often referred to as the backbone of modern industry and why?
- Why cotton textile industry rapidly expanded in Mumbai?

Open ended questions / Critical thinking :

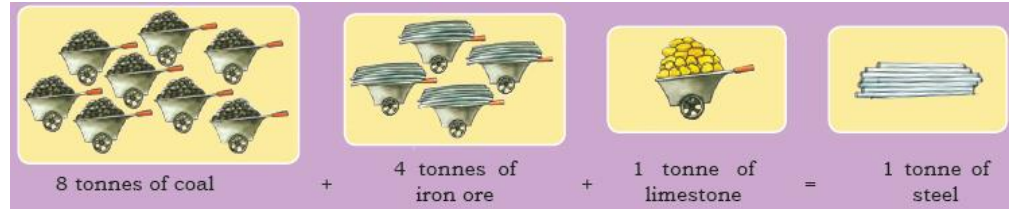
- Distinguish between Agro-based and mineral based industry.
- Distinguish between Public sector and joint sector industry.



Student practice questions and activities :

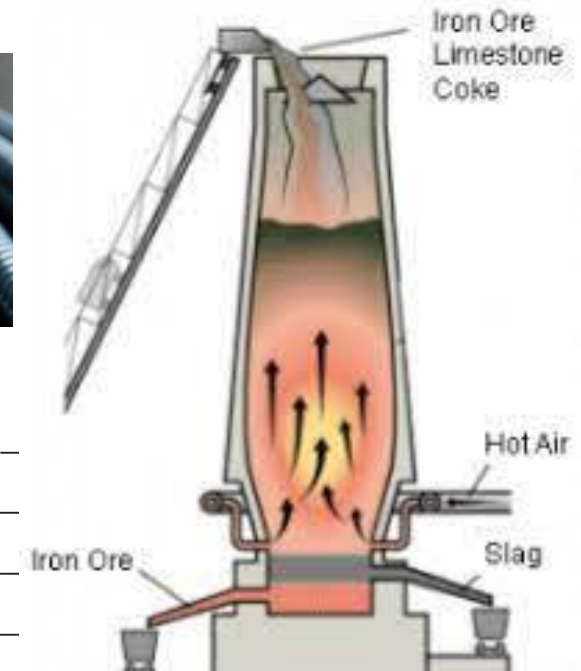
Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)

- Define the term Industrial Disaster.
- What is Industrial System?
- Define 'Mineral based industries.
- Give examples for the Agro-based industries.



TLM s (Digital + Print) :

- Documentaries display
- PPTs, Images, charts, maps
- Videos,



Assessment :

- Give two examples of the following in the space provided :
- (i) Raw Materials: _____ and _____
- (ii) End products: _____ and _____
- (iii) Tertiary Activities: _____ and _____
- (iv) Agro-based Industries: _____ and _____

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



Human Resources

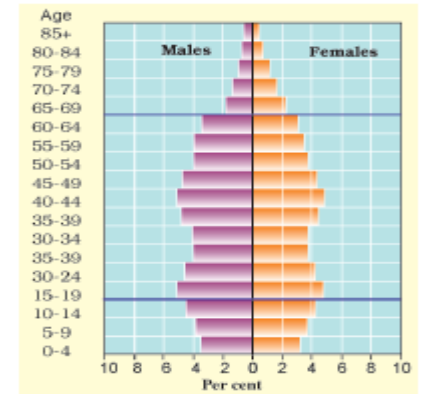
LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class
- Unit : 6 Human Resources
- School Name
- No. of Periods : 10

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
Human Resources	Human resource - introduction	1			People are a nation's greatest resource.
	Distribution of Population - Density of Population	1			The way in which people are spread across the earth surface is known as the pattern of population distribution.
	Factors Affecting Distribution of Population - Geographical Factors	2			Topography – Climate – Soil – Water - Minerals
	Social, Cultural and Economic Factors	1			Areas of better housing, education and health facilities are more densely populated.
	Population Change	1			The population change refers to change in the number of people during a specific time.
	Patterns of Population Change	2			Rates of population growth vary across the world
	Population Composition	1			How crowded a country is, has little to do with its level of economic development.
	Exercises and activities	1			Answer the following questions Tick the correct answer etc.

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

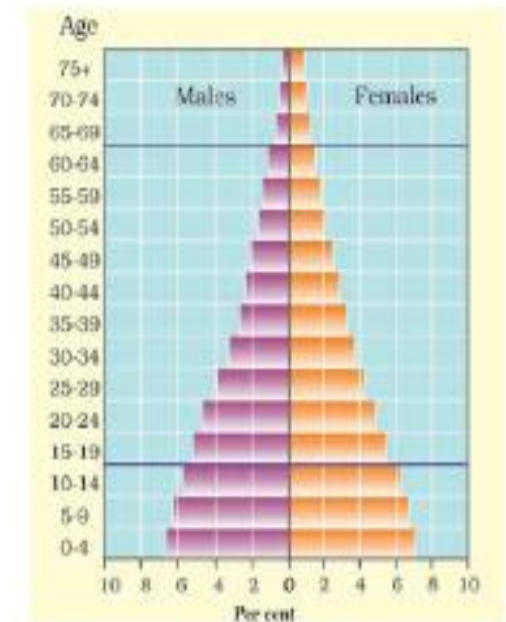
- ✓ Population – People
- ✓ Census – Density of population
- ✓ Resources types
- ✓ Human resources



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

The students will be able to :

- know about the Distribution of Population.
- understand what are the Factors that Affecting Distribution of Population.
- compare Geographical Factors and Social, Cultural and Economic Factors.
- understand Population Change.
- explain Density of Population.
- Collect information about Indian Population.
- Discuss about Patterns of Population Change.



MIND MAP

Human resource

Distribution of Population

Density of Population

Factors Affecting Distribution of Population

Geographical Factors

Topography

Climate

Soil

Water

Minerals

Social, Cultural and Economic Factors

Social Factors

Cultural Factors

Economic Factors

Population Change

Patterns of Population Change

Population Composition

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain what is Human resource. ➤ I discuss about Distribution of Population - Density of Population with the help of PPT. ➤ I discuss about Factors Affecting Distribution of Population. ➤ I show information about Geographical Factors : Topography, Climate, Soil, Water, Minerals and ➤ Social, Cultural and Economic Factors. ➤ I explain about Population Change, Patterns of Population Change, Population Composition, Exercises and activities 	<ul style="list-style-type: none"> ➤ Study Fig. 6.1 and find out : of the world’s total population which continent has — (a) only 5 per cent, (b) only 13 per cent, (c) only 1 per cent, (d) only 12 per cent. ➤ Look at Fig 6.2 and find out: of these countries how many are in Asia? Colour them on a world map. ➤ Discuss the characteristics of a society with ‘too many under 15s’ and one with ‘too few under 15s’. Hint : need for schools; pension schemes, teachers, toys, wheelchairs, labour supply, hospitals. 	<ul style="list-style-type: none"> ➤ Students differentiate the Distribution of Population and Density of Population. ➤ Students collect information about Indian population and draw a bar graph. ➤ Conduct a debate on “Social, Cultural and Economic Factors” that affecting Distribution of Population.

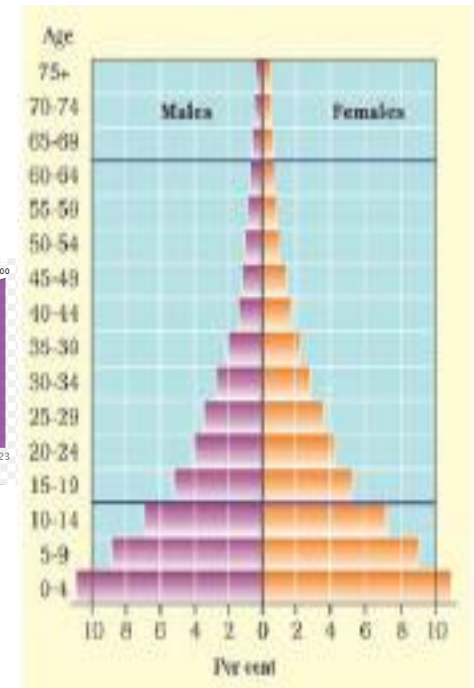
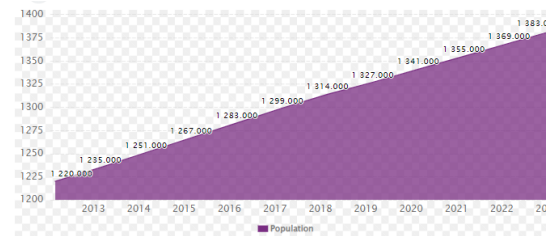
TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)

- Human resource – introduction
- Distribution of Population - Density of Population
- Factors Affecting Distribution of Population - Social, Cultural and Economic Factors
- Population Change - Patterns of Population Change - Population Composition

Check for understanding questions:

Factual :

- ✓ Why are people considered a resource?
- ✓ What are the causes for the uneven distribution of population in the world?
- ✓ The world population has grown very rapidly. Why?
- ✓ What is meant by population composition?
- ✓ What are population pyramids? How do they help in understanding about the population of a country?



Open ended questions / Critical thinking :

- Discuss the role of any two factors influencing population change.
- Write slogans on control of population growth.
- Prepare a poster on control of population growth.



Student practice questions and activities :

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

- ✓ Collect your village population, prepare a report and discuss in the classroom

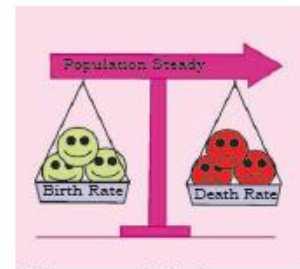
S. No.	Name of the head of the family	Names of the other family members	Gender	Age	Occupation	Educational qualification
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TLM s (Digital + Print) :

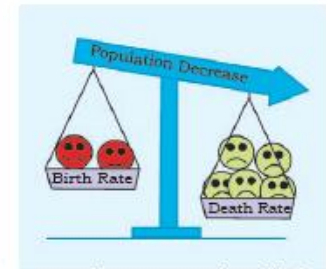
- Documentaries display
- PPTs, charts, graphs, images
- population pyramids
- Videos



Birth rate more than death rate: population increase



Birth rate and death rate same: population stays the same



Death rate more than birth rate: population decreases

Assessment :

- ✓ Complete the sentences below using some of the following words. (*sparingly, favourable, fallow, artificial, fertile, natural, extreme, densely*)
- ✓ When people are attracted to an area it becomes populated
- ✓ Factors that influence this include climate; good
- ✓ supplies of resources and land.



Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class - History
- Unit : 1. How, When and Where
- School Name
- No. of Periods : 07

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>1. How, When and Where</i>	How Important are Dates?	1			There was a time when historians were fascinated with dates.
	Which dates?	1			The dates we select, the dates around which we compose our story of the past, are not important on their own.
	How do we periodise?	1			In 1817, James Mill, a Scottish economist published a massive three-volume work, A History of British India.
	What is colonial?	1			The British came to conquer the country and establish their rule, subjugating local nawabs and rajas.
	How do We Know? Administration produces records	1			One important source is the official records of the British administration.
	Surveys become important - What official records do not tell	1			The practice of surveying also became common under the colonial administration.
	Exercises, activities	1			Let's recall, Let's discuss, Let's do, Let's imagine

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

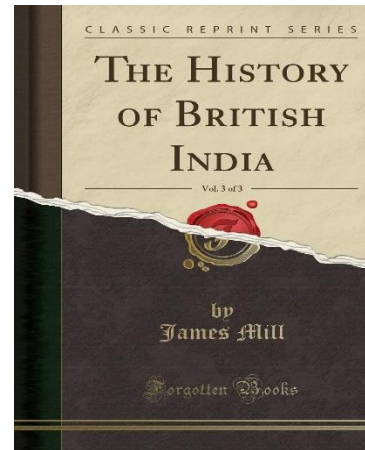
- ✓ British rule
- ✓ Independence
- ✓ Ancient history
- ✓ Indus valley civilisation



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

The students will be able to :

- ✓ know about How Important are Dates.
- ✓ understand How do we periodise.
- ✓ understand the colonial system.
- ✓ explain administration produces records
- ✓ Visit national archives / local libraries.
- ✓ Collect information about History and dates and prepare an album.



MIND MAP

Importance of Dates

Dates

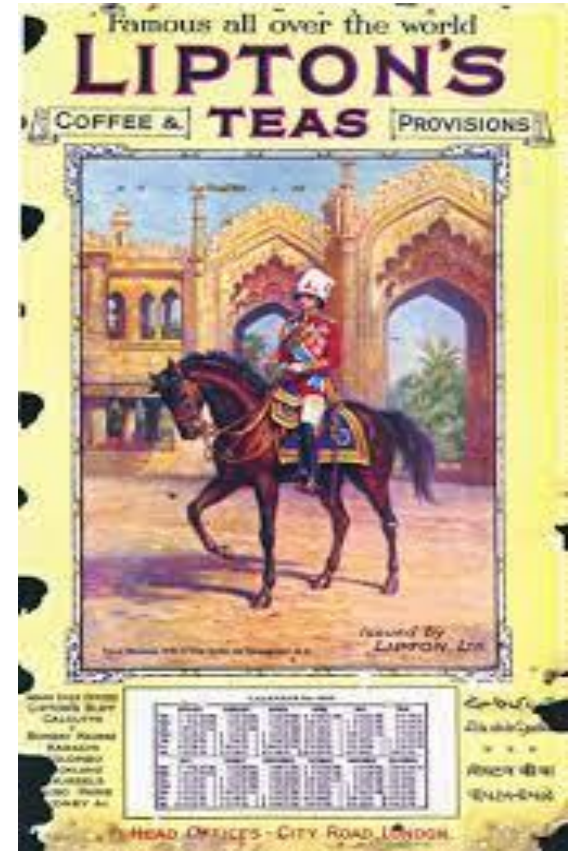
Periodisation

Colonial Rule

Administration and records

Surveys

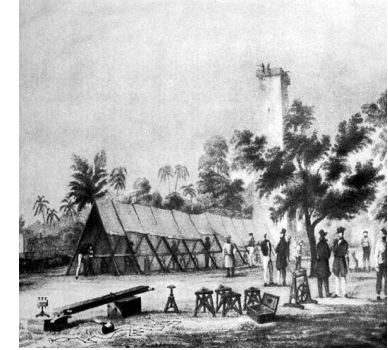
Exercises, activities



<p align="center">Explicit Teaching / Teacher Modelling (I Do)</p>	<p align="center">Group Work (We Do)</p>	<p align="center">Independent Work (You Do)</p>
<ul style="list-style-type: none"> ➤ I explain about the How Important are Dates? ➤ I discuss about Which dates? ➤ I discuss about How do we periodise the history? ➤ I conduct a debate on “How do we periodise?” ➤ I discuss about What is colonial? ➤ I show the PPT about What official records do not tell. ➤ I explain the Surveys become important. ➤ I show YouTube videos on British rule in India. 	<ul style="list-style-type: none"> ➤ Students, Please Look carefully at Fig.1 and write a paragraph explaining how this image projects an imperial perception. ➤ Students collect information about What is colonial? ➤ Students conduct an Interview with their mother or another member of their family to find out about their life. Now divide their life into different periods and list out the significant events in each period. Explain the basis of their periodisation. ➤ Students prepare a chart on History and dates. 	<ul style="list-style-type: none"> ➤ Students look at Sources 1 and 2. Do you find any differences in reporting? Explain what they observed. ➤ Students imagine that they are a historian wanting to find out about how agriculture changed in a remote tribal area after independence. List the different ways in which they would find information on this. ➤ Students think about how toy companies get information about what young people enjoy playing with or how the government finds out about the number of young people in school. What can a historian derive from such surveys?

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

- ✓ How Important are Dates - Which dates - How do we periodise?
- ✓ What is colonial - How do We Know - Administration produces records
- ✓ Surveys become important - What official records do not tell



Check for understanding questions:

Factual :

- ✓ State whether true or false:
 - (a) James Mill divided Indian history into three periods – Hindu, Muslim, Christian.
 - (b) Official documents help us understand what the people of the country think.
 - (c) The British thought surveys were important for effective administration.



Open ended questions / Critical thinking :

- ✓ What is the problem with the periodisation of Indian history that James Mill offers?
- ✓ Why did the British preserve official documents?
- ✓ How will the information historians get from old newspapers be different from that found in police reports?

