

R. D. Public School, Kalapatha
Betul M.P. 460001
Lesson Plan

Class: CLASS – VIII | Subject: Social Science

Chapter Name: How when and where

Prerequisite Knowledge	Few questions will be asked from class 6 th history chapter –what, where and when
Short Description of Lesson	In this Learners will study the criteria for choosing the important dates in history. They will also learn how the history of India was periodised. Further, they will learn about the different sources of information available to historians explain the history of modern India.
Objectives	Describe the classification of Indian history by James Mill Describe the classification of Indian history by Indian historians
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian
Supplementary Activities	Ask the students to do the following activities. Find out about the sources formation on the history of ancient India. Collect information on some of famous Indian historians and share your findings with the class.
Procedure	Begin the lesson by holding a discussion on the importance of dates and the criteria for choosing certain dates in history. Ask each student to make a note of the events in the last year, which they consider important, and the dates associated with these events. Thereafter, ask a few students to read out the dates and the associated events. Some of the dates and events mentioned by the students will be common, while others will be different. The activity will help the students understand how a date and an event associated with it is important for someone and not significant for another person. The activity shows how the history of the same period can be written differently by different people.
Expected Outcome	After studying this lesson, learners should be able to explain the criteria for choosing important dates in history. They should also be able to describe how Indian history was periodised by James Mill and Indian historians. Further, they should be able to describe the different sources of information available to historians to study the history of modern India.
Student Deliverables	Review questions given by the teacher Presentations on the classifications of Indian history Charts on the sources of information on the history of modern India
Assessments	Questions from textbook and question bank NCERT

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Lesson Plan

Class: CLASS – VIII | Subject: Social Science

Chapter Name: From trade to territory

Prerequisite Knowledge	Trade led to battles between the British East India Company and the Indian rulers
Short Description of Lesson	In this lesson, learners will study the problems faced by the British East India Company while setting up trade with India. They will learn about the setting up of the first English factory in India and how trade led to battles between the Company and the Indian rulers. They will also learn how the Company finally assumed Diwani and benefitted from it. Additionally, they will study the strategies adopted by the Company to expand its rule in India as well as the administrative and military reforms introduced by the Company after it came into
Objectives	Describe the setting up of the British East India Company and the first English factory in India Explain how trade led to battles between the British East India Company and the Indian rulers Explain the benefits enjoyed by the British East India Company after the assumption of Diwani Expansion of the Company Rule Describe the different strategies adopted the British East India Company to expand its rule in India
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map
Supplementary Activities	Read up about the Dutch, French and Portuguese trading posts in India. Find out the extent (number of years and areas they occupied) of their stay in our country, the items they traded and their influence on the Indian subcontinent. Discuss your findings in the class. Research on the influence of the trading companies in your state. For example, collect information and the pictures of monuments, buildings, dams and bridges built by the British in the copy.
Procedure	Begin the lesson by holding a discussion on the topic of trade. Talk about the important items of trade between India and the different countries before the British East India Company was set up. Ask the students to name the countries and cities (Arabia, Persia, Rome, China, Syria, Portugal, the Netherlands and so on) with which India was trading. Also, discuss about the silk route. Ask the students if trading caused any harm to India. Thereafter, discuss the benefits of international
Expected Outcome	After studying this lesson, learners should be able to explain the problems faced by the British East India Company while setting up trade with India. Further, they should be able to explain how trade led to battles between

	the Company and the Indian rulers. They should also be able to explain the benefits enjoyed by the Company after it assumed Diwani. Additionally, they should be able to describe the strategies adopted by the Company to expand its rule in India as well as the administrative and military reforms introduced by the Company after it came into
Student Deliverables	Presentations on setting up of the Company and the administrative reforms . Newspaper articles on how trade lead to battles and the benefits of the assumption of Diwani Charts on the strategies adopted by the Company to expand its rule Letter on the military reforms introduced by the Company
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Ruling the country side

Prerequisite Knowledge	Trade led to battles between the British East India Company and the Indian rulers
Short Description of Lesson	In this lesson, learners will study the different land revenue systems introduced by the Company after their assumption of the Diwani of Bengal. They will also study about the crops promoted by the British in India and the places where these crops were mainly grown. Further, they will learn about the reasons for the demand of Indian indigo in different parts of the world. They will also get acquainted with the two main systems of indigo cultivation practised in India. Additionally, they will learn about the ‘Blue Rebellion’ or the fight of the ryots against indigo cultivation and the after effects of this rebellion.
Objectives	Explain the reasons for the introduction of the land revenue systems by the British East India Company Describe the land revenue systems introduced by the British East India Company after the assumption of the Diwani of Bengal
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map
Supplementary Activities	Ask the students to do the following activities: Visit a plantation and talk to the labourers working there. Collect information about their working conditions and the processes involved in obtaining the final product. Research about ‘The Haitian Revolution’ and share the information with the class.
Procedure	Prior to beginning the lesson, ask the students to collect information on the different types of property taxes levied today by the Indian Government in cities and villages. For example, some of the properties that are liable to be taxed include residential houses, office buildings, factory buildings, godowns, flats, shops and so on. Also, ask the students to collect information on the sources of income of Gram Panchayats, Panchayat Samitis and Zila Parishads. Thereafter, discuss the different purposes for which the collected tax is used. Then, lead into the lesson and discuss the reasons for the introduction of land revenue systems by the Company in India. Talk about the various tasks that the Company planned to do with the revenue.
Expected Outcome	After studying this lesson, learners should be able to describe the land revenue systems introduced by the Company. They should also be able to

	list the crops promoted by the British in India and the places where they were mainly grown. Further, they should be able to explain the reasons for the demand of the Indian indigo in different parts of the world. They should also be able to describe the main systems of indigo cultivation practised in India and the 'Blue Rebellion'.
Student Deliverables	Presentation on land revenue systems and systems of indigo cultivation and Map on the crops promoted by the British.
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Tribals , Dikus and the vision of a golden age

Prerequisite Knowledge	Tribes, Nomads and Settled Communities:
Short Description of Lesson	In this lesson, learners will study the life of the tribals in India in the nineteenth century. They will also learn how the life of the tribals changed during the colonial rule. Further, they will learn about the life of Birsa Munda and the Birsa Movement.
Objectives	Describe the lives of the tribals in India before the colonial period Describe the effects of the colonial rule on the lives of the tribal communities in India Describe the life of Birsa Munda and the Birsa Movement
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map
Supplementary Activities	Ask the students to do the following activities: Visit a plantation and talk to the labourers working there. Collect information about their working conditions and the processes involved in obtaining the final product. Research about ‘The Haitian Revolution’ and share the information with the class.
Procedure	Procedure Prior to beginning the lesson, ask the students to collect information on some of the tribal communities in their state. They can collect information about the tribals, their means of livelihood, customs, rituals, level of education and so on. They may also find out any other interesting information about the tribals. Thereafter, ask the students to share the information with the class. Discuss how the lives of the tribals are different from our lives and then lead into the lesson. Close the lesson by discussing how the life of the tribal people has changed today as compared to the life led by them in the eighteenth and the nineteenth centuries.
Expected Outcome	After studying this lesson, learners should be able to describe the life of the tribals in India in the nineteenth century. They should also be able to explain how the life of the tribals changed during the colonial rule. Further, they should be able to describe the life of Birsa Munda and the Birsa Movement.
Student Deliverables	Article on the life of tribals in the nineteenth century
Assessments	Questions from textbook and question bank NCERT

R. D. Public School, Kalapatha Betul M.P. 460001 Lesson Plan	
Class: CLASS – VIII Subject: Social Science	
Chapter Name: When people rebel	
Prerequisite Knowledge	Rise and Fall of East India Company
Short Description of Lesson	In this lesson, students will learn about the causes and effects of the revolt of 1857. They will also learn about the important events in the revolt and the role of a few people who participated in the revolt. Moreover, they will learn how the Company suppressed the revolt and the various administrative, political, military and other changes implemented by the British Government after the suppression of the revolt.
Objectives	Causes of the Revolt of 1857, Describe the important events during the revolt of 1857 ,Describe the role of a few people who made significant contributions in the revolt
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map
Supplementary Activities	<p>Ask the students to do the following activities:</p> <p>Make a timeline of the main events of the 1857 revolt.</p> <p>Find out the role of technology (such as advanced weaponry and the modern means of communication, like postal service and telegraph) in the British victory over the rebels.</p> <p>Find out the folk tales around the revolt. For example, people in the villages near Bithoor in Uttar Pradesh still narrate the story of a local hero Gangu Baba. Refer to the following link for the story of Gangu Baba:</p>
Procedure	Begin the lesson by recalling the expansion of the British East India Company's rule and how a mere trading company became the ruler of India. Also, discuss the oppressive policies of the Company (like Indigo cultivation) and the rebellions against such policies (like the 'Blue Rebellion'). Explain that the Company's policies were against the interest of various sections of the Indian society and the discontent was brewing among the Indians.
Expected Outcome	After completing the lesson, learners should know about the causes and effects of the revolt of 1857. They should also be able to describe the important events in the revolt and the contribution of a few people who participated in it. Moreover, they should also be able to describe the suppression of the revolt by the Company and the various administrative, political, military and other changes implemented by the British Government after the revolt was suppressed.
Student Deliverables	Scrapbook on the main events took place during revolt. Newspaper article analysing the changes introduced by the British Government
Assessments	Questions from textbook and question bank NCERT