Student practice questions and activities :

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

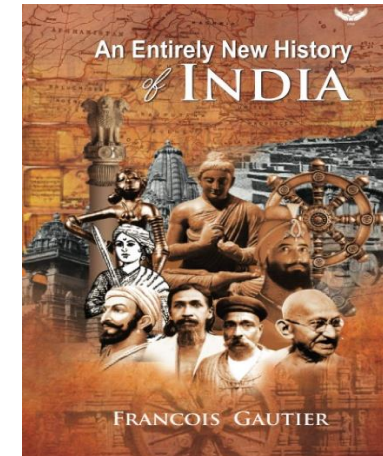
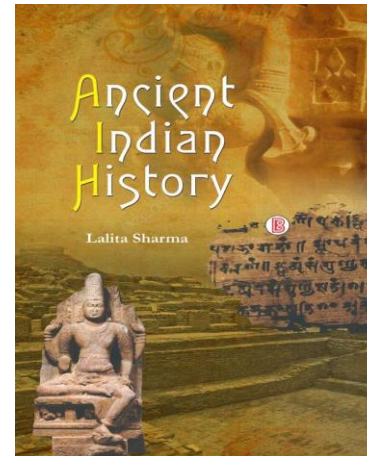
- ✓ Imagine that you are a historian wanting to find out about how agriculture changed in a remote tribal area after independence. List the different ways in which you would find information on this.

TLM s (Digital + Print) :

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

Assessment :

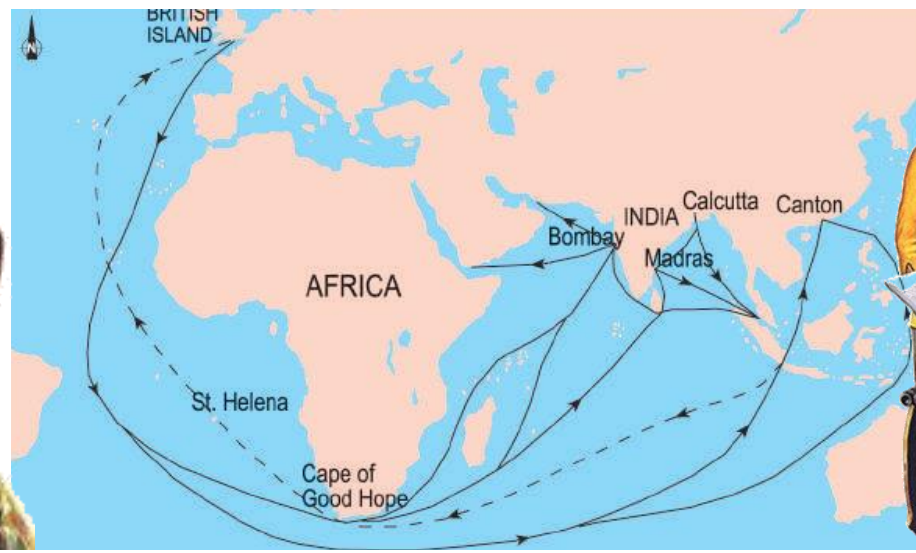
- ✓ Can you think of examples of surveys in your world today? Think about how toy companies get information about what young people enjoy playing with or how the government finds out about the number of young people in school. What can a historian derive from such surveys?



Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class - History
- Unit : 2. From Trade to Territory
The Company Establishes Power
- School Name
- No. of Periods : 12

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>2. From Trade to Territory The Company Establishes Power</i>	East India Company Comes East	1			In 1600, the East India Company acquired a charter from the ruler of England
	East India Company begins trade in Bengal	1			The first English factory was set up on the banks of the river Hugli in 1651.
	How trade led to battles	1			Through the early eighteenth century, the conflict between the Company and the nawabs of Bengal intensified.
	The Battle of Plassey	1			In 1757, Robert Clive led the Company's army against Sirajuddaulah at Plassey.
	Company officials become "nabobs"	1			After the Battle of Plassey, the actual nawabs of Bengal were forced to give land and vast sums of money
	Company Rule Expands	1			After the Battle of Buxar (1764), the Company appointed Residents in Indian states.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>2. From Trade to Territory The Company Establishes Power</i>	Tipu Sultan – The “Tiger of Mysore”	1			Mysore had grown in strength under the leadership of powerful rulers like Haidar Ali and his famous son Tipu Sultan.
	War with the Marathas - The claim to paramountcy	1			From the late eighteenth century, the Company also sought to curb and eventually destroy Maratha power.
	The Doctrine of Lapse	1			The final wave of annexations occurred under Lord Dalhousie who was the Governor-General from 1848 to 1856.
	Setting up a New Administration	1			Warren Hastings was one of the many important figures who played a significant role in the expansion of Company power.
	The Company army	1			Colonial rule in India brought in some new ideas of administration and reform but its power rested on its military strength.
	Conclusion – exercises - activities	1			Thus, the East India Company was transformed from a trading company to a territorial colonial power.

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

- ✓ British Rule – European countries – trade -
- ✓ Independence day – Freedom Struggle
- ✓ Indian local rulers – wars – power of the British



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

The students will be able to :

- ✓ know about the East India Company begins trade in Bengal.
- ✓ understand How trade led to battles in India.
- ✓ compare the British rule and Indian native rulers.
- ✓ understand The Doctrine of Lapse.
- ✓ explain the Setting up a New Administration of the British.
- ✓ Visit near by forts.
- ✓ Collect information about the British rule and wars.
- ✓ Appreciate the role of Tipu Sultan – The “Tiger of Mysore”.



MIND MAP

East India Company begins trade in Bengal

How trade led to battles - The Battle of Plassey

Company officials become "nabobs"

Company Rule Expands

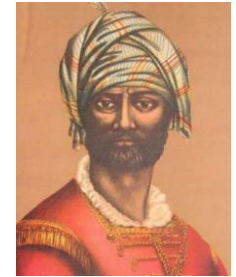
Tipu Sultan – The "Tiger of Mysore"

War with the Marathas - The claim to paramountcy

The Doctrine of Lapse

Setting up a New Administration

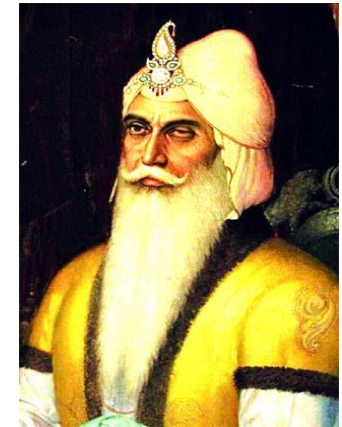
The Company army



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the East India Company - Comes East. ➤ I discuss about the East India Company begins trade in Bengal. ➤ I show the PPT about How trade led to battles. ➤ I explain the how the Company officials become “nabobs” ➤ I discuss about Tipu Sultan – The “Tiger of Mysore” ➤ I explain about Marathas - The claim to paramountcy ➤ I discuss about the Setting up a New Administration in India by the British. ➤ I show a PPT on the The Company army and discuss with the students. 	<ul style="list-style-type: none"> ➤ Prepare a list of British and Native rulers. ➤ Students draw the maps of Expansion of British territorial power in India. ➤ Students read the para “I impeach the common enemy and oppressor of all.” And comment on it. ➤ Students “Let’s imagine : You are living in England in the late eighteenth or early nineteenth century. How would you have reacted to the stories of British conquests? Remember that you would have read about the immense fortunes that many of the officials were making.” ➤ After the British conquest of Bengal, Calcutta grew from small village to a big city. Find out about the culture, architecture and the life of Europeans and Indians of the city during the colonial period. 	<ul style="list-style-type: none"> ➤ Students imagine that they are a young Company official who had been in India for a few months. Write a letter home to their mother telling her about their luxurious life and contrasting it with their earlier life in Britain. ➤ Students imagine that they have come across two old newspapers reporting on the Battle of Seringapatam and the death of Tipu Sultan. One is a British paper and the other is from Mysore. Write the headline for each of the two newspapers. ➤ Students imagine that they are a nawab’s nephew and have been brought up thinking that they will one day be king. Now they find that this will not be allowed by the British because of the new Doctrine of Lapse. What will be their feelings?

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

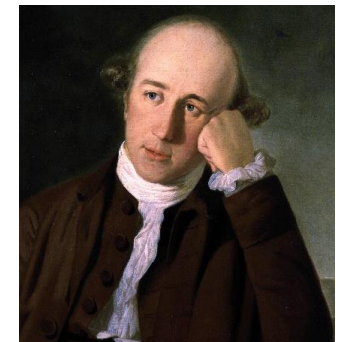
- ✓ East India Company - Comes East - East India Company begins trade in Bengal
- ✓ How trade led to battles - The Battle of Plassey - Company officials become “nabobs”
- ✓ Company Rule Expands - Tipu Sultan – The “Tiger of Mysore”
- ✓ War with the Marathas - The claim to paramountcy - The Doctrine of Lapse
- ✓ Setting up a New Administration - The Company army - Conclusion – exercises - activities



Check for understanding questions:

Factual :

- ✓ What attracted European trading companies to India?
- ✓ What were the areas of conflict between the Bengal nawabs and the East India Company?
- ✓ Explain the system of “subsidiary alliance”.
- ✓ In what way was the administration of the Company different from that of Indian rulers?
- ✓ Haidar Ali and Tipu Sultan were the rulers of _____.
- ✓ Dalhousie implemented the Doctrine of _____.
- ✓ Maratha kingdoms were located mainly in the _____ part of India.



Open ended questions / Critical thinking :

- ✓ Describe the changes that occurred in the composition of the Company’s army.
- ✓ How did the assumption of Diwani benefit the East India Company?

Student practice questions and activities :

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

- ✓ Collect pictures, stories, poems and information about any of the following – the Rani of Jhansi, Mahadji Sindhia, Haidar Ali, Maharaja Ranjit Singh, Lord Dalhousie or any other contemporary ruler of your region.
- ✓ Define the terms Qazi, Mufti, Impeachment, Confederacy, Injunction, Subservience and Puppet.

TLM s (Digital + Print) :

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



Assessment :

- ✓ State whether true or false:
 - (a) The Mughal empire became stronger in the eighteenth century.
 - (b) The English East India Company was the only European company that traded with India.
 - (c) Maharaja Ranjit Singh was the ruler of Punjab.
 - (d) The British did not introduce administrative changes in the territories they conquered.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class - History
- Unit : 3. Ruling the Countryside
- School Name
- No. of Periods : 10

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>3. Ruling the Countryside</i>	The Company Becomes the Diwan	1			On 12 August 1765, the Mughal emperor appointed the East India Company as the Diwan of Bengal.
	Revenue for the Company	1			The Company had become the Diwan, but it still saw itself primarily as a trader.
	The need to improve agriculture - The problem	1			Most Company officials began to feel that investment in land had to be encouraged and agriculture had to be improved.
	A new system is devised - The Munro system -All was not well	2			In Uttar Pradesh, Holt Mackenzie devised the new system which came into effect in 1822.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>3. Ruling the Countryside</i>	Crops for Europe	1			The British also realised that the countryside could not only yield revenue, but it could also grow the crops that Europe required.
	Why the demand for Indian indigo?	1			The indigo plant grows primarily in the tropics.
	Britain turns to India	1			Faced with the rising demand for indigo in Europe, the Company in India looked for ways to expand the area under indigo cultivation.
	Indigo on the land of ryots	1			Under the ryoti system, the planters forced the ryots to sign a contract, an agreement.
	The “Blue Rebellion” and After	1			In March 1859, thousands of ryots in Bengal refused to grow indigo.

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

- ✓ East India company – British rule in India
- ✓ Bengal – Diwan powers – taxes – farmers
- ✓ Agriculture – trade
- ✓ Wars – demand for agricultural products – raw material
- ✓ Industries in England – Sea route



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

The students will be able to :

- ✓ know how the Company Becomes the Diwan.
- ✓ understand why the British need to improve agriculture in India.
- ✓ compare the British Policies and Native rulers' policies in India.
- ✓ understand the Crops for Europe leads Indian farmer's fate.
- ✓ explain “Why the demand for Indian indigo?”
- ✓ Collect information about The “Blue Rebellion” and After



MIND MAP

The Company Becomes the Diwan



Revenue for the Company



The need to improve agriculture - The problem



A new system is devised - The Munro system - All was not well



Crops for Europe



Why the demand for Indian indigo?



Britain turns to India



Indigo on the land of ryots



The “Blue Rebellion” and After



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Company Becomes the Diwan in India. ➤ I discuss about the Revenue for the Company from Indians. ➤ I show the PPT on the need to improve agriculture. ➤ I explain about “Why the demand for Indian indigo?” ➤ I discuss about The “Blue Rebellion” and After situations in India. ➤ I show a documentary on Indigo on the land of ryots ➤ I explain about A new system is devised - The Munro system -All was not well. ➤ Students perform a drama on the British rule. 	<ul style="list-style-type: none"> ➤ Imagine you are a witness giving evidence before the Indigo Commission. W.S. Seton Karr asks you “On what condition will ryots grow indigo?” What will your answer be? ➤ Imagine that you are a Company representative sending a report back to England about the conditions in rural areas under Company rule. What would you write? ➤ Why do you think Colebrook is concerned with the conditions of the under-ryots in Bengal? Read the preceding pages and suggest possible reasons. ➤ Students collect information about why Britain turns to India? 	<ul style="list-style-type: none"> ➤ Look into the history of either tea or coffee plantations in India. See how the life of workers in these plantations was like or different from that of workers in indigo plantations. ➤ Imagine a conversation between a planter and a peasant who is being forced to grow indigo. What reasons would the planter give to persuade the peasant? What problems would the peasant point out? Enact their conversation. ➤ Find out more about the Champaran movement and Mahatma Gandhi’s role in it. ➤ Look into the history of either tea or coffee plantations in India. See how the life of workers in these plantations was similar to or different from that of workers in indigo plantations.

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

- ✓ The Company Becomes the Diwan - Revenue for the Company - The need to improve agriculture
- ✓ A new system is devised - The Munro system -All was not well - Crops for Europe
- ✓ Britain turns to India - Indigo on the land of ryots - The “Blue Rebellion” and After.



Check for understanding questions:

Factual :

- ✓ How was the mahalwari system different from the Permanent Settlement?
- ✓ Why were ryots reluctant to grow indigo?
- ✓ What were the circumstances which led to the eventual collapse of indigo production in Bengal?
- ✓ Define the term ‘Bigha’.
- ✓ What is meant by Slave.
- ✓ What is called Plantation.



Open ended questions / Critical thinking :

- ✓ Give two problems which arose with the new Munro system of fixing revenue.
- ✓ Describe the main features of the Permanent Settlement.
- ✓ Write about Munro system.
- ✓ Why the demand was there for Indian indigo in Europe?
- ✓ What is the need to need to improve agriculture during the British rule?

Student practice questions and activities :

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

- ✓ Find out more about the Champaran movement and Mahatma Gandhi's role in it.
- ✓ Which crops were encouraged by the British in India?
- ✓ What is Blue Rebellion?
- ✓ What are the ways to collect revenue to the British?



TLM s (Digital + Print) :

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



Assessment :

- ✓ Growers of woad in Europe saw _____ as a crop which would provide competition to their earnings.
- ✓ The demand for indigo increased in late eighteenth-century Britain because of _____.
- ✓ The international demand for indigo was affected by the discovery of _____.
- ✓ The Champaran movement was against _____.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class - History
- Unit : 4. Tribals, Dikus and the Vision of a Golden Age

- 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. Tribals, Dikus and the Vision of a Golden Age</i>	How did Tribal Groups Live? - Some were jhum cultivators	1			In 1895, a man named Birsa was seen roaming the forests and villages of Chottanagpur in Jharkhand.
	Some were hunters and gatherers - Some herded animals	1			In many regions, tribal groups lived by hunting animals and gathering forest produce.
	Some took to settled cultivation	1			Even before the nineteenth century, many from within the tribal groups had begun settling down
	How did Colonial Rule Affect Tribal Lives? - What happened to tribal chiefs?	1			The lives of tribal groups changed during British rule. Let us see what these changes were.
	Forest laws and their impact	1			The life of tribal groups, as you have seen, was directly connected to the forest.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>4. Tribals, Dikus and the Vision of a Golden Age</i>	The problem with trade	1			During the nineteenth century, tribal groups found that traders and moneylenders were coming into the forests more often
	The search for work	1			The plight of the tribals who had to go far away from their homes in search of work was even worse.
	A Closer Look	1			tribal groups in different parts of the country rebelled against the changes in laws
	Birsa Munda	1			Birsa was born in the mid-1870s.
	Exercises and activities	1			Let's recall, Let's discuss, Let's do

MIND MAP

How did Tribal Groups Live?

Some were jhum cultivators - Some were hunters and gatherers

Some herded animals - Some took to settled cultivation

How did Colonial Rule Affect Tribal Lives?

What happened to tribal chiefs?

What happened to the shifting cultivators?