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<p style="text-align: center;">Class: CLASS – VIII Subject: Social Science</p>	
<p style="text-align: center;">Chapter Name: Colonialism and the city</p>	
Prerequisite Knowledge	Few question will be asked from the topic Delhi and its surrounding areas
Short Description of Lesson	This lesson introduces the students to the growth and development of Delhi as an imperial city. They will learn about the emergence of Presidential cities, such as Bombay and Calcutta and the decline of old Indian cities, such as Surat and Machilipatnam. They will study the old city of Shahjahanabad and its gradual decline after the revolt of 1857. The lesson will also talk about the development of New Delhi as a symbol of the British power. The students will learn about the British Municipal plans for old Delhi and the impact of the Partition of India on Delhi.
Objectives	<p>Describe the reasons for the rise of the Presidency cities during the British era and the decline of old Indian ports and trading centres.</p> <p>Describe the city of Shahjahanabad</p> <p>Explain the neglect faced by Shahjahanabad after 1857</p> <p>Compare the old havelis of Shahjahanabad with the British Mansions</p> <p>Describe the Lahore Gate Improvement Scheme and the Delhi Improvement Trust</p> <p>Describe the impact of the Partition of India on Delhi</p>
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map
Supplementary Activities	<p>Ask the students to do the following activities</p> <p>Research about various capital cities of different empires that were built in Delhi. Find out about the development of Presidency cities, such as Bombay, Madras and Calcutta and share your findings with the class.</p> <p>Find out about the cities of Surat and Machilipatnam and how they developed after being neglected by the British during the early twentieth century</p>
Procedure	<p>Begin the session by asking the students about their perceptions about Delhi. They may come up with different answers, such as Delhi is an old city with several historical monuments, New Delhi is the capital of India and the city of power, Delhi is a media savvy city, it is a city with a high crime rate, it is a cosmopolitan place dominated by Punjabi culture and so on. Tell the students that Delhi embodies all these perceptions and more. Thereafter, talk about how Delhi has been a city of power since time immemorial. The present-day Delhi has the remnants of several capital cities of various empires. It was known as Indraprastha during the time of</p>

	<p>Mahabharata. The Tomar dynasty built Lal Kot in Delhi, which was later renamed as Quila Lal Pitorā by the Hindu king Prithviraj Chauhan. Later, many cities of power such as Mehrauli, Siri, Tughluquabad, Ferozabad and Shahjahanabad developed in Delhi. Thereafter, lead into the lesson and discuss the city of Shahjahanab</p>
Expected Outcome	<p>After completing this lesson, the students should be able to describe the growth and development of New Delhi as an imperial city. They should know about the emergence of the Presidential cities and the decline of old Indian ports and trading centres. They should also know about the old city of Shahjahanabad and its gradual decline after the revolt of 1857. They should also be able to describe the development of New Delhi as a symbol of the British power. Moreover, they should know about the British Municipal plans for old Delhi and the impact of the partition of India on Delhi.</p>
Student Deliverables	<p>(1) Charts on various topics from the lesson (2) Memoir about Shahjahanabad</p>
Assessments	<p>Questions from textbook and question bank NCERT</p>

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Weavers , Iron smelters and factory owners.

Prerequisite Knowledge	Weavers , Iron smelters and factory owners.
Short Description of Lesson	In this lesson, learners will study the Indian textiles that were in demand in the different parts of the world till the seventeenth and eighteenth centuries. They will also learn about the reaction of the European markets to the popularity of the Indian textiles. Further, they will learn about the weaver communities and the weaving process followed by them. The students will also become aware of the reasons behind the decline of certain Indian textiles and the emergence of new centres of weaving in India in the late nineteenth century. Moreover, they will study about the emergence of cotton mills and the iron and steel industry in India.
Objectives	Describe the varieties of Indian textiles popular in the world markets and the stories behind the names of a few of these textiles Explain the reaction of the European markets to the popularity of the Indian textiles in Europe Describe the process of weaving followed by the weaver communities of India Describe the history of the iron and steel metallurgy in India Describe the growth of the iron and steel industry in India
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map
Supplementary Activities	Ask the students to do the following activities Mark the present-day important weaving centres in India on a map and collect information on the type of weaves produced at these centres. You can also stick the samples of the clothes or their pictures on the map. Find out information about how protectionism is used by various western countries in to safeguard their industries against competition from the developing countries, such as India and China. You may collect the newspaper articles on protectionism and make a collage.
Procedure	Prior to beginning the lesson, ask the students to collect different varieties of fabrics with different types of prints. For example, you may ask the students to bring cotton or silk clothes with ‘bandhani’ print, ‘kalamkari’ or block-printed cotton textiles and different types of weaves, like ‘patola’, ‘jamdani’ to the class. The students can also get calico and chintz fabrics. Also, ask the students to research about each of these fabrics. They can collect information about the raw material used, the manufacturing technique employed and any other interesting information about the fabrics. Asking the students to find out the various famous crafts

	of India during the British rule. Discuss how the British rule affected these crafts and their status in present-day India. Thereafter, close the lesson with a discussion on the topic
Expected Outcome	After studying this lesson, learners should be able to name the Indian textiles that were popular world over till the seventeenth and eighteenth centuries. They should also be aware of the measures adopted by the European textile manufacturers to deal with the popularity of the Indian textiles in Europe. Further, they should be able to describe the weaving process followed by the weaver communities of India. They should also be aware of the reasons for the decline of certain Indian textiles and the emergence of new centres of weaving in the late nineteenth century. Further, they should be able to describe the emergence of cotton mills and the iron and steel industry in India.
Student Deliverables	Scrapbook on the famous Indian textiles during the seventeenth and eighteenth centuries. Chart on the weaver communities and weaving process and emergence of cotton mills . Essay on the history of iron and steel metallurgy and industry in India
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Civilising the native, educating the nation

Prerequisite Knowledge	Local Schools Before and During British Rule
Short Description of Lesson	In this lesson, learners will study the conflicting views of the British officials on the promotion of oriental education in India. They will also learn about the Wood's Despatch, the educational policies outlined by it and the measures introduced by the British following the Despatch. Further, they will learn about the schooling system that existed in India before the colonial rule and the changes introduced by the British in this system in the mid-nineteenth century. Additionally, they will learn about the views of Mahatma Gandhi and Rabindranath Tagore on education.
Objectives	Describe the conflicting views of the British officials about promoting oriental education in India Describe the Wood's Despatch and the educational policies introduced by the British following the Despatch Describe the views of Mahatma Gandhi and Rabindranath Tagore on education
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Ask the students to do the following activities, Read up about the views of Raja Ram Mohan Roy and Henry Louis Vivian Derozio on education. Read the book, 'Swami and his Friends' by R.K. Narayanan and discuss the portrayal of the British schools in India before independence.
Procedure	Prior to beginning the lesson, ask students to find out from their grandparents about the schools where they or their elders studied. Collect the information on the mode of teaching, the subjects taught and the various activities related to studies and sports in their schools. Then, the students can share the information with the class and there can be a discussion on the differences between the schools of their grandparents and present-day schools. Thereafter, you can show the images of a 'pathshala' and/or 'madrassa' that existed in India before the mid-nineteenth century . Then, ask the students to compare these schools with their schools.
Expected Outcome	After studying this lesson, learners should be able to explain the conflicting views of the British officials on promoting oriental education in India. They should also be able to describe the Wood's Despatch and the educational policies outlined by it. Further, they should be able to describe the schooling system that existed in India before the colonial rule and the changes introduced by the British in this system in the mid-

	nineteenth century. Additionally, they should be able to explain the views of Mahatma Gandhi and Rabindranath Tagore on education.
Student Deliverables	Articles on the views of the British officials on promoting oriental learning in India
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: The changing world of visual arts

Prerequisite Knowledge	Indian Art During Colonial Period
Short Description of Lesson	In this lesson, learners will study the styles, conventions and techniques in painting popularised by the European artists in India during the colonial period. They will also learn about the reaction of the court artists to the new traditions of imperial art. Further, they will become aware of the new Indian art form that became popular during the colonial period and the search for a national style of painting towards the end of the nineteenth century.
Objectives	Describe the styles, conventions and techniques in painting that were introduced by the European artists in India during the colonial period Explain how the paintings of the British artists reflect the attitude of the British conquerors towards the Indians
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Ask the students to do the following activities: Visit an art gallery and study the paintings in the gallery and share your experience with the class. Take a look at the numerous paintings made by Thomas Daniel, William Daniell, Johann Zoffany, George Willison, Francis Hayman, Raja Ravi Varma and Abanindranath Tagore. Analyse the styles and themes of these paintings.
Procedure	Begin the lesson by showing a few paintings belonging to different eras and created by different people (a few paintings are provided in the Audio Visual Aids section). Once students take a look at the paintings, discuss about each of these paintings. Talk about the similarities, differences in painting styles and techniques used. Then, lead into the lesson with a discussion on the types of paintings that were famous during the colonial period.
Expected Outcome	After studying this lesson, learners should be able to describe the styles, conventions and techniques in paintings popularised by the European artists in India during the colonial period. They should also be able to explain the impact of imperial art on the court artists. Further, they should know about the new Indian art form that became popular during the colonial period and the search for a national style of painting towards the end of the nineteenth century.
Student Deliverables	Presentation on the art forms introduced and popularised by the European Artists

	Letter describing the impact of imperial art
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Making of the national movement

Prerequisite Knowledge	Beginning of the Freedom Struggle:
Short Description of Lesson	In this lesson, students will study the emergence of nationalisms and the growth of mass nationalism in India. They will also learn about the emergence of Mahatma Gandhi as a mass leader of Indian National Movement. Moreover, they will learn about the important national events that took place between 1922 and 1939. Finally, they will study the events that led to the independence and the partition
Objectives	<p>Explain the reasons for the emergence of nationalism in India</p> <p>Describe the ‘moderate’ demands of the Congress in its initial years and the methodology used by the Congress to pursue these demands</p> <p>Describe the rise of the Radicals in the Congress</p> <p>Explain the reasons for the Swadeshi movement and the ideas that the movement advocated</p> <p>Explain the reasons for the split in the Congress in 1907</p> <p>Describe the significance of the Lucknow Pact</p>
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Procedure	<p>Begin the lesson by showing the image of a famine relief camp provided in the Audio Visual Aids section. Thereafter, tell the students that such famines were very common in India during the British reign. In fact, the British rule saw the worst famines in India, especially during the later part of the 19th century. During 1875 to 1900, there were 18 major famines that resulted in the death of over 2.6 crore people. Many educated Indians believed that these famines were due to the British policies and hence they were not happy with the British rule. Not only educated Indians, but all sections of Indian society were unhappy with the British rule for various reasons. Thereafter, discuss the various factors for discontent among the Indians. Some of the factors are as follows:</p> <p>The British conquest of territories and takeover of kingdoms</p> <p>The revolt of 1857 and its aftermath</p> <p>Introduction of new laws and administrative institutions</p> <p>Educational changes in the nineteenth century</p> <p>Social and religious reforms introduced by the British</p> <p>The decline of crafts due to the British trade and policies</p>
Expected Outcome	<p>Debate on ‘Is the Non-Violent Resistance Solution to All Problems?’</p> <p>□ Find out information about the parallel governments formed at Satara, Talcher and Midnapore during the Quit India Movement.</p>