Forest laws and their impact

The problem with trade

The search for work

A Closer Look

Birsa Munda



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

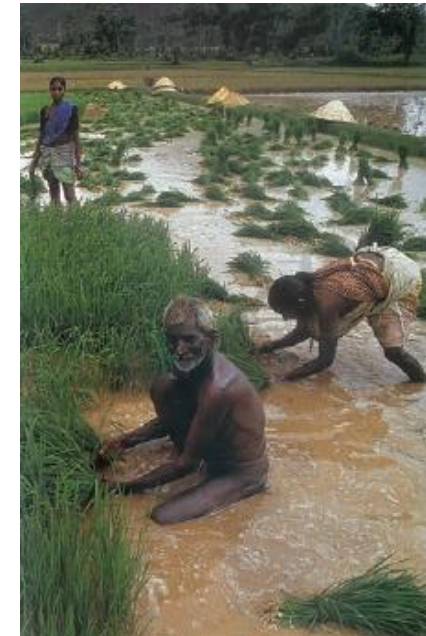
- ✓ Indian culture – tradition -
- ✓ Indian tribes – lifestyle – traditions – festivals – food habits
- ✓ British rule – British laws – its impact on the Indian society
- ✓ Tribal groups – their customs – hill areas – forest areas



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

The students will be able to :

- ✓ know how did Tribal Groups Live?
- ✓ understand what happened to tribal chiefs?
- ✓ compare Indian culture and the British laws.
- ✓ Advises to jhum cultivators, hunters and gatherers, herded animals.
- ✓ understand how did Colonial Rule Affect Tribal Lives?
- ✓ explain Forest laws and their impact
- ✓ Visit tribal living areas and interact with them.
- ✓ Collect information about the tribals in India.



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the jhum cultivators, hunters and gatherers, herded animals and settled cultivation ➤ I discuss about How did Tribal Groups Live? ➤ I explain about Forest laws and their impact on tribals in India. ➤ I show the PPT about How did Colonial Rule Affect Tribal Lives? ➤ I explain the role of Birsa Munda. ➤ I discuss about What happened to tribal chiefs? ➤ I show PPT on What happened to the shifting cultivators? ➤ I discuss How did Colonial Rule Affect Tribal Lives? 	<ul style="list-style-type: none"> ➤ Find out whether the conditions of work in the mines have changed now. Check how many people die in mines every year, and what are the reasons for their death. ➤ Students Look carefully at the tasks that Baiga men and women did. Do you see any pattern? What were the differences in the types of work that they were expected to perform? ➤ Students read the para ‘Blood trickles from my shoulders’. ➤ Students give reasons on “In this land of the English how hard it is to live” 	<ul style="list-style-type: none"> ➤ Find out from your parents, friends or teachers, the names of some heroes of other tribal revolts in the twentieth century. Write their story in your own words. ➤ Choose any tribal group living in India today. Find out about their customs and way of life, and how their lives have changed in the last 50 years. ➤ Students observe the picture ‘Godara women weaving’ and comment on it. ➤ Students read ‘A time to hunt, a time to sow, a time to move to a new field’ and analyse it. ➤ Students read the map of ‘Location of some tribal groups in India’.

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

- ✓ How did Tribal Groups Live? Some were jhum cultivators - Some were hunters and gatherers
- ✓ Some herded animals - Some took to settled cultivation
- ✓ How did Colonial Rule Affect Tribal Lives? - What happened to tribal chiefs?
- ✓ What happened to the shifting cultivators? - Forest laws and their impact - The problem with trade.

Check for understanding questions:

Factual :

- ✓ What problems did shifting cultivators face under British rule?
- ✓ How did the powers of tribal chiefs change under colonial rule?
- ✓ What accounts for the anger of the tribals against the dikus?
- ✓ What was Birsa's vision of a golden age? Why do you think such a vision appealed to the people of the region?



Open ended questions / Critical thinking :

- ✓ Find out from your parents, friends or teachers, the names of some heroes of other tribal revolts in the twentieth century. Write their story in your own words.
- ✓ Choose any tribal group living in India today. Find out about their customs and way of life, and how their lives have changed in the last 50 years.

Student practice questions and activities :

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

- ✓ State whether true or false:
 - (a) Jhum cultivators plough the land and sow seeds.
 - (b) Cocoons were bought from the Santhals and sold by the traders at five times the purchase price.
 - (c) Birsa urged his followers to purify themselves, give up drinking liquor and stop believing in witchcraft.
 - (d) The British wanted to preserve the tribal way of life.

TLM s (Digital + Print) :

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



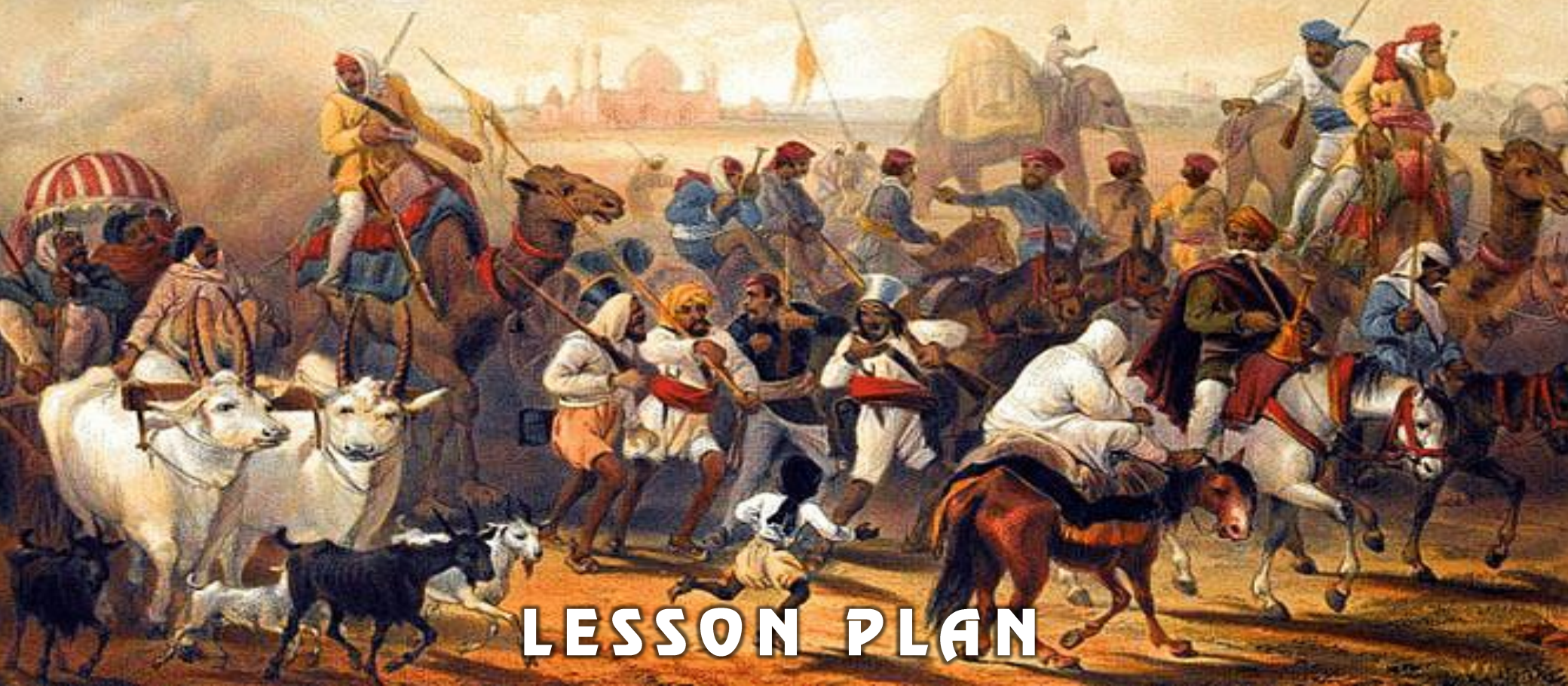
Assessment :

- ✓ The British described the tribal people as _____.
- ✓ The method of sowing seeds in jhum cultivation is known as _____.
- ✓ The tribal chiefs got _____ titles in central India under the British land settlements.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class - History
- Unit : 5. When People Rebel 1857 and After
- 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. When People Rebel 1857 and After</i>	Policies and the People - Nawabs lose their power	1			Since the mid-eighteenth century, nawabs and rajas had seen their power erode.
	The peasants and the sepoys - Responses to reforms	1			The Indian sepoys in the employ of the Company also had reasons for discontent.
	Through the Eyes of the People	1			To get a glimpse of what people were thinking those days about British rule, study Sources 1 and 2.
	A Mutiny Becomes a Popular Rebellion - From Meerut to Delhi	1			Such a situation developed in the northern parts of India in 1857.
	The rebellion spreads	1			After the British were routed from Delhi, there was no uprising for almost a week.
	The Company Fights Back	1			Unnerved by the scale of the upheaval, the Company decided to repress the revolt with all its might.
	Aftermath	1			The British had regained control of the country by the end of 1859
	Exercises and activities	1			Let's recall, Let's discuss, Let's do

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

- ✓ British Rules - laws
- ✓ Indian farmers and common people sufferings
- ✓ Taxes – suppression of the British
- ✓ Rebellions in India



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

The students will be able to :

- ✓ know the Policies and the People.
- ✓ understand how Nawabs lose their power
- ✓ compare the British rule and the native Indian rulers.
- ✓ understand how the peasants and the sepoys were suppressed.
- ✓ Explain how the rebellion spreads
- ✓ Prepare an album on 1857 revolt.
- ✓ Collect information about the leaders of the revolt.





MIND MAP



Policies and the People - Nawabs lose their power



The peasants and the sepoys - Responses to reforms



Through the Eyes of the People



A Mutiny Becomes a Popular Rebellion - From Meerut to Delhi



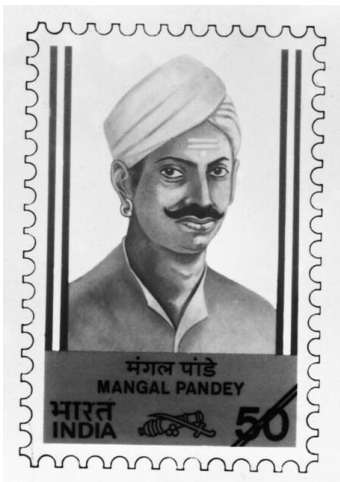
The rebellion spreads



The Company Fights Back



Aftermath



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Policies and the People during the British rule. ➤ I discuss about the situation of the peasants and the sepoys. ➤ I show the PPT about 1857 revolt. ➤ I explain the Through the Eyes of the People. ➤ I explain about Nawabs lose their power. ➤ I discuss about the conditions after 1857 revolt. ➤ I discuss about The rebellion spreads ➤ I explain A Mutiny Becomes a Popular Rebellion - From Meerut to Delhi. 	<ul style="list-style-type: none"> ➤ Imagine you are a sepoy in the Company army, advising your nephew not to take employment in the army. What reasons would you give? ➤ Students read the para, Source 1 : The list of eighty-four rules. And comment on it. ➤ Make a list of places where the uprising took place in May, June and July 1857. ➤ Observe the map “Some important centres of the Revolt in North India” and analyse it. ➤ Read the para : “The Khurda Uprising – A Case Study” and describe it. 	<ul style="list-style-type: none"> ➤ Students read individually the para of “There was soon excitement in every regiment” and analyse it. ➤ What were the important concerns in the minds of the people according to Sitaram and according to Vishnu Bhatt? ➤ What role did they think the rulers were playing? What role did the sepoys seem to play? ➤ Why did the Mughal emperor agree to support the rebels? ➤ Write a paragraph on the assessment he may have made before accepting the offer of the sepoys. ➤ Imagine you are a British officer in Awadh during the rebellion. What would you do to keep your plans of fighting the rebels a top secret?

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

- ✓ Policies and the People - Nawabs lose their power - The peasants and the sepoys - Responses to reforms
- ✓ Through the Eyes of the People - A Mutiny Becomes a Popular Rebellion - From Meerut to Delhi
- ✓ The rebellion spreads - The Company Fights Back - Aftermath

Check for understanding questions:

Factual :

- ✓ What was the demand of Rani Lakshmbai of Jhansi that was refused by the British?
- ✓ What did the British do to protect the interests of those who converted to Christianity?
- ✓ What objections did the sepoys have to the new cartridges that they were asked to use?
- ✓ How did the last Mughal emperor live the last years of his life?



Open ended questions / Critical thinking :

- ✓ What could be the reasons for the confidence of the British rulers about their position in India before May 1857?
- ✓ What impact did Bahadur Shah Zafar's support to the rebellion have on the people and the ruling families?
- ✓ How did the British succeed in securing the submission of the rebel landowners of Awadh?
- ✓ In what ways did the British change their policies as a result of the rebellion of 1857?

Student practice questions and activities :

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

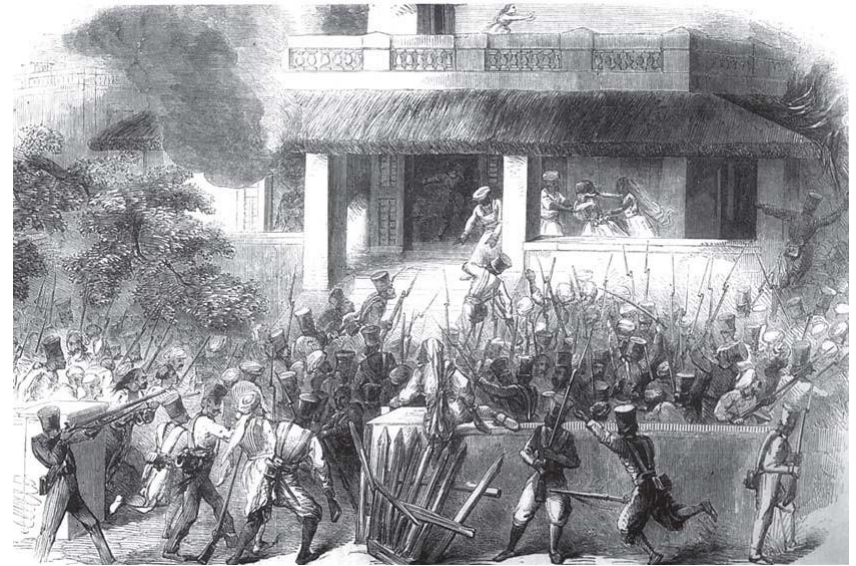
- ✓ What are the causes for the 1857 revolt?
- ✓ What are the results for the 1857 revolt?
- ✓ How the British suppressed the revolt?
- ✓ Write the conditions of the peasants during 1850s.

TLM s (Digital + Print) :

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

Assessment :

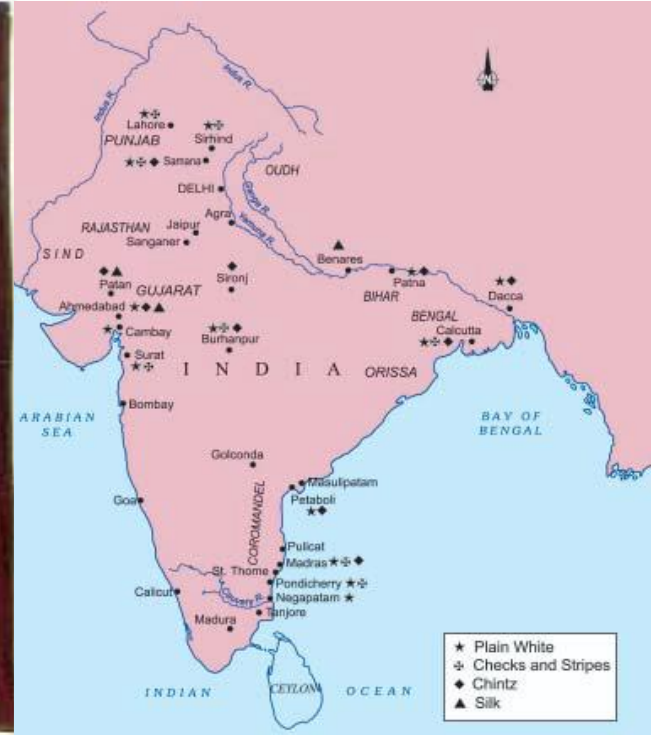
- ✓ Find out stories and songs remembered by people in your area or your family about San Sattavan ki Ladaai. What memories do people cherish about the great uprising?
- ✓ Find out more about Rani Lakshmibai of Jhansi. In what ways would she have been an unusual woman for her times?



Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class - History
- Unit : 6. Weavers, Iron Smelters and Factory Owners
- School Name
- No. of Periods : 09

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>6. Weavers, Iron Smelters and Factory Owners</i>	Indian Textiles and the World Market - Words tell us histories	1			The industrialisation of Britain had a close connection with the conquest and colonisation of India.
	Indian textiles in European markets	2			Around 1750, before the British conquered Bengal, India was by far the world's largest producer of cotton textiles.
	Who were the weavers? – The decline of Indian textiles	1			Weavers often belonged to communities that specialized in weaving.
	Cotton mills come up	1			The first cotton mill in India was set up as a spinning mill in Bombay in 1854.
	The sword of Tipu Sultan and Wootz stee	1			We begin the story of Indian steel and iron metallurgy by recounting the famous story of Tipu Sultan
	Abandoned furnaces in villages	1			Production of Wootz steel required a highly specialized technique of refining iron.
	Iron and steel factories come up in India	1			The Tata Iron and Steel Company (TISCO) that came up began producing steel in 1912.
	Exercises and activities	1			Let's recall, Let's discuss, Let's do

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

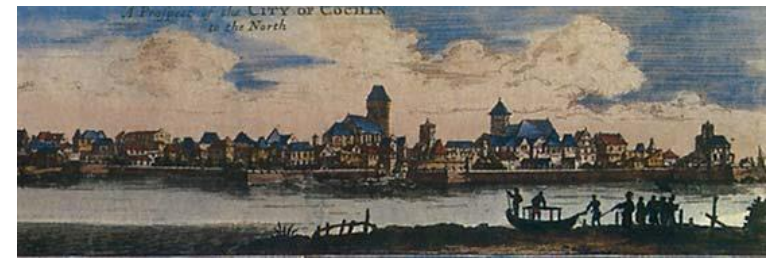
- ✓ Indigenous arts and crafts in India
- ✓ Indian hand crafts – workers
- ✓ Mining – industries – hand loom – power loom
- ✓ Industrial revolution – England – Indian artisans



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

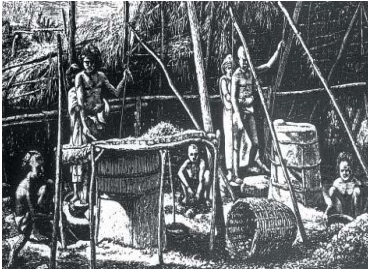
The students will be able to :

- ✓ know about Indian Textiles and the World Markets.
- ✓ understand Indian textiles in European markets
- ✓ compare industrialisation in Japan, India and England.
- ✓ understand Where were the major centres of weaving in the late eighteenth century?
- ✓ explain Iron and steel factories come up in India
- ✓ Visit near by iron and steel factory and prepare a report.
- ✓ Collect information about Industrial regions around India.



MIND MAP

Indian Textiles and the World Market



Indian textiles in European markets

Where were the major centres of weaving in the late eighteenth century?

The decline of Indian textiles



Cotton mills come up

The sword of Tipu Sultan and Wootz steel

Abandoned furnaces in villages - Iron and steel factories come up in India

Early years of industrialisation in Japan

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Where were the major centers of weaving in the late eighteenth century? ➤ I discuss about The decline of Indian textiles. ➤ I introduce Who were the weavers? ➤ I show the PPT about Indian Textiles and the World Market . ➤ I explain the Indian textiles in European markets ➤ I discuss on how the Cotton mills come up and grown up in India. ➤ I explain Iron and steel factories come up in India. ➤ I compare early years of industrialisation in Japan with India and England. 	<ul style="list-style-type: none"> ➤ Find out about the history of any craft around the area you live. You may wish to know about the community of craftsmen, the changes in the techniques they use and the markets they supply. How have these changed in the past 50 years? ➤ On a map of India, locate the centers of different crafts today. Find out when these centers came up. ➤ Let’s imagine imagine you are a textile weaver in late 19th century India. Textiles produced in Indian factories are flooding the market. How would you have adjusted to the situation? ➤ Students comment on “Please publish this in your paper”. 	<ul style="list-style-type: none"> ➤ Why would the iron and steel making industry be affected by the defeat of the nawabs and rajas? ➤ Read Sources 1 and 2. What reasons do the petition writers give for their condition of starvation? ➤ Why do you think the Act was called the Calico Act? What does the name tell us about the kind of textiles the Act wanted to ban? ➤ Students observe the given map of Weaving centres: 1500-1750 and explain Where were the major centres of weaving in the late eighteenth century? ➤ Students read the para “We must starve for food” and analyse it. ➤ Students conduct a debate on ‘A widespread industry’.

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

- ✓ Indian Textiles and the World Market - Words tell us histories - Indian textiles in European markets
- ✓ Where were the major centres of weaving - in the late eighteenth century?
- ✓ Who were the weavers? – The decline of Indian textiles - Cotton mills come up
- ✓ The sword of Tipu Sultan and Wootz stee - Abandoned furnaces in villages –
- ✓ Iron and steel factories come up in India - Early years of industrialisation in Japan.

Check for understanding questions:

Factual :

- ✓ What kinds of cloth had a large market in Europe?
- ✓ What is jamdani?
- ✓ What is bandanna?
- ✓ Who are the Agaria?

Open ended questions / Critical thinking :

- ✓ Imagine you are a textile weaver in late nineteenth- century India. Textiles produced in Indian factories are flooding the market. How would you have adjusted to the situation?
- ✓ How do the names of different textiles tell us about their histories?
- ✓ How did the development of cotton industries in Britain affect textile producers in India?



Student practice questions and activities :

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

- ✓ Why did the wool and silk producers in England protest against the import of Indian textiles in the early eighteenth century?
- ✓ How did the development of cotton industries in Britain affect textile producers in India?
- ✓ Why did the Indian iron smelting industry decline in the nineteenth century?

TLM s (Digital + Print) :

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



Assessment :

- ✓ What problems did the Indian textile industry face in the early years of its development?
- ✓ What helped TISCO expand steel production during the First World War?
- ✓ The word chintz comes from the word _____.
- ✓ Tipu's sword was made of _____ steel.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class - History
- Unit : 7. Civilising the “Native”,
Educating the Nation
- School Name
- No. of Periods : 08

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>7. Civilising the “Native”, Educating the Nation</i>	How the British saw Education - The tradition of Orientalism	1			In 1783, a person named William Jones arrived in Calcutta.
	“Grave errors of the East”	1			From the early nineteenth century, many British officials began to criticise the Orientalist vision of learning.
	Education for commerce	1			In 1854, the Court of Directors of the East India Company in London sent an educational despatch to the Governor-General in India.
	What Happened to the Local Schools? - The report of William Adam	1			In the 1830s, William Adam, a Scottish missionary, toured the districts of Bengal and Bihar.
	New routines, new rules	1			Up to the mid-nineteenth century, the Company was concerned primarily with higher education.
	The Agenda for a National Education.	1			British officials were not the only people thinking about education in India.
	Tagore’s “abode of peace”	1			Rabindranath Tagore started the institution in 1901. As a child, Tagore hated going to school.
	Exercises and activities	1			Let’s recall, Let’s discuss, Let’s do

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

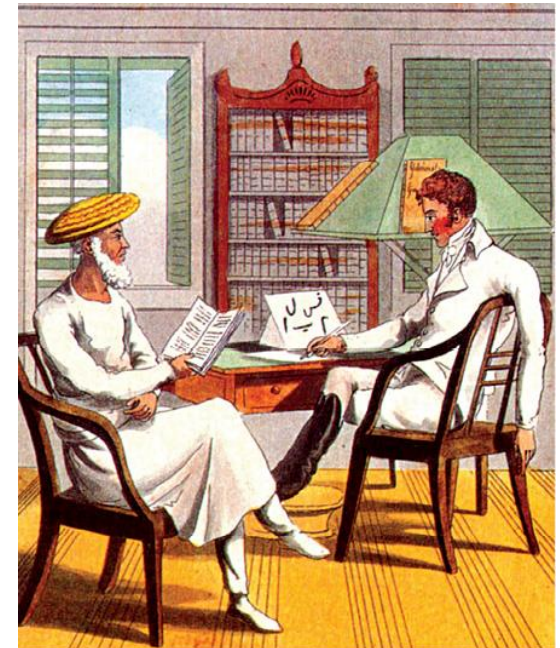
- ✓ British East India company – trade
- ✓ Industrialisation – Local artisans
- ✓ Indian tribals – British new laws
- ✓ British education system -



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

The students will be able to :

- ✓ know How the British saw Education?
- ✓ understand the tradition of Orientalism.
- ✓ compare new routines, new rules with old traditions
- ✓ understand “English education has enslaved us”.
- ✓ explain Tagore’s “abode of peace”
- ✓ analyse What Happened to the Local Schools?
- ✓ study the report of William Adam.



MIND MAP

How the British saw Education - The tradition of Orientalism



“Grave errors of the East”



Education for commerce



What Happened to the Local Schools? - The report of William Adam



New routines, new rules



The Agenda for a National Education - “English education has enslaved us”



Tagore’s “abode of peace”

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the ‘Tagore’s “abode of peace.”’ ➤ I discuss about how the British saw Education. ➤ I show the PPT about ‘Civilising the “Native”, Educating the Nation’ ➤ I explain the Agenda for a National Education. ➤ I discuss about the tradition of Orientalism in India during the British rule. ➤ I show a YouTube documentary on ‘Civilising the “Native”, Educating the Nation.’ ➤ I explain about “Grave errors of the East”. ➤ I discuss the report of William Adam. 	<ul style="list-style-type: none"> ➤ Students read the para “An argument for European knowledge and interpret it. ➤ Students collect information on Tagore’s “abode of peace” ➤ Imagine you are living in the 1850s. You hear of Wood’s Despatch. Write about your reactions. ➤ Imagine you were born in a poor family in the 1850s. How would you have responded to the coming of the new system of government-regulated patha shalas? ➤ Did you know that about 50 per cent of the children going to primary school drop out of school by the time they are 13 or 14? Can you think of the various possible reasons for this fact? 	<ul style="list-style-type: none"> ➤ Students discuss on “English education has enslaved us”. ➤ Students read the para “Language of the wise?” and analyse it. ➤ Students analyse the mahatma Gandhi’s letter : “Literacy in itself is not education” ➤ Imagine you were witness to a debate between Mahatma Gandhi and Macaulay on English education. Write a page on the dialogue you heard. ➤ Find out from your grandparents about what they studied in school. ➤ Find out about the history of your school or any other school in the area you live.

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

- ✓ How the British saw Education - The tradition of Orientalism - “Grave errors of the East”
- ✓ Education for commerce - What Happened to the Local Schools - The report of William Adam
- ✓ New routines, new rules - The Agenda for a National Education –
- ✓ “English education has enslaved us” - Tagore’s “abode of peace”

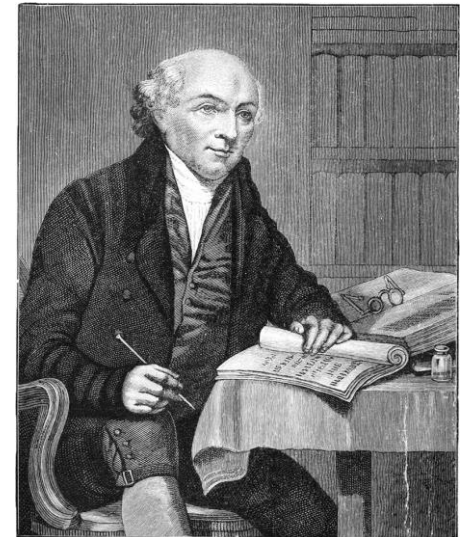
Check for understanding questions:

Factual :

- ✓ Why did William Jones feel the need to study Indian history, philosophy and law?
- ✓ Why did James Mill and Thomas Macaulay think that European education was essential in India?
- ✓ Why did Mahatma Gandhi want to teach children handicrafts?
- ✓ Why did Mahatma Gandhi think that English education had enslaved Indians?
- ✓ What Happened to the Local Schools in India during the British Rule?
- ✓ Who wrote Jana Gana Mana?

Open ended questions / Critical thinking :

- ✓ Find out from your grandparents about what they studied in school.
- ✓ Find out about the history of your school or any other school in the area you live.
- ✓ Write about the Agenda for a National Education.



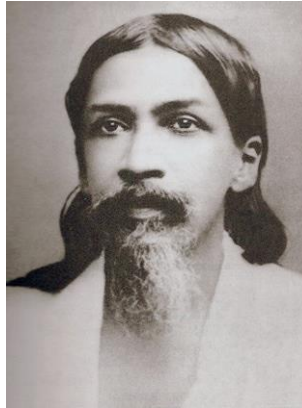
Student practice questions and activities :

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

- ✓ Who are Orientalists?
- ✓ Define the term 'Munshi'
- ✓ What is meant by Vernacular.

TLM s (Digital + Print) :

- ✓ Wikipedia, NCERT Solutions
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs – NCERT Textbooks
- ✓ YouTube Videos



Assessment :

- ✓ What is Madrasa?
- ✓ State whether true or false: James Mill was a severe critic of the Orientalists.

The 1854 Despatch on education was in favour English being introduced as a medium of higher education.

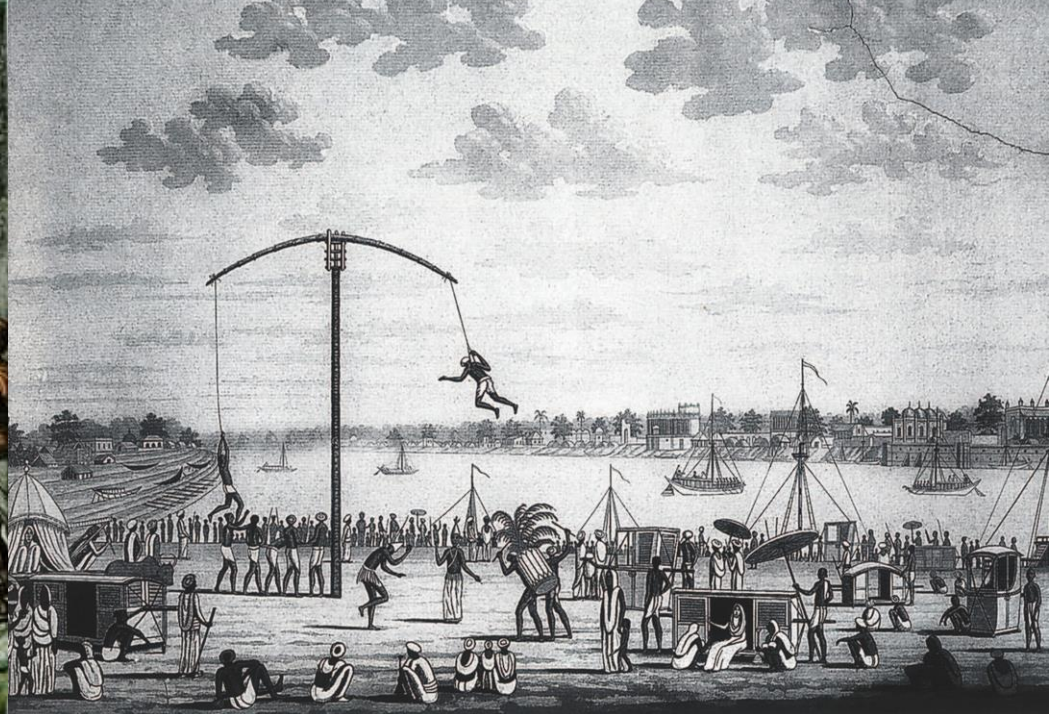
Mahatma Gandhi thought that promotion of literacy was the most important aim of education.

Rabindranath Tagore felt that children ought to be subjected to strict discipline.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- Teacher Name
- Subject : Social Studies
- Class : 8th Class - History
- Unit : 8. Women, Caste and Reform
- School Name
- No. of Periods : 09

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>8. Women, Caste and Reform</i>	Working Towards Change - Changing the lives of widows	1			From the early nineteenth century, we find debates and discussions about social customs and practices taking on a new character.
	Girls begin going to school - Women write about women	1			Many of the reformers felt that education for girls was necessary in order to improve the condition of women.
	Law against child marriage - Who could produce shoes?	1			With the growth of women's organisations and writings on these issues, the momentum for reform gained strength.
	Caste and Social Reform	1			Some of the social reformers we have been discussing also criticised caste inequalities.
	Demands for equality and justice	1			In eastern Bengal, Haridas Thakur's Matua sect worked among Chandala cultivators.
	Gulamgiri	1			One of the most vocal amongst the "low-caste" leaders was Jyotirao Phule.
	Who could enter temples? - The Non-Brahman movement	1			Ambedkar was born into a Mahar family.
	Organising for reform	1			The Brahmo Samaj, formed in 1830 prohibited all forms of idolatry and sacrifice,
	Exercises and activities	1			Let's recall, Let's discuss, Let's do

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

- ✓ British rule – Tribals
- ✓ Native rulers –
- ✓ British English education and schools



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

The students will be able to :

- ✓ know changing the lives of widows.
- ✓ understand why the girls begin going to school.
- ✓ compare girls' and boys' education.
- ✓ understand the law against child marriage.
- ✓ explain about Gulamgiri
- ✓ Visit temples in their village / town.
- ✓ Collect information about caste system in India.
- ✓ Interview a social reformer in their village.



MIND MAP

Working Towards Change - Changing the lives of widows

Girls begin going to school - Women write about women

Law against child marriage - Who could produce shoes?