	<input type="checkbox"/> Research on the revolutionary nationalism in India. Make a scrapbook on the important revolutionaries, revolutionary organisations and their contributions. <input type="checkbox"/> Find out the history of the Indian Tricolour and the changes in its design. Make a scrapbook with images of these flags.
Student Deliverables	After completing the lesson, learners should know about the emergence of nationalisms and the growth of mass nationalism in India. They should also be able to describe the emergence of Mahatma Gandhi as a mass leader of Indian National Movement. Moreover, they should know the important national events that took place between 1922 and 1939 as well as the events that led to the independence and the partition of India in 1947.
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: India after Independence

Prerequisite Knowledge	The Formation of State
Short Description of Lesson	In this lesson, learners will study the challenges faced by India after independence. They will also learn about the important features of the Indian Constitution and the challenges faced by the Constituent Assembly while framing the Constitution. Further, they will learn how new states came into being after India's independence. They will also learn briefly about the 'mixed economy' model and the first and the second five years plans. Moreover, they will learn about the progress made by India till date in terms of the ideals set out in the Indian Constitution
Objectives	Describe the problems that plagued India after it gained independence Describe the important features of the Indian Constitution and the challenges faced by the Constituent Assembly while framing the Constitution
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Write an essay on the topic 'Do We Need Reservations?'. Analyse the pros and cons of reservations in educational institutions, jobs and elected bodies. Find out information about Mahatma Gandhi's views on industrialisation and compare his views with Jawaharlal Nehru's views on industrialisation. Find out information about the border disputes between the states formed on the basis of language. For example, Karnataka and Maharashtra are still at loggerheads over the inclusion of predominantly Marathi speaking Belgaum district in Karnataka.
Procedure	Once the students take a look at the pictures, discuss the challenges (accommodation and jobs for refugees, merging of more than 500 princely states, unity amongst people belonging to different castes and faiths, development of the country, issues like poverty, droughts and so on) and then lead into the lesson. Close the lesson with a discussion on the development of India after independence. For comparison with earlier period, use the demographic and economic indicators, such as literacy, mortality rate, population growth rate, sex ratio, per capita income, infrastructural development, contribution of agriculture to economy and so on.
Expected Outcome	After studying this lesson, learners should be able to describe the challenges faced by India after independence. They should also be able to

	explain the important features of the Indian Constitution and the challenges faced by the Constituent Assembly while framing the Constitution. Further, they should be able to explain how states were formed after independence. They should also be aware of the 'mixed economy' model, the first and the second five years plans and the progress made by India till date in terms of the ideals set out in the Indian Constitution.
Student Deliverables	<p>Letter on the important features of the Constitution and the challenges faced by the Constituent Assembly</p> <p>Scrapbook on the formation of states</p> <p>Essay on the progress made by India and the problems plaguing India after independence</p> <p>Presentation on the 'mixed economy' model and the first and the second five year plans</p>
Assessments	Questions from textbook and question bank NCERT

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<p style="text-align: center;">Class: CLASS – VIII Subject: Social Science</p>	
<p style="text-align: center;">Chapter Name: Resources (Geography)</p>	
Prerequisite Knowledge	Natural Resources - Gift of Nature:
Short Description of Lesson	In this lesson, learners will study the different types of resources, namely natural, human and human-made. They will also learn about the conservation of natural resources and the principles of sustainable development.
Objectives	<p>Explain the term ‘resources’</p> <p>Define the terms ‘natural resources’, ‘human-made resources’ and ‘human resources’</p> <p>Explain the different ways of conserving natural resources</p> <p>Explain the principles of sustainable development</p>
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	<p>Ask students to research about solar energy and how it is used in various devices of daily use. Also, ask them to research on the extent of usage of wind energy in India and the places where windmills are set up. Thereafter, conduct a discussion in the class on the topics.</p> <p>Show the images of different objects (for example, a bottle, pebble, some grass and so on) and ask students to debate if a particular object is a resource or not.</p> <p>Ask students to make a bag, wall hanging or doll from waste products, like empty bottles, old cloth and plastic covers, which they can source from their homes.</p> <p>Ask students to find out information about the famous water mill or ‘Panchakki’ located in Aurangabad district of Maharashtra.</p>
Procedure	<p>Begin the lesson by conducting a simple activity to recall the prior learning of students on resources, especially, natural resources. Ask the students to name various natural resources and list these resources on the board. Now, ask the students what they mean by a resource. Once they arrive at the correct answer, ask them to come up with the examples of resources. List the names of these resources on the board. Thereafter, help the students to sort these resources as natural and human-made. Once done, introduce the students to the term human resources and discuss its importance. Close the lesson by conducting a quiz in the class. Show the images of the different resources (for example, a plant, animal, building, doctor and so on) one by one and ask the students to identify its type. Also, quiz the students on the various terms covered in the less</p>
Expected	After studying this lesson, learners should be able to identify the different