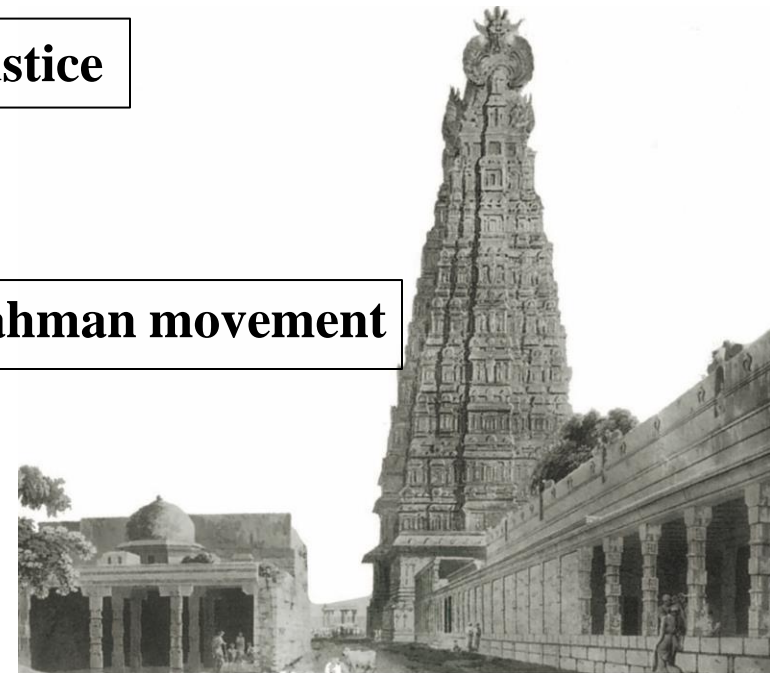
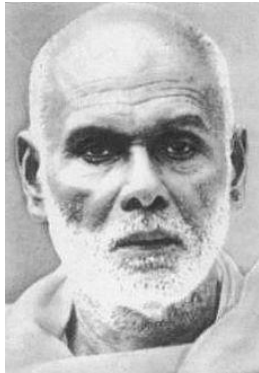
Caste and Social Reform

Demands for equality and justice

Gulamgiri

Who could enter temples? - The Non-Brahman movement

Organising for reform



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the changing the lives of widows from the modern age in India. ➤ I discuss about Girls begin going to school. ➤ I show the PPT about Women, Caste and Reform. ➤ I explain the Gulamgiri which was followed in the society in olden days. ➤ I discuss about child marriages and Law against child marriages. ➤ I conduct a debate on ‘Demands for equality and justice’. ➤ I explain about The Non-Brahman movement. ➤ I discuss about the Caste system and Social Reforms in the Indian society. 	<ul style="list-style-type: none"> ➤ Prepare a list of superstitions in the society. ➤ Students collect child marriages. ➤ Students write slogans against child marriages and caste system. ➤ Students prepare poster on social reforms. ➤ Students write a letter on girls' education. ➤ Can you think of the ways in which social customs and practices were discussed in the pre-printing age when books, newspapers and pamphlets were not readily available? ➤ Carefully read Source 3. What do you think Jyotirao Phule meant by “me here and you over there again”? 	<ul style="list-style-type: none"> ➤ This argument was taking place more than 175 years ago. Write down the different arguments you may have heard around you on the worth of women. In what ways have the views changed? ➤ Imagine that you are one of the students sitting in the school veranda and listening to the lessons. What kind of questions would be rising in your mind? ➤ Some people thought this situation was better than the total lack of education for untouchable people. Would you agree with this view? ➤ Why does caste remain such a controversial issue today? What do you think was the most important movement against caste in colonial times?

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

- ✓ Working Towards Change - Changing the lives of widows - Girls begin going to school
- ✓ Women write about women - Law against child marriage - Who could produce shoes?
- ✓ Caste and Social Reform - Demands for equality and justice - Gulamgiri
- ✓ Who could enter temples? - The Non-Brahman movement - Organising for reform

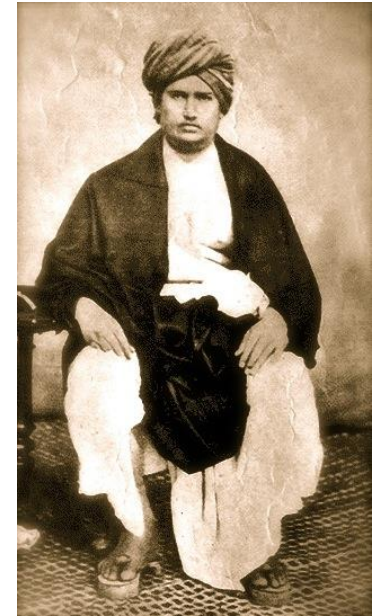
Check for understanding questions:

Factual :

- ✓ How did the knowledge of ancient texts help the reformers promote new laws?
- ✓ What were the different reasons people had for not sending girls to school?
- ✓ How did Jyotirao, and other reformer justify their criticism of caste inequality in society?
- ✓ Why did Phule dedicate his book Gulamgiri to the American movement to free slaves?

Open ended questions / Critical thinking :

- ✓ Why were Jyotirao Phule and Ramaswamy Naicker critical of the national movement? Did their criticism help the national struggle in any way?
- ✓ Why were Christian missionaries attacked by many people in the country? Would some people have supported them too? If so, for what reasons?
- ✓ In the British period, what new opportunities opened up for people who came from castes that were regarded as “low”?



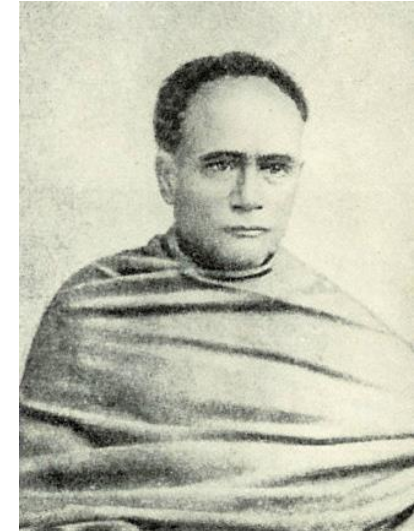
Student practice questions and activities :

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

- ✓ What did Ambedkar want to achieve through the temple entry movement?
- ✓ Write about Rammohun Roy.
- ✓ Write about Ishwar Chandra Vidyasagar.

TLM s (Digital + Print) :

- ✓ Wikipedia, NCERT Solutions
- ✓ Images, Charts, Maps, Graphs, Photos
- ✓ PPTs – NCERT Textbooks
- ✓ YouTube Videos



Assessment :

- ✓ State whether true or false:
- ✓ (a) When the British captured Bengal, they framed many new laws to regulate the rules regarding marriage, adoption, inheritance of property, etc.
- ✓ (b) Social reformers had to discard the ancient texts in order to argue for reform in social practices.
- ✓ (c) Reformers got full support from all sections of the people of the country.
- ✓ (d) The Child Marriage Restraint Act was passed in 1829.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



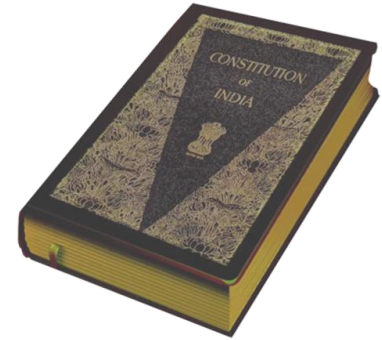
LESSON PLAN

- **Teacher Name** :
- **Subject** : **Social Studies**
- **Class** : **8th Class - Civics**
- **Unit** : **1. The Indian Constitution**
- **School Name** :
- **No. of Periods** : **11**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
THE INDIAN CONSTITUTION	Need for a Constitution	2			-NIL-
	Federalism	1			-NIL-
	Parliamentary form of government				-NIL-
	Separation of powe	1			-NIL-
	Fundamental rights	2			News paper cuttings for examples of violation of rights
	Secularis				
	Textual exercises	2			-NIL-

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

- Brain storming on the key word 'Constitution'.
- Teacher writes all the responses on the black board.



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

The students will be able to :

- explains the necessity of a Constitution for a country.
- analyses why is India called a federal state
- describes the significance of Parliamentary form of government.
- analyses and appreciates the Constitutional arrangement for balance of power
- interprets the importance of fundamental rights with daily life examples.
- differentiates between the fundamental rights and directive principles
- defines secularism.

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

- *(Showing a picture of Ambedkar) Do you identify him?*
- *Who is he?*
- *What was he famous for?*
- *Have you seen his statues?*
- *Have you ever thought of what book is there in his hand, in that statue?*

Explicit Teaching / Teacher Modelling (I Do)		Group Work (We Do)	Independent Work (You Do)
Period 1	<p>Teacher thinks aloud. “Is there any possibility that our leaders might misuse their authority?”</p> <p>Teacher instructs the pupils to watch a role play and respond.</p> <p>Teacher sums up the responses and explains how Constitution can check the misuse of power by leaders.</p>	<p>A group of students enact a role play, using the story board from page no:7</p> <p>And the class, as groups, responds on the issue raised by the teacher.</p>	<p>Each pupil writes the issue and the solution in his/her notebook.</p> <p>Each pupil gives some examples from news papers for the misuse of authority.</p>
Period 2	<p>Teacher raises the issue. “Is there any possibility that a majority dominates a minority?”</p> <p>Teacher instructs the pupils to see the story board from page no:7 and respond.</p> <p>-Teacher writes the following statement on the Black Board and asks students how do they understand that. “Constitution helps us to save us from ourselves”.</p> <p>Study the story board from page no:9 and respond. (Teacher instructs them to take the help of storyboard from Page.9)</p>	<p>Pupils study the story board in groups and each group comes up with its views on the issue raised.</p> <p>Each group says its response.</p>	<p>Each pupil writes the issue and the solution in his/her notebook.</p> <p>Each pupil gives some examples from news papers for the misuse of authority.</p> <p>Each pupil gives some recent examples for such situation. (people carried away by emotions against the law).</p>

Period 3	<p>Teacher exhibits a chart/slide that explains about federalism.</p> <p>Teacher exhibits a chart/slide that explains about Parliamentary form of government.</p> <p>Teacher sums up the responses.</p>	<p>Pupils analyse the contents of the slide and respond group after group.</p> <p>Pupils analyse the contents of the slide and respond group after group.</p>	<p>Each pupil prepares a flow chart that shows different layers of the government, in class notes.</p> <p>Each pupil writes their understanding of Parliamentary form of government.</p>
Period 4	<p>Teacher exhibits a detailed chart/slide that depicts the 3 organs of government.</p>	<p>One group teaches the others.</p>	<p>Each pupil prepares a flow chart that shows 3 organs of the government, in class notes.</p>
Period 5	<p>Teacher encourages children to organise a seminar in the classroom on fundamental rights.</p>	<p>Pupils discuss in groups and write down the points for seminar in the guidance of teacher.</p>	<p>One student speaks on the importance of providing fundamental rights.</p> <p>Six other students say about 6 fundamental rights, one right each.</p>
Period 6	<p>Teacher sums up the seminar and also explains about directive principles.</p>		<p>Each student writes the importance of directive principles in class notes.</p>
Period 7	<p>Teacher facilitates students to complete all the textual exercises.</p>	<p>They work in groups.</p>	<p>They write answers individually.</p>
Period 8	<p>Teacher facilitates students to complete all the textual exercises.</p>	<p>They work in groups.</p>	<p>They write answers individually.</p>

CHECK FOR UNDERSTANDING QUESTIONS

- How does the Constitution check the misuse of power by leaders?
- How does the Constitution prevent a majority from dominating a minority?
- How does the Constitution prevent governments to take decisions according to mere emotions of the groups?

EXPERIENCE AND REFLECTION: (Connects to life)

- Do we follow any rules in our school?
- Say some examples.
- Who follows rules in school? Only students? Or only students and teachers? Or everyone in the school including HM?

Check for understanding questions:

Factual :

- What are the 3 organs of the government in India? How do they check each other?
- What would happen if we have no fundamental rights?
- Differentiate between fundamental rights and directive principles.

Open ended questions / Critical thinking :

- Why is India called a federal state?
- Mention any two features of Parliamentary form of government



Student practice questions and activities :

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

- Why do we need to follow these rules?
- What happens if we do not follow?
- Are there any such rules followed in the ruling of a country? Where are they written? What is the necessity of them?

TLM s (Digital + Print) :

- Wikipedia,
- Images, Charts, Maps,
- PPTs, Graphs, Photos
- YouTube Videos
- Gurudeva.com website



Assessment :

- List out the fundamental rights.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- **Teacher Name**
- **Subject** : **Social Studies**
- **Class** : **8th Class - Civics**
- **Unit** : **2. Understanding Secularism**
- **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. Understanding Secularism</i>	What is Secularism?	1			The Indian Constitution allows individuals the freedom to live by their religious beliefs and practices as they interpret these.
	Why is it Important to Separate Religion from the State?	2			As discussed above, the most important aspect of secularism is its separation of religion from State power.
	What is Indian Secularism?	2			The Indian Constitution mandates that the Indian State be secular.
	Case study 1, 2, 3	1			Indian secularism works to prevent the domination
	Exercises, Glossary and activities	1			Discussion

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

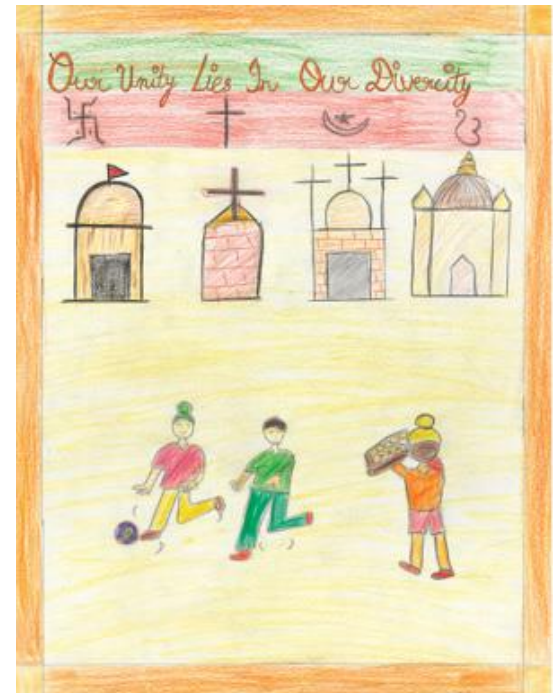
- ✓ Indian freedom fighters – Independence day
- ✓ Indian constitution – constitutional day
- ✓ Human rights – caste system in India
- ✓ Fundamental rights – fundamental duties



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

The students will be able to :

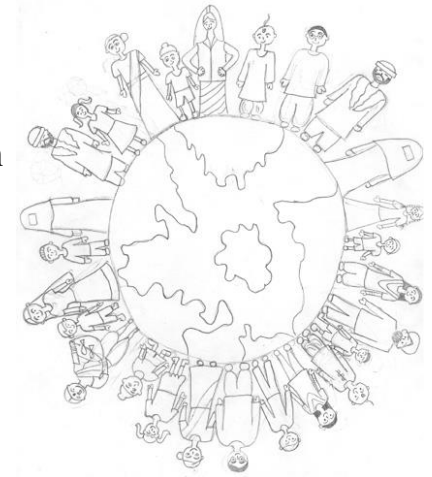
- ✓ know what is Secularism?
- ✓ understand why is it Important to Separate Religion from the State?
- ✓ compare Indian Secularism with other countries.
- ✓ understand Indian constitution – religion
- ✓ explain state cannot interference in religion matters.
- ✓ Visit mosque, temple, church and other prayer places.
- ✓ Collect information about all religions in India.



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Secularism. ➤ I discuss about the Importance of Separate Religion. ➤ I show the PPT about Understanding Secularism. ➤ I explain the Indian constitution and religion system in India. ➤ I discuss about the religious unity in India. ➤ I invite a religious head into the class and interact with him along with my students. ➤ I celebrate all religious festivals in the school. ➤ I prepare a poster on secularism. 	<ul style="list-style-type: none"> ➤ Prepare a list of religions and its importance. ➤ Students collect information about all religions and its founders, books, worshipping places, important countries etc. ➤ Re-read the introduction to this chapter. Why do you think retaliation is not the proper response to this problem? What would happen if different groups followed this path? ➤ Students were asked to draw on religious tolerance. ➤ Students discuss in class: Can there be different views within the same religion? ➤ Students draw a poster on religious unity. 	<ul style="list-style-type: none"> ➤ Students write an essay on secularism. ➤ Students prepare questionnaire to interview the religious heads. ➤ Students prepare slogans on secularism and students prepare poster on religious unity. ➤ Students participate all religious occasions with their friends. ➤ Government schools often have students from different religious backgrounds. Re-read the three objectives of a secular State and write two sentences on why it is important that government schools do not promote any one religion? ➤ Can you think of a recent incident, from any part of India, in which the secular ideals of the Constitution were violated, and persons were persecuted and killed because of their religious backgrounds?

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

- ✓ What is Secularism? - Why is it Important to Separate Religion - from the State?
- ✓ What is Indian Secularism? - Indian constitution – religion - No interference in religion
- ✓ Exercises, Glossary and activities



Check for understanding questions:

Factual :

- ✓ List the different types of religious practice that you find in your neighbourhood. This could be different forms of prayer, worship of different gods, sacred sites, different kinds of religious music and singing etc.
Does this indicate freedom of religious practice?
- ✓ Will the government intervene if some religious group says that their religion allows them to practise infanticide? Give reasons for your answer.

Open ended questions / Critical thinking :

- ✓ The Indian State both keeps away from religion as well as intervenes in religion. This idea can be quite confusing. Discuss this once again in class using examples from the chapter as well as those that you might have produced.

Student practice questions and activities :

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

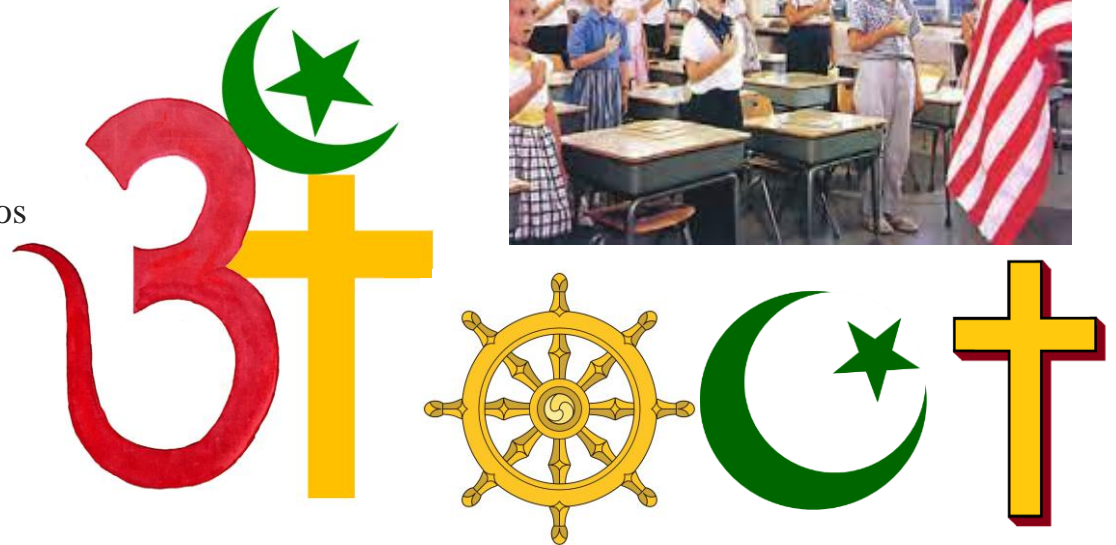
- ✓ Look up the annual calendar of holidays of your school. How many of them pertain to different religions? What does this indicate?
- ✓ Find out some examples of different views within the same religion.
- ✓ What is secularism.

TLM s (Digital + Print) :

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

Assessment :

- ✓ Prepare slogans on secularism.
- ✓ Prepare poster on religious unity.
- ✓ Define the term Intervene.



Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- **Teacher Name**
- **Subject** : **Social Studies**
- **Class** : **8th Class - Civics**
- **Unit** : **3. Why Do We Need a Parliament?**
- **School Name**
- **No. of Periods** : **10**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>Why Do We Need a Parliament?</i>	Introduction				We in India pride ourselves on being a democracy.
	Why should People Decide?				India, as we know, became independent on 15 August 1947.
	People and their Representatives				The take-off point for a democracy is the idea of consent, i.e. the desire, approval and participation of people.
	The Role of the Parliament				Created after 1947, the Indian Parliament is an expression of the faith that the people of India have in principles of democracy.
	A. To Select the National Government				Parliament of India consists of the President, the Rajya Sabha and the Lok Sabha.
	B. To Control, Guide and Inform the Government				The Parliament, while in session, begins with a question hour.
	C. Law-Making				Law-making is a significant function of Parliament.
	Who are the People in Parliament?				Parliament now has more and more people from different backgrounds.
	Glossary - Exercises				Approval, Coalition, Unresolved

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

- ✓ State government – Central government
- ✓ Local self government
- ✓ President of India – Prime minister of India
- ✓ Lok Sabha – Rajya Sabha



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

The students will be able to :

- ✓ know about the Role of the Parliament.
- ✓ understand Lok Sabha and Rajya Sabha.
- ✓ compare the National Government with State government.
- ✓ understand the formation of the Government
- ✓ explain the system of law making.
- ✓ Visit near by Sachivalayam.
- ✓ collect information about Parliament and prepare an album.



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Parliament. ➤ I discuss about Lok Sabha and Rajya Sabha. ➤ I discuss Who are the People in Parliament? ➤ I show the PPT about Parliament. ➤ I explain the law-making process. ➤ I collect information about the Presidents of India and Prime ministers of India. 	<ul style="list-style-type: none"> ➤ Prepare a list of Presidents of India. ➤ Prepare a list of Prime ministers of India. ➤ Collect information about the states and its capitals of India. ➤ Students collect information about the role of the parliament. ➤ Students tell about People and their Representatives in Indian democracy. ➤ Students watch the Law-Making process in the Parliament. ➤ In the above question, what information is being sought from the Minister of Women and Child Development? 	<ul style="list-style-type: none"> ➤ If you were a Member of Parliament (MP), list two questions that you would like to ask. ➤ The photograph on page 28 shows results from the 3rd Lok Sabha elections held in 1962. Use the photograph to answer the following questions: ➤ Which state has the highest number of MPs in the Lok Sabha? Why do you think this is so? ➤ Which state has the least number of MPs in the Lok Sabha? ➤ Which political party has won the most seats in all states? ➤ Which party do you think will form the government? Give reasons why.

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

- ✓ Why should People Decide - People and their Representatives - The Role of the Parliament
- ✓ To Select the National Government - To Control, Guide and Inform the Government
- ✓ Law-Making - Who are the People in Parliament



Check for understanding questions:

Factual :

- ✓ Why do you think our national movement supported the idea that all adults have a right to vote?
- ✓ In this 2004 map of Parliamentary constituencies alongside, roughly identify the constituencies in your State. What is the name of the MP from your constituency? How many MPs does your state have? Why are certain constituencies coloured green while others are coloured blue?
- ✓ Who are the People in Parliament?
- ✓ What is parliament?
- ✓ Write the formation of Lok Sabha.
- ✓ Write the powers of the President of India.



Open ended questions / Critical thinking :

- ✓ Why do you think there are so few women in Parliament? Discuss.
- ✓ Looking at this table would you say that people's participation during the past 50 years has: decreased/increased/been stable after initial increase?

Student practice questions and activities :

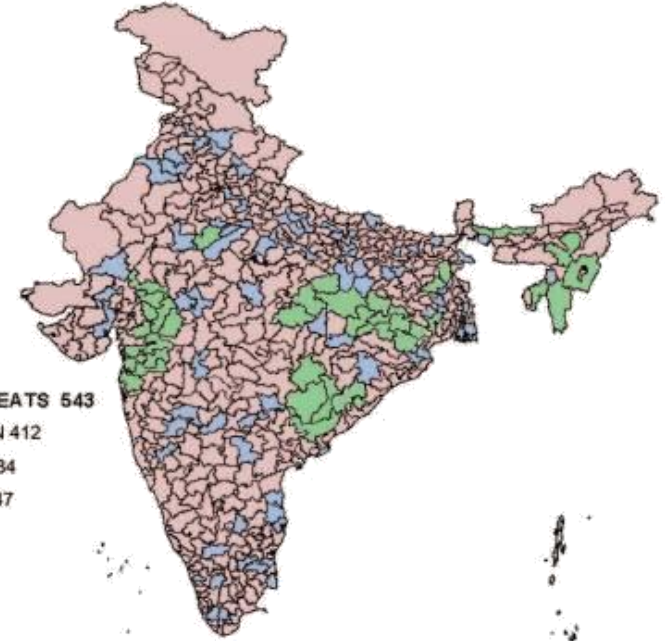
Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)

- ✓ What is Approval?
- ✓ What is Coalition?
- ✓ What is Unresolved?



TLM s (Digital + Print) :

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



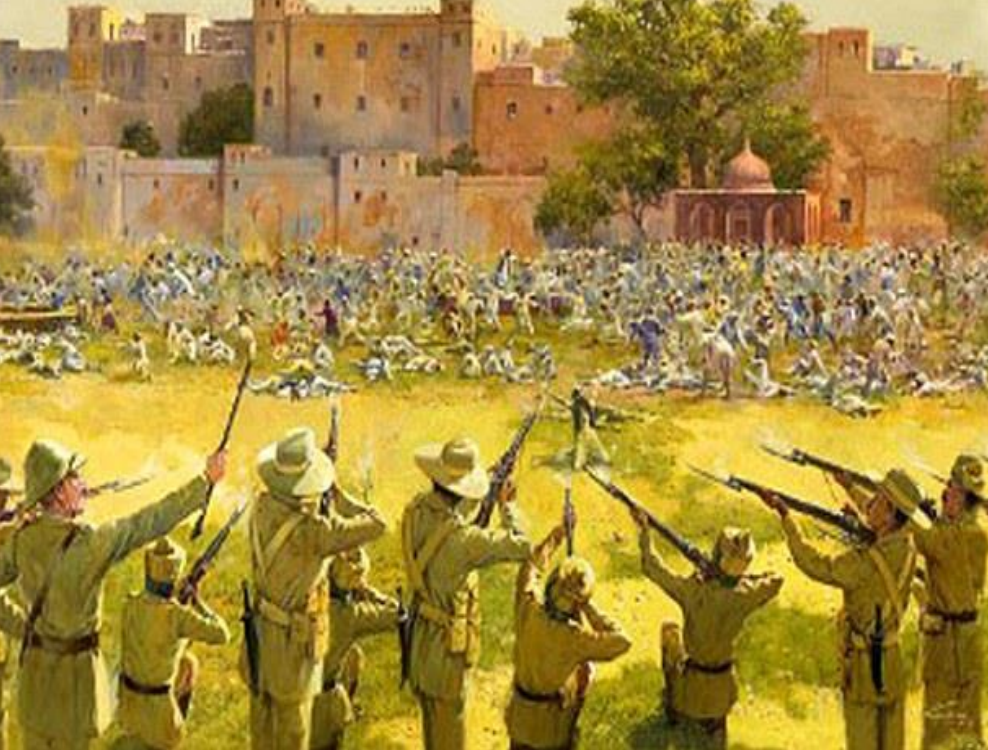
Assessment :

- ✓ Why do you think there are so few women in Parliament? Discuss.
- ✓ Discuss with your teacher the difference between a State Legislative Assembly (Vidhana Sabha) and the Parliament (Lok Sabha).

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- **Teacher Name**
- **Subject** : **Social Studies**
- **Class** : **8th Class - Civics**
- **Unit** : **4. Understanding Laws**
- **School Name** :
- **No. of Periods** : **05**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>4. Understanding Laws</i>	Do Laws Apply to All?	1			The law cannot discriminate between persons on the basis of their religion, caste or gender.
	How Do New Laws Come About?	1			The Parliament has an important role in making laws.
	Examples with cartoons	1			Shazia, did you read today's newspapers? Isn't it a great day for women?
	Unpopular and Controversial Laws	1			Let us now look at the situation where the Parliament passes laws that turn out to be very unpopular.
	Glossary - Exercises	1			Criticise, Evolution, Sedition, Repressive

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

- ✓ Indian constitution – Parliament
- ✓ Indian acts – laws
- ✓ Courts – Police Stations
- ✓ Civil cases – Criminal cases



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

The students will be able to :

- ✓ know the Domestic violence
- ✓ understand ‘Do Laws Apply to All?’
- ✓ compare civil and criminal laws.
- ✓ understand the Indian laws from the examples with cartoons
- ✓ explain the court system with laws
- ✓ Visit near by police station and interview a police man.
- ✓ Collect information about different types of cases and news items.



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the law system in India. ➤ I discuss about dos and don'ts in the society. ➤ I show the PPT about understanding laws. ➤ I explain the system of laws and courts, cases and its types. ➤ I discuss the Unpopular and Controversial Laws. ➤ I discuss the laws with examples by showing cartoons. ➤ I demonstrate the protection procedure. 	<ul style="list-style-type: none"> ➤ What do you understand by 'domestic violence'? List the two rights that the new law helped achieve for women who are survivors of violence. ➤ Can you list one process that was used to make more people aware of the need for this law? ➤ From the above storyboard, can you list two different ways in which people lobbied Parliament? ➤ In the following poster, what do you understand by the phrase 'Equal Relationships are Violence Free'? ➤ Students collect 	<ul style="list-style-type: none"> ➤ A government official helps his son go into hiding because his son has been given a ten-year jail sentence by a District Court for a crime that he has committed. ➤ Do you think that the government official's actions were right? Should his son be exempt from the law just because his father is economically and politically powerful? ➤ Read the newspapers/watch news on TV for a week and find out if there are any unpopular laws that people in India or around the world are currently protesting. ➤ List the three forms of protest that you see in the above photos.

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

- ✓ Introduction - Do Laws Apply to All.
- ✓ How Do New Laws Come About - Domestic violence - Examples with cartoons
- ✓ Unpopular and Controversial Laws - Glossary – Exercises

Check for understanding questions:

Factual :

- ✓ Write in your own words what you understand by the term the ‘rule of law’. In your response include a fictitious or real example of a violation of the rule of law.
- ✓ State two reasons why historians refute the claim that the British introduced the rule of law in India.
- ✓ Re-read the storyboard on how a new law on domestic violence got passed. Describe in your own words the different ways in which women’s groups worked to make this happen.

Open ended questions / Critical thinking :

- ✓ Write in your own words what you understand by the following sentence on page 44-45: They also began fighting for greater equality and wanted to change the idea of law from a set of rules that they were forced to obey, to law as including ideas of justice.

Student practice questions and activities :

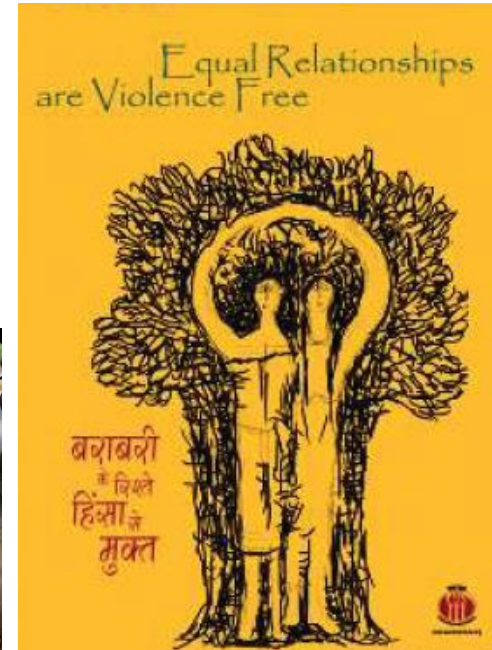
Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)

- ✓ Define the term Criticise.
- ✓ What is Evolution.
- ✓ Write about Repressive.
- ✓ Explain about Sedition.



TLM s (Digital + Print) :

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



Assessment :

- ✓ List the three forms of protest that you see in the above photos.
- ✓ Read the newspapers/watch news on TV for a week and find out if there are any unpopular laws that people in India or around the world are currently protesting.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- **Teacher Name**
- **Subject** : **Social Studies**
- **Class** : **8th Class - Civics**
- **Unit** : **5. Judiciary**
- **School Name**
- **No. of Periods** : **07**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>5. Judiciary</i>	Role of the Judiciary - Dispute Resolution etc	1			Courts take decisions on a very large number of issues.
	An Independent Judiciary	1			The control that the politician holds over the judge does not allow for the judge to take an independent decision.
	The Structure of Courts in India	1			There are three different levels of courts in our country. There are several courts at the lower level while there is only one at the apex level.
	Different Branches of the Legal System	1			In addition to criminal law, the legal system also deals with civil law cases.
	Access to the Courts	2			In principle, all citizens of India can access the courts in this country.
	Glossary - Exercises	1			Acquit, Compensation, Eviction, Violation

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

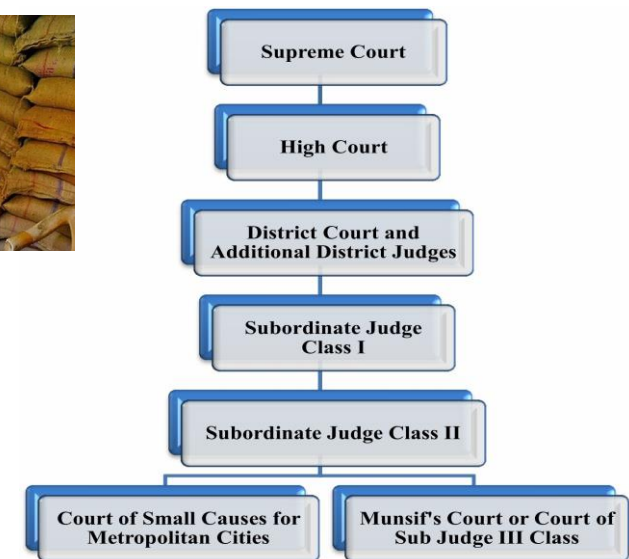
- ✓ Indian constitution – Parliament
- ✓ Indian acts – laws – police - lawyer
- ✓ Courts – Police Stations
- ✓ Civil cases – Criminal cases



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

The students will be able to :

- ✓ know about the Role of the Judiciary.
- ✓ understand the Dispute Resolution.
- ✓ compare Judicial Review with laws.
- ✓ understand Upholding the Law and Enforcing Fundamental Rights.
- ✓ explain An Independent Judiciary in India.
- ✓ Visit near by court, interview the lawyer and make a report.
- ✓ Collect information about different Branches of the Legal System.