Outcome	types of resources, namely natural, human-made and human. They should also be aware of the different ways of conserving resources. Further, they should be able to explain the principles of sustainable development.
Student Deliverables	Presentations on the different types of resources Charts with the pictures of environmental destruction and conservation
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Land ,soil ,water ,natural vegetation and wildlife resources (Geography)

Prerequisite Knowledge	India: Climate, Vegetation and Wildlife:
Short Description of Lesson	In this lesson, learners will study the natural resources, namely land, soil, water, vegetation and wildlife. They will learn about the uses of land, types of land and changes in land use over time. They will also learn about the composition of soil, factors affecting soil formation and factors leading to soil degradation. Additionally, they will learn about the water sources on the earth and the causes of water scarcity. They will also learn about the products obtained from plants and wildlife and the different types of natural vegetation found in the world. Moreover, they will become aware of the different practices to conserve the natural resources.
Objectives	<p>Describe the uses of land and the factors determining land use</p> <p>Define the terms ‘private land’ and ‘community land’</p> <p>Explain the changes in land use over time</p> <p>Describe the measures that can be adopted to conserve land</p> <p>List the products obtained from plants and wildlife</p> <p>Describe the different types of natural vegetation found in the world</p>
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	<p>Ask the students to do the following activities:</p> <p>Find out the major landslides that have occurred in our country and the causes for the same. There can be a discussion in the class on the topic.</p> <p>Also, talk about the mitigation techniques of landslide.</p> <p>Collect information on the different methods of rainwater harvesting that were practiced or are still practiced in the different parts of our country</p>
Procedure	<p>Begin the session by showing the physical map of India with the names of the plains, plateaus, ghats and deserts mentioned on it. Now, ask the students to describe the land in each of these areas and guess the distribution of population in these areas. Discuss why the deserts, waterlogged areas, forests and the steep slopes of the mountains are less populated compared to the plains and river valleys.</p> <p>Ask the students to list the different uses of land and what they understand by private and community lands. Once they arrive at the answer, ask them to give the examples of each type of land.</p>
Expected Outcome	After studying this lesson, learners should be able to describe the natural resources, land, soil, water, vegetation and wildlife. They should be able to describe the different types of land and changes in land use over time.

	<p>Further, they must be able to explain the composition of soil, factors affecting soil formation and factors leading to soil degradation.</p> <p>Additionally, they should be able to describe the causes of water scarcity, list the products obtained from plants and wildlife and describe the different types of natural vegetation found in the world. Moreover, they should be aware of the different practices to conserve the natural resources.</p>
Student Deliverables	<p>Write-up and sketch on changes in the land use patterns</p> <p>Scrapbook on soil profile</p> <p>Charts on different topics</p>
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Mineral and power resources (Geography)

Prerequisite Knowledge	Inside Our Earth:
Short Description of Lesson	In this lesson, learners will study different types of minerals and the methods used for their extraction. They will also learn about the distribution of minerals in the different parts of the world. Further, they will learn about the uses of minerals and the need for their conservation. Additionally, they will learn about the conventional and non-conventional sources of energy.
Objectives	Describe the different types of minerals based on their composition Describe the various methods of extracting minerals List the three main types of rocks found on the earth's crust Explain the distribution of minerals in different parts of the world
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Take the students on a trip to any place where the conventional or non-conventional sources of energy are being used to generate power. For example, you can take them to a hydel power station, geothermal power plant or wind farm.
Procedure	Begin the session by holding a discussion on the topic of minerals. You can get a few differently coloured stones to the classroom and ask students the reason for the stones being different in colour. Discuss and arrive at the answer. Also, discuss the term 'mineral'. Now, ask the students if they are aware of any mines in their city or in the vicinity. Also, ask if they have seen any mine while travelling. In case they have seen a mine, ask them to describe it and discuss various minerals that are extracted from various mines. Also, recall the main types of rocks found on the earth's crust. Close the lesson by summarising the different types of minerals and the methods of their extraction. You can also ask the students to cite the advantages and disadvantages of each conventional and non-conventional source of energy. Also, discuss how each one of us can help in reducing the consumption of minerals and power.
Expected Outcome	After studying this lesson, learners should be able to describe the different types of minerals and the different methods used for their extraction. They should also be able to name the important minerals found in different countries of the world. Further, they should be able to list the uses of minerals and describe various conventional and non-conventional sources of energy.

Student Deliverables	Chart with maps showing the distribution of minerals Presentations on the types of minerals, their extraction methods and the conventional and non-conventional energy sources Collage depicting the uses of minerals
Assessments	Questions from textbook and question bank NCERT

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Lesson Plan

Class: CLASS – VIII | Subject: Social Science

Chapter Name: Agriculture (Geography)

Prerequisite Knowledge	Major Crops, Farming Systems
Short Description of Lesson	In this lesson, students will learn about the different types of economic activities in general. Moreover, they will learn about agriculture in detail. They will also learn about different climatic and soil conditions required for the growth of major crops and the main areas where these crops are grown. They will study the different types of farming systems and their components. Additionally, they will learn about the different measures required for agricultural development and the difference between the agricultural practices in the developing countries and the developed countries.
Objectives	Describe the three types of economic activities Define the terms agriculture and arable land Explain the different climatic conditions required for different crops Explain the different forms of primary activities
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Find out information about organic farming. Write a small report based on your findings. Discuss with your teacher if organic farming can be categorised into any of the farming systems that you have learned in the lesson. Make the agriculture map of your state. The map should include the information about the major crops grown in your state. You may stick the actual grains or images (for crops that do not have grains, like cotton) of these crops on the map. Find out how the soil type and the climatic conditions are intricately related to the crops grown in the region. Also, find out if your state is the largest producer of any crop in India.
Procedure	Begin the lesson by asking students to name the occupations of their parents. Then, ask them to classify these occupations into different categories. Once they have listed all possible categories, explain the three types of economic activities – primary, secondary and tertiary. Now, based on this classification system, ask the students to categorise their parents' occupations. Ask the students, whose parents are farmers, to describe the activities carried out on a farm. (If none of the students' parents are occupied in the agriculture or related activities, then ask if any of their relatives are farmers.) Also, ask them about the crops grown in their fields, the type of soil and the climate of the region. Then, lead into the lesson. Talk about the other forms of primary activities, such as sericulture, pisciculture,

	viticulture and horticulture.
Expected Outcome	After completing the lesson, learners should know about the different types of economic activities in general. Moreover, they should know about agriculture in detail. They should also know about the different climatic and soil conditions required for the growth of major crops and the main areas where these crops are grown. Moreover, they should be able to describe the different types of farming systems and their components. Additionally, they should be able to describe the different measures required for agricultural development and the difference between the agricultural practices in the developing countries and the developed countries.
Student Deliverables	Report on farming systems Chart on major crops
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Industries (Geography)

Prerequisite Knowledge	List the natural and man-made fibres
Short Description of Lesson	List the factors that influence the location of industries Describe the three stages of an industrial system List the major industrial regions of the world Describe the major industrial regions in India Explain the measures taken to reduce disasters in industries
Objectives	List the factors that influence the location of industries Describe the three stages of an industrial system List the major industrial regions of the world Describe the major industrial regions in India Explain the measures taken to reduce disasters in industries
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	List the different types of small-scale and large-scale industries in your city. Mark the major industries situated in your state on a map. You may also write a short description of each industry. Write an article on the topic 'Industrialisation:
Procedure	Begin the lesson by showing the images provided in the Audio Visual Aids section. Then, ask the students about the significance of these images. After the students have answered, briefly talk about the beginning of the industrial revolution and how it spread across different countries. Close the lesson by mentioning the advantages and disadvantages of industrialisation. At the end, hold a quiz on the various topics taught in the lesson. You may also refer to the Exercises section in TeachNext for the quiz.
Expected Outcome	After studying this lesson, learners should be able to classify industries. They should also be able to list the factors that influence the location of industries. The learners should be able to describe the stages of an industrial system. They should be able to list the major industrial regions of India and the world. The learners should also be able to explain the development and the distribution of three industries, namely, iron and steel, cotton textile and information technology. Moreover, they should be able to state the measures taken to reduce disasters in industries.
Student Deliverables	Presentation on the classification of industries Chart on the stages of an industrial system Map of the major industrial regions of the world and India
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Human resources (Geography)

Prerequisite Knowledge	Various factors that result in population change
Short Description of Lesson	In this lesson, students will learn about the population change in the world and the factors that affect this change. They will also learn about the concept of human resources. Moreover, they will learn about the geographical and socio-economic factors that affect the population distribution and population density. Additionally, they will learn about the population composition of a country and its role in the economic development of the country. They will also learn to interpret population pyramid
Objectives	Describe the population change in the world and the reasons behind it Explain the terms birth rate, death rate and natural growth rate of population and their impact on the population Explain the difference between population explosion and depopulation Explain the terms migration, emigrants and immigrants
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Find out the countries with stable population, decreasing population and increasing population growth and the reasons for these population patterns. Research about the use of population density maps for marketing various consumer products.
Procedure	Begin the lesson asking your students to make a list of different resources, such as mineral resources (iron, coal and so on). Then, ask them ‘Who controls all these resources?’ The answer would be ‘human beings’. Now, ask them ‘Can we consider human beings as some type of resource?’ Once you get different responses, explain the concept of human resources. Find out if students have heard about the Ministry of Human Resource Development. Thereafter, explain the need for such separate ministry and the importance of human resources.
Expected Outcome	After completing the lesson, learners should be able to describe the population change in the world and the factors that affect this change. They should also be able to explain the concept of human resources. Moreover, they should be able to explain the geographical and socio-economic factors that affect the population distribution and population density. Additionally, they should be able to explain the role of the population composition of a country in its economic development.