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Role of the Judiciary. ➤ I discuss about Fundamental Rights awarded by the Indian constitution. ➤ I discuss about the Independent Judiciary in India. ➤ I show the PPT about the Role of the Judiciary in India. ➤ I explain the different Branches of the Legal System. ➤ I discuss about Civil law and criminal laws. ➤ I visit a court with my students. ➤ I conduct a moot court in the classroom by my students. 	<ul style="list-style-type: none"> ➤ Prepare a list of courts from Supreme Court to the Muncif courts. ➤ Students collect information about the Supreme court chief justices list. ➤ Students conduct a moot court in the classroom by acting as different roles like lawyer, judge, accused and policeman. ➤ Students draw a cartoon on Fundamental Rights ➤ Students perform a mono action like police, judge or lawyer. ➤ Collect information about the Structure of Courts in India. 	<ul style="list-style-type: none"> ➤ Calculate the number of vacancies in the district and subordinate courts. Discuss the impact of the shortage of judges on the delivery of justice to the litigants. ➤ Write two sentences of what you understand about the appellate system from the given case. ➤ List two reasons why you believe an independent judiciary is essential to democracy. ➤ Do you think that any ordinary citizen stands a chance against a politician in this kind of judicial system? Why not? ➤ You read that one of the main functions of the judiciary is ‘upholding the law and Enforcing Fundamental Rights’. Why do you think an independent judiciary is necessary to carry out this important function?

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



- ✓ Role of the Judiciary
- ✓ Dispute Resolution - Judicial Review - Upholding the Law and Enforcing Fundamental Rights
- ✓ An Independent Judiciary - The Structure of Courts in India
- ✓ Civil law and criminal law - Different Branches of the Legal System

Check for understanding questions: Factual :

- ✓ Why do you think the introduction of Public Interest Litigation (PIL) in the 1980s is a significant step in ensuring access to justice for all?
- ✓ Re-read excerpts from the judgment on the Olga Tellis vs Bombay Municipal Corporation case. Now write in your own words what the judges meant when they said that the Right to Livelihood was part of the Right to Life.
- ✓ Write a story around the theme, ‘Justice delayed is justice denied’.
- ✓ Make sentences with each of the glossary words given on the next page.



Open ended questions / Critical thinking :

- ✓ Re-read the list of Fundamental Rights provided in Chapter 1. How do you think the Right to Constitutional Remedies connects to the idea of judicial review?
- ✓ In the following illustration, fill in each tier with the judgments given by the various courts in the Sudha Goel case. Check your responses with others in class.

Student practice questions and activities :

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

- ✓ What is Compensation?
- ✓ Define the term Eviction.
- ✓ How does the phrase “Hungry stomachs, overflowing godowns! We will not accept it!!” used in the poster relate to the photo essay on the Right to Food on page 61?

TLM s (Digital + Print) :

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

Assessment :

- ✓ Keeping the Sudha Goel case in mind, tick the sentences that are true and correct the ones that are false.
- ✓ (a) The accused took the case to the High Court because they were unhappy with the decision of the Trial Court.
- ✓ (b) They went to the High Court after the Supreme Court had given its decision.
- ✓ (c) If they do not like the Supreme Court verdict, the accused can go back again to the Trial Court.



Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- **Teacher Name**
- **Subject** : **Social Studies**
- **Class** : **8th Class - Civics**
- **Unit** : **6. Understanding Our Criminal Justice System**
- **School Name**
- **No. of Periods** : **10**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>6. Understanding Our Criminal Justice System</i>	Violating the law- introduction	1			As Sushil keeps repeating that he is an innocent factory worker, the police let him go after two days.
	Article 22 of the Constitution	1			According to Article 22 of the Constitution, every person has a Fundamental Right to be defended by a lawyer.
	Case study of Advocate Roy examines Sushil	2			Advocate Kamla Roy meets Shanti in the court
	First Information Report (FIR):	1			It is with the registration of an FIR that the police can begin their investigations into a crime.
	The Role of the Public Prosecutor	1			In court, it is the Public Prosecutor who represents the interests of the State.
	Role of the Judge	1			The judge is like an umpire in a game and conducts the trial impartially and in an open court.
	A Fair Trial	1			A fair trial ensures that Article 21 of the Constitution is upheld.
	Glossary - Exercises	1			Accused, Cognizable, Cross-examine

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

- ✓ Indian constitution – Parliament
- ✓ Indian acts – laws – police - lawyer
- ✓ Courts – Police Stations
- ✓ Civil cases – Criminal cases



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

The students will be able to :

- ✓ know the Violating the law and punishments.
- ✓ understand Article 22 of the Constitution
- ✓ compare The Role of the Public Prosecutor with lawyer.
- ✓ understand about First Information Report.
- ✓ explain Role of the Judge.
- ✓ Visit near by court and make a report.
- ✓ Collect information about police station, court, jail etc.



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Article 22 of the Constitution of India. ➤ I discuss about Case study of Advocate Roy examines Sushil ➤ I show the PPT about ‘Understanding Our Criminal Justice System’. ➤ I explain ‘A Fair Trial’ ➤ I explain what is the Role of a Judge in the court. ➤ I discuss the difference between The Role of the Public Prosecutor and the role of a lawyer. ➤ I discuss the role of a Police man in the system. ➤ I explain about the importance of first information report. 	<ul style="list-style-type: none"> ➤ Prepare a list of important articles in the Indian constitution. ➤ Students collect information about the judiciary by conduct an interview a lawyer / Judge / Police man. ➤ Students visit a police station / court, collect information and prepare a report and discuss in the classroom. ➤ State two reasons why you believe that different persons need to play different roles as part of the criminal justice system. ➤ Now take the same situation but ask one student who is a supporter of the Fiesta Club to perform all the functions listed above. Do you think the victims would get justice if only one person performed all of the functions of the criminal justice system? Why not? 	<ul style="list-style-type: none"> ➤ Discuss in class what might have happened in Shanti’s case if the following procedures had not been observed. a. If she were not defended by a lawyer. b. If the court had not assumed her to be innocent. ➤ What did the judge say in Shanti’s case after hearing the testimony of all the witnesses? ➤ When Shanti was arrested for theft, S.I. Rao also kept her brother Sushil in the police lock up for two days. Was it legal for the police to detain him? Does it violate the D.K. Basu guidelines? ➤ Did S.I. Rao do enough to question witnesses and compile evidence before arresting Shanti and filing a case against her? In keeping with the duties of the police as stated above, what else do you think S.I. Rao could have done as part of his investigation?

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

- ✓ Violating the law - introduction - Article 22 of the Constitution
- ✓ Case study of Advocate Roy examines Sushil - First Information Report (FIR):
- ✓ The Role of the Public Prosecutor - Role of the Judge
- ✓ A Fair Trial - Glossary - Exercises

Check for understanding questions:

Factual :

- ✓ What is FIR?
- ✓ What are the differences between civil and criminal cases?
- ✓ What are the duties of a Judge / Public Prosecutor?

Open ended questions / Critical thinking :

- ✓ In a town called Peace Land, the supporters of the Fiesta football team learn that the supporters of the Jubilee football team in the nearby city about 40 km away have damaged the ground on which the Final between both teams is to be held the following day. A crowd of Fiesta fans armed with deadly weapons attacks the homes of the supporters of the Jubilee football team in the town. In the attack, 10 men are killed, 5 women are gravely hurt, many homes are destroyed and over 50 people injured.
- ✓ Imagine that you and your classmates are now part of the criminal justice system. First divide the class into the following four groups of persons: 1. Police 2. Public Prosecutor 3. Defence lawyer 4. Judge



Student practice questions and activities :

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

- ✓ Now let us take a slightly different scenario. Shanti and her brother Sushil go to the police station to complain that Mr Shinde's 20-year old son had stolen Rs 15,000 that they had been saving up. Do you think that the officer in charge of the Police Station will promptly lodge an FIR? List a few factors that in your opinion may influence the decision of the police to register or not register an FI

TLM s (Digital + Print) :

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



Assessment :

- ✓ Why do you think there is a rule that confessions made during police custody cannot be used as evidence against the accused?
- ✓ Now take the same situation but ask one student who is a supporter of the Fiesta Club to perform all the functions listed above. Do you think the victims would get justice if only one person performed all of the functions of the criminal justice system? Why not?
- ✓ State two reasons why you believe that different persons need to play different roles as part of the criminal justice system.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN

- **Teacher Name** : _____
- **Subject** : **Social Studies**
- **Class** : **8th Class - Civics**
- **Unit** : **7. Understanding Marginalisation**
- **School Name** : _____
- **No. of Periods** : **09**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>7. Understanding Marginalisation</i>	Meaning of Socially Marginalised	1			To be marginalised is to be forced to occupy the sides or fringes and thus not be at the centre of things.
	Adivasis	1			Adivasis – the term literally means ‘original inhabitants’ – are communities who lived, and often continue to live, in close association with forests.
	Adivasis and Stereotyping	1			In India, we usually ‘showcase’ Adivasi communities in particular ways.
	Adivasis and Development	1			As you have already read in your history textbook, forests were absolutely crucial to the development of all empires and settled civilisations in India.
	Minorities and Marginalisation	1			The term minority is most used to refer to communities that are numerically small in relation to the rest of the population.

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>7. Understanding Marginalisation</i>	Muslims and Marginalisation	1			According to 2001 census, Muslims are 13.4 per cent of India's population and are a marginalised community
	Basic Amenities, 1994 - Literacy Rate by Religion, 2001 - Public Employment of Muslims	1			Kutcha houses, Electricity, Piped water, Hindus, Muslims, Christians, Sikhs, Buddhists, Jains, Population: IAS, IPS, IFS, Central Public Sector Unit (PSU), State PSU, Banks & RBI
	Conclusion	1			we have tried to understand what it means to be a marginalised community.
	Exercises - GLOSSARY	1			Hierarchy, Ghettoisation, Mainstream

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

- ✓ Caste system in India
- ✓ Scheduled Tribes, Scheduled Castes,
- ✓ Back ward Castes – other caste
- ✓ Varna system - Occupations



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

The students will be able to :

- ✓ know the lifestyle of Adivasis.
- ✓ understand the meaning of ‘Socially Marginalised’
- ✓ compare the development of Adivasis with other.
- ✓ understand why Adivasis are Stereotyping?
- ✓ explain about the minorities and marginalisation
- ✓ visit Religious places like temple and consult religious head.
- ✓ collect information about various religions and castes in India.



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Meaning of Socially Marginalised. ➤ I discuss about the lifestyle, food habits, crops etc of the Adivasis. ➤ I show the PPT about Adivasis and Development. ➤ I explain the tables of Basic Amenities, 1994 - Literacy Rate by Religion, 2001 - Public Employment of Muslims ➤ I discuss about Adivasis and Stereotyping in the classroom. ➤ I discuss about the Muslims and Marginalisation. 	<ul style="list-style-type: none"> ➤ Prepare a list of Adivasis living in India. ➤ Students collect information about different religions and their lifestyles. ➤ Students visit near by Adivasis village and interact with them. ➤ Students perform a drama on ‘Unity in diversity in India.’ ➤ What metals are important in present-day India? Why? ➤ Where do they come from? Are there Adivasi populations there? ➤ List five products that you use at home that come from the forest. ➤ List three things that you would tell her about the lives of Adivasis in India. 	<ul style="list-style-type: none"> ➤ Explain at least three different reasons why groups may be marginalised. ➤ Why was Dadu forced to leave his village in Orissa? ➤ In your own city or village, who would you think are the marginalised groups? Discuss. Can you name some Adivasi communities that live in your state? What languages do they speak? Do they live close to the forest? Do they migrate to other regions looking for work? ➤ By whom were the following demands being made on forest land? ➤ timber for construction of houses and railways · forest land for mining forest land for agriculture by non-tribal people reserved by government as wildlife parks In what ways would this affect tribal people?

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

- ✓ Meaning of Socially Marginalised – Adivasis
- ✓ Adivasis and Stereotyping - Adivasis and Development
- ✓ Minorities and Marginalisation - Muslims and Marginalisation
- ✓ Basic Amenities, 1994 - Literacy Rate by Religion, 2001 - Public Employment of Muslims



Check for understanding questions: Factual :

- ✓ In your opinion, why is it important that Adivasis should have a say in how their forests and forest lands are used?
- ✓ Why do we need safeguards for minorities?
- ✓ Read the data related to schooling provided by the Sachar Committee Report.
- ✓ Write in your own words two or more sentences of what you understand by the word ‘marginalisation’.
- ✓ List two reasons why Adivasis are becoming increasingly marginalised.
- ✓ Write one reason why you think the Constitution’s safeguards to protect minority communities are very important?

Open ended questions / Critical thinking :

- ✓ What do you think this poem is trying to convey?
- ✓ Do you think special measures are required to address this situation?
- ✓ The above essay has been written by a child around your age. What do you think she is trying to convey?



Student practice questions and activities :

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

- ✓ Re-read the section on Minorities and Marginalisation. What do you understand by the term minority?
- ✓ You are participating in a debate where you have to provide reasons to support the following statement: 'Muslims are a marginalised community'. Using the data provided in this chapter, list two reasons that you would give.

TLM s (Digital + Print) :

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

Assessment :

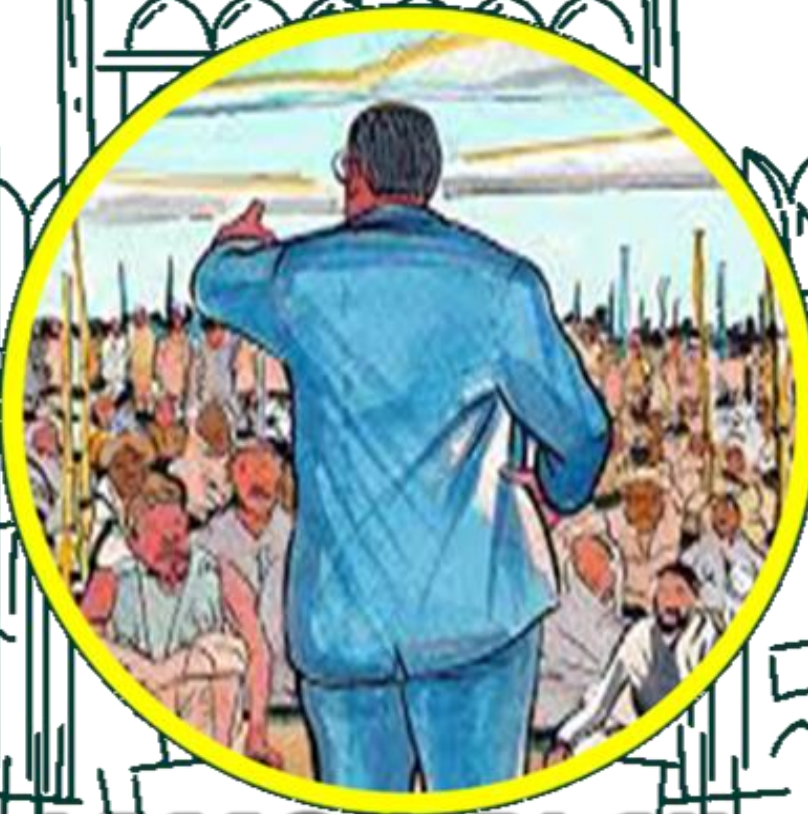
- ✓ Would you agree with the statement that economic marginalisation and social marginalisation are interlinked? Why?
- ✓ In the storyboard you read about how Helen hopes to make a movie on the Adivasi story. Can you help her by developing a short story on Adivasis?



Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



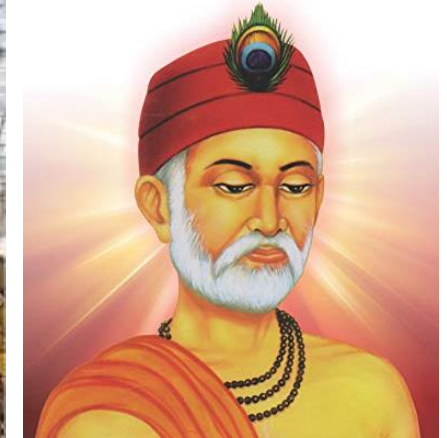
LESSON PLAN

- **Teacher Name** :
- **Subject** : **Social Studies**
- **Class** : **8th Class - Civics**
- **Unit** : **8. Confronting Marginalisation**
- **School Name** :
- **No. of Periods** : **08**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>8. Confronting Marginalisation</i>	Invoking Fundamental Rights	1			Article 17 of the Constitution states that untouchability has been abolished
	Laws for the Marginalised	1			There are specific laws and policies for the marginalised in our country.
	Promoting Social Justice	1			the government provides for free or subsidised hostels for students of Dalit and Adivasi communities
	Protecting the Rights of Dalits and Adivasis	1			Kabir was a fifteenth century poet and weaver who also belonged to the Bhakti tradition.
	The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989	1			This Act was framed in 1989 in response to demands made by Dalits and others
	The Scourge of Manual Scavenging	1			A manual scavenger is the person who does the job of carrying the filth.
	Adivasi Demands and the 1989 Act	1			The 1989 Act is important for Adivasi activists refer to it to defend their right to occupy land.
	Exercises - GLOSSARY	1			Assertive, Confront, Dispossessed, Ostracise

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

- ✓ Caste system in India
- ✓ Scheduled Tribes, Scheduled Castes,
- ✓ Backward Castes – other castes
- ✓ Varna system - Occupations



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

The students will be able to :

- ✓ know about the Invoking Fundamental Rights.
- ✓ understand the Laws for the Marginalised
- ✓ discuss on ‘Protecting the Rights of Dalits and Adivasis’
- ✓ understand ‘SCs and STs (Prevention of Atrocities) Act, 1989’.
- ✓ explain the Scourge of Manual Scavenging
- ✓ suggest the measures to protect lower castes.
- Collect information about Adivasis and prepare an album.



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Invoking Fundamental Rights. ➤ I discuss about Laws for the Marginalised. ➤ I show the PPT on Confronting Marginalisation. ➤ I explain the concept of Promoting Social Justice. ➤ I discuss about the protection acts for SCs and STs and Adivasis. ➤ I discuss the problem of the Scourge of Manual Scavenging. ➤ I explain about Adivasi Demands and the 1989 Act. 	<ul style="list-style-type: none"> ➤ What do you understand by manual scavenging? ➤ Re-read the list of Fundamental Rights provided on page 14 and list two rights that this practice violates? ➤ Why did the Safai Karam Chari Andolan file a PIL in 2003? ➤ What did they complain about in their petition? ➤ What did the Supreme Court do on hearing their case in 2005? ➤ Can you list two different provisions in the 1989 Act? ➤ Look up the glossary and write in your own words what you understand by the term ‘morally reprehensible’. ➤ Prepare a list of Adivasis living in India. 	<ul style="list-style-type: none"> ➤ In your opinion does the force put on Rathnam to perform this ritual violate his Fundamental Rights? ➤ Why do you think the Dalit families were afraid of angering the powerful castes? ➤ State one reason why you think reservations play an important role in providing social justice to Dalits and Adivasis? ➤ Students perform a drama on ‘Unity in diversity in India.’ ➤ Students visit near by Adivasis village and interact with them. ➤ Students collect information about different religions and their lifestyles.

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

- ✓ Invoking Fundamental Rights - Laws for the Marginalised
- ✓ Promoting Social Justice - Protecting the Rights of Dalits and Adivasis
- ✓ The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989
- ✓ The Scourge of Manual Scavenging - Adivasi Demands and the 1989 Act



Check for understanding questions: Factual :

- ✓ List two Fundamental Rights in the Constitution that Dalits can draw upon to insist that they be treated with dignity and as equals. Re-read the Fundamental Rights listed on page 14 to help you answer this question.
- ✓ Why do Adivasi activists, including C.K. Janu, believe that Adivasis can also use this 1989 Act to fight against dispossession? Is there anything specific in the provisions of the Act that allows her to believe this?

Open ended questions / Critical thinking :

- ✓ Re-read the story on Rathnam as well as the provisions of the 1989 Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act. Now list one reason why you think he used this law to file a complaint.
- ✓ (a) Bring to class a poem that discusses a social issue. Share this with your classmates. Work in small groups with two or more poems to discuss their meaning as well as what the poet is trying to communicate.

Student practice questions and activities :

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

- ✓ Write about Fundamental Rights
- ✓ How can we promote the social justice?
- ✓ Define the term 'Adivasi'.
- ✓ Write about Manual Scavenging.

TLM s (Digital + Print) :

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

Assessment :

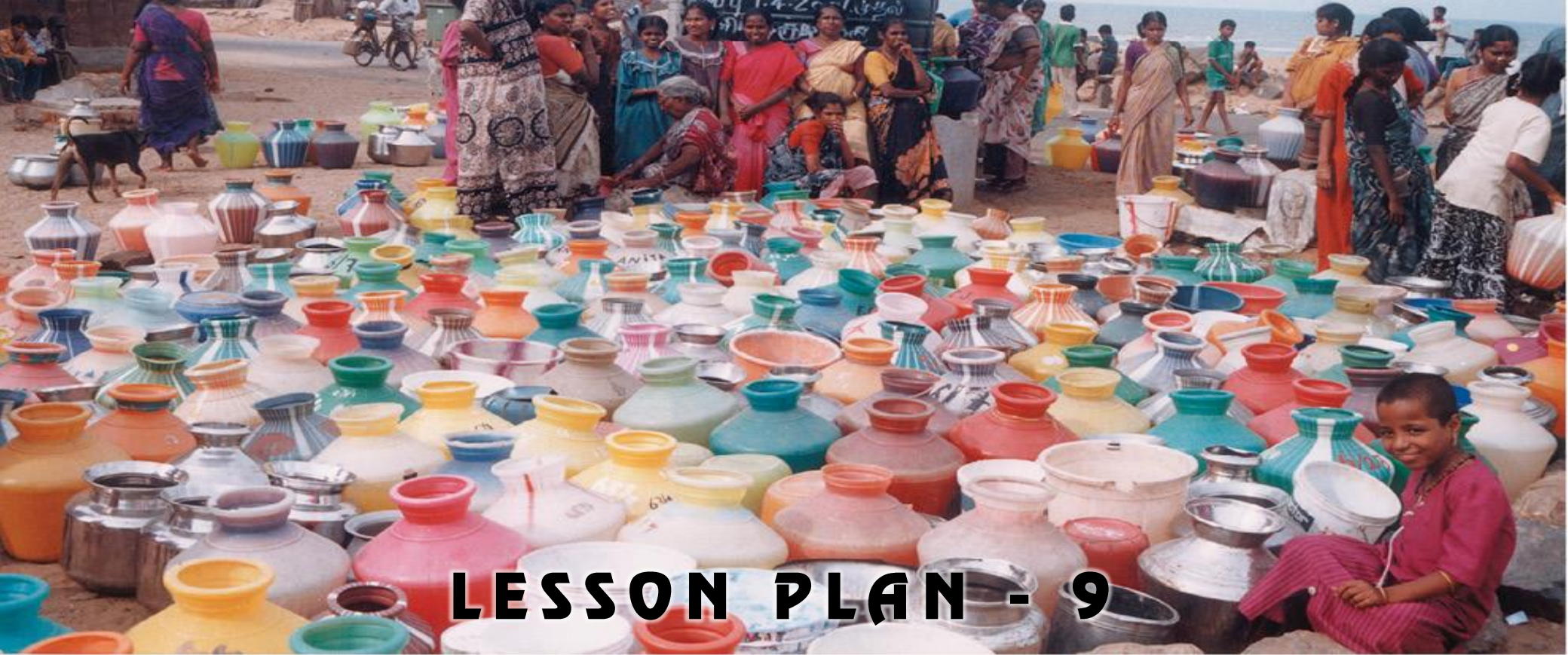
- ✓ Collect information about 'The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989'
- ✓ Identify a marginalised community in your locality. Write a poem, or song, or draw a poster etc to express your feelings as a member of this community.



Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN - 9

- **Teacher Name**
- **Subject** : **Social Studies**
- **Class** : **8th Class - Civics**
- **Unit** : **9. Public Facilities**
- **School Name**
- **No. of Periods** : **08**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
9. Public Facilities	Water and the People of Chennai	1			Anna Nagar area gets municipal water once in two days.
	Water as Part of the Fundamental Right to Life	1			Water is essential for life and for good health.
	Public Facilities	1			Like water, there are other essential facilities that need to be provided for everyone.
	The Government's Role	1			One of the most important functions of the government is to ensure that these public facilities.
	Water Supply to Chennai: Is it Available to All?	1			Water supply in Chennai, as we saw at the beginning of the chapter, is marked by shortages.
	In Search of Alternatives	1			A similar scenario of shortages and acute crisis during the summer months is common to other cities of India.
	Conclusion	1			Right to water, health, education etc as being a part of the Right to Life.
	Exercises - GLOSSARY	1			Sanitation, Company, Universal access

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

- ✓ Local self government.
- ✓ Roads, electricity, education and health facilities.
- ✓ Water, drainage and sanitation.



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

The students will be able to :

- ✓ know the Public Facilities.
- ✓ understand the Government's Role in providing facilities.
- ✓ compare the role of government and the people.
- ✓ understand Water as Part of the Fundamental Right to Life
- ✓ explain Water and the People of various cities in India.
- ✓ visit a municipal corporation and prepare a report.
- ✓ collect information about Public facilities.
- ✓ suggest measures to conserve the public facilities.



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about Water and the People of Chennai. ➤ I discuss about Water as Part of the Fundamental Right to Life. ➤ I show the PPT about ‘Public facilities.’ ➤ I explain the Government’s Role in providing the public facilities. ➤ I show a YouTube video on Water Supply to Chennai municipal corporation. ➤ I discuss the alternatives to water. ➤ I discuss the role of citizen in the protection of the public facilities. ➤ I visit the local Sachivalayam on providing public facilities. 	<ul style="list-style-type: none"> ➤ What are public facilities? Why should the government be responsible for providing public facilities? ➤ Why do you think the government must assume the overall responsibility for public facilities even when it gets private companies to do part of the job? ➤ Look at your water bill and find out what the minimum rate is for municipal water in your area. Does the rate increase as the use of water increases? Why do you think the government charges a higher rate for greater use of water? ➤ Find out the various kinds of taxes people pay to the government by talking to a salaried person, a person running his or her own factory / business and a shopkeeper. Share your findings in the classroom with your teacher. 	<ul style="list-style-type: none"> ➤ You have seen the four situations illustrated above. Based on these, what impression do you get of the water situation in Chennai? ➤ Pick out the various sources of water for household use from the description alongside. ➤ What, in your view, is similar, and what is different in Subramanian’s and Padma’s experiences. ➤ Write a paragraph describing the water supply situation in your area. ➤ Why does water flow in a trickle in summer in most places in India? Find out. ➤ Discuss: Is there a general shortage of water for everyone in Chennai? Can you think of two reasons why different people get varying amounts of water?

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

- ✓ Water and the People of Chennai - Water as Part of the Fundamental Right to Life
- ✓ Public Facilities - The Government's Role - Water Supply to Chennai: Is it Available to All?
- ✓ In Search of Alternatives - Conclusion

Check for understanding questions: Factual :

- ✓ What are public facilities?
- ✓ What is the role of government in providing the public facilities?
- ✓ Why do you think there are so few cases of private water supply in the world?
- ✓ Do you think water in Chennai is available and affordable by all? Discuss.



Open ended questions / Critical thinking :

- ✓ How is the sale of water by farmers to water dealers in Chennai affecting the local people? Do you think local people can object to such exploitation of ground water? Can the government do anything in this regard?
- ✓ Do you think the distribution of public facilities in our country is adequate and fair? Give an example of your own to explain.
- ✓ Take some of the public facilities in your area, such as water, electricity, etc. Is there scope to improve these? What in your opinion should be done? Complete the table.

Student practice questions and activities :

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

- ✓ Are the above public facilities shared equally by all the people in your area? Elaborate.
- ✓ Data on some of the public facilities are collected as part of the Census. Discuss with your teacher when and how the Census is conducted.
- ✓ What is Sanitation?
- ✓ Why are most of the private hospitals and private schools located in major cities and not in towns or rural areas?

TLM s (Digital + Print) :

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

Assessment :

- ✓ Private educational institutions – schools, colleges, universities, technical and vocational training institutes are coming up in our country in a big way. On the other hand, educational institutes run by the government are becoming relatively less important. What do you think would be the impact of this? Discuss.



Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



LESSON PLAN - 10

- **Teacher Name** : _____
- **Subject** : **Social Studies**
- **Class** : **8th Class - Civics**
- **Unit** : **10. Law and Social Justice**
- **School Name** : _____
- **No. of Periods** : **07**

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>10. Law and Social Justice</i>	Introduction	1			As with the law on minimum wages, there are also laws that protect the interests of producers and consumers in the market.
	Bhopal Gas Tragedy	1			The world's worst industrial tragedy took place in Bhopal 24 years ago. Union Carbide American company had a factory in the city in which it produced pesticides.
	What is a Worker's Worth?	1			One reason why foreign companies come to India is for cheap labour.
	Enforcement of Safety Laws	1			As the lawmaker and enforcer, the government is supposed to ensure that safety laws are implemented.
	New Laws to Protect the Environment	1			In 1984, there were very few laws protecting the environment in India, and there was hardly any enforcement of these laws.
	Conclusion	1			Laws are necessary in many situations, whether this be the market, office or factory to protect people from unfair practices.
	Exercises - GLOSSARY	1			Consumer, Producer, Investment

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

- ✓ Indian constitution – Parliament
- ✓ Indian acts – laws – police - lawyer
- ✓ Courts – Police Stations
- ✓ Civil cases – Criminal cases



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

The students will be able to :

- ✓ know about the Bhopal Gas Tragedy.
- ✓ understand the role of workers in a factory.
- ✓ compare safety measures vs accidents in MNCs.
- ✓ understand the Enforcement of Safety Laws.
- ✓ explain New Laws to Protect the Environment
- ✓ visit a police station / court and prepare a report.
- ✓ collect information about important article of Indian constitution,



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ➤ I explain about the Bhopal Gas Tragedy. ➤ I discuss about the workers and their lifestyle and standard of living. ➤ I show the PPT about ‘Law and Social Justice’. ➤ I explain the enforcement of Safety Laws. ➤ I discuss about New Laws to Protect the Environment. ➤ I explain about environment as a Public Facility. ➤ I discuss about the emissions from vehicles are a major cause of environmental pollution. ➤ I discuss precautions at factories taken by the workers. 	<ul style="list-style-type: none"> ➤ Find out: a) What is the minimum wage for a construction worker in your state? b) Do you think the minimum wage for a construction worker is adequate, low or high? c) Who sets the minimum wages? ➤ Students explain the statement ➤ “A clean environment is a public facility.’ ➤ Prepare a poster on ‘clean environment’. ➤ Write slogans on ‘stop pollution and save environment. ➤ Students discuss in the class on ‘Can you think of other ways in which the environment can be protected?’ 	<ul style="list-style-type: none"> ➤ Why do you think enforcement of safety laws is important in any factory? ➤ Can you point to a few other situations where laws (or rules) exist, but people do not follow them because of poor enforcement? (For example, over-speeding by motorists). What are the problems in enforcement? ➤ Can you suggest some ways in which enforcement can be improved? ➤ Collect information the industrial accidents around the World. ➤ Locate the disaster places on the world and India outline maps. ➤ Collect picture on Bhopal gas tragedy and display in the classroom.

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

- ✓ Introduction - Bhopal Gas Tragedy - What is a Worker's Worth?
- ✓ Enforcement of Safety Laws - New Laws to Protect the Environment
- ✓ Conclusion

Check for understanding questions: Factual :

- ✓ Why do we need new laws?
- ✓ Why are companies and contractors able to violate environmental laws?
- ✓ Do you think everyone got justice in the case cited above?
- ✓ Why do we need a law on minimum wages?

Open ended questions / Critical thinking :

- ✓ Imagine yourself to be a worker working in a chemical factory, which has received orders from the government to move to a different site 100 kms away from the present location. Write about how your life would change? Read out your responses in the classroom.
- ✓ What are the sources of environmental pollution in your area? Discuss with respect to (a) air; (b) water and (c) soil. What are the steps being taken to reduce the pollution? Can you suggest some other measures?
- ✓ How was environment treated earlier? What has been the change in perception? Discuss.
- ✓ Use this and other sources to make a wallpaper/exhibition on the Bhopal gas tragedy for your classroom. Invite the whole school to see and talk about it.



Student practice questions and activities :

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

- ✓ Talk to two workers (For example, construction workers, farm workers, factory workers, workers at any shop) to find out if they are receiving the minimum wages laid down by law.
- ✓ What are the advantages to foreign companies in setting up production in India?
- ✓ Do you think the victims of the Bhopal gas tragedy got justice? Discuss.
- ✓ How can laws ensure that markets work in a manner that is fair? Give two examples to support your answer.

TLM s (Digital + Print) :

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



Assessment :

- ✓ Write a paragraph on the various roles of the government that you have read about in this unit.
- ✓ What do we mean when we speak of law enforcement? Who is responsible for enforcement? Why is enforcement so important?
- ✓ You have read about the Bhopal gas tragedy and the on-going struggle. Students from countries across the world have come together to support this struggle for justice. From protest marches to awareness campaigns, you can read about their activities on the website www.studentsforbhopal.com. The website also has resources such as photos, posters, documentaries, victims' statements, etc.

Signature of the teacher

Signature of the Headmaster

Signature of the visiting officer



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