Student Deliverables	Report on population change Charts on population distribution
Assessments	Questions from textbook and question bank NCERT

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Lesson Plan

Class: CLASS – VIII | Subject: Social Science

Chapter Name: The Indian constitution (Civics)

Prerequisite Knowledge	The students should have the knowledge of the following concepts: Meaning of the term Constitution Importance of a Constitution Important provisions in the Indian Constitution
Short Description of Lesson	In this lesson, students will learn the meaning and functions of a Constitution and the principles that go into its making. They will also study the functions and the key features of the Indian Constitution.
Objectives	Explain the functions of a Constitution Describe the preamble to the Indian Constitution Describe the features of the Indian Constitution
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk .
Supplementary Activities	Make a scrapbook on some of the members of the Constituent Assembly and write a small description about each member. Make a list of 20 democratic countries and find out which of them are republics. Research on the amendments made to the Indian Constitution.
Procedure	Begin the lesson by asking the students if they know the reason for Republic Day being celebrated in India on 26th January. Thereafter, ask them to define the meaning of the word ‘Constitution’ as they understand it. After the students have answered, lead into the lesson.
Expected Outcome	After studying this lesson, students should be able to explain the meaning and functions of a Constitution and the principles that go into its making. They should also be able to describe the functions and the key features of the Indian Constitution.
Student Deliverables	Chart on the functions of a Constitution Presentation on the features of the Indian Constitution Chart on the violation of the fundamental rights
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Understanding secularism (Civics)

Prerequisite Knowledge	Few questions from our Constitution
Short Description of Lesson	In this lesson, students will learn the meaning of the term ‘secularism’ with reference to India and the reasons for separating ‘State’ and ‘religion’ in India. In addition, students will also get acquainted with the different strategies used by the State to ensure secularism in India.
Objectives	Explain the need for separating ‘State’ and ‘religion’ Explain the nature of Indian secularism
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Visit a school run by a minority group and learn about the government’s aid/support (financial and non financial) received by the school. Read the book ‘The Diary of a Young Girl’ to learn about the Nazi atrocities on the Jews.
Procedure	Begin the lesson by asking the students to read excerpts from two news reports given in the ‘Audio Visual Aids’ section. Thereafter, ask the students if any such incidents (rampant killing of minorities and imprisoning people for their beliefs) occur in India. Ask the students to give reasons for their answer. After the students have answered, lead into the lesson.
Expected Outcome	After studying this lesson, students should be able to explain the meaning of the term ‘secularism’ with reference to India and the reasons for separating ‘State’ and ‘religion’. In addition, students should also be able to describe the different strategies used by the State to ensure secularism in India.
Student Deliverables	Presentation on the strategies to achieve secularism Chart on consequences of mixing ‘State’ and ‘religion’
Assessments	Questions from textbook and question bank NCERT

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Lesson Plan

Class: CLASS – VIII | Subject: Social Science

Chapter Name: Why do we need a parliament ? (Civics)

Prerequisite Knowledge	What is Government?: and its importance
Short Description of Lesson	In this lesson, students will learn about the Indian Parliament. They will study the formation of the Parliament as well as its functions. In addition, the students will also get acquainted with the formation of the national government.
Objectives	<p>Explain the term ‘voting’ and its importance</p> <p>Explain the term ‘Parliament’ and its formation in India</p> <p>Describe the functions of the Indian Parliament</p> <p>Explain the process of forming the national government in India</p>
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	<p>Visit the website of the Lok Sabha (http://loksabha.nic.in/) and learn more about its history and functioning in the FAQ section.</p> <p>Visit the website of the Rajya Sabha (http://rajyasabha.nic.in/) and learn more about its history and functioning in the FAQ section.</p> <p>Find the number of constituencies in your state and the names of the MPs from each constituency.</p>
Procedure	Begin the lesson by showing the image of the Indian Parliament to the students. You can ask them to think what the Parliament building symbolises and the thoughts it triggers in their minds. After the students have answered, lead into the lesson. Go through various newspapers and magazines and learn about the different topics/issues discussed in the Parliament. The students can also observe the different questions that are asked by the members of the opposition party. Then, discuss in the class the different types of questions/topics discussed in the Parliament. Close the lesson by holding a mock Lok Sabha session in the class. Assign the roles of speaker, prime minister, leader of opposition to students. The rest of the class can act as MPs belonging to the ruling party/parties and the opposition party/parties. The MPs need to discuss the problems ailing the country. They should also question the government about different issues and offer suggestions about the actions the government needs to take.
Expected Outcome	After studying this lesson, students should be able to explain the formation of the Parliament as well as its functions. In addition, students should be able to describe how the national government is formed.
Student Deliverables	Essay on the formation of Parliament and selection of the national government . Chart on houses of the Parliament
Assessments	Questions from textbook and question bank NCERT

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Lesson Plan

Class: CLASS – VIII | Subject: Social Science

Chapter Name: Understanding laws (Civics)

Prerequisite Knowledge	The Indian Constitution and Why Do We Need A Parliament?:
Short Description of Lesson	In this lesson, students will learn about the process of law making in India. They will also learn how people's participation can influence the law-making process and lead to the creation of new laws and the revocation of unpopular laws.
Objectives	Explain the process of law-making in India Describe the ways in which citizens participate in the law-making process
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Visit the following website to learn more about the Indian Penal Code: http://www.ipc.in/ Read about Irom Sharmila Chanu who has been on hunger strike for more than a decade against the Armed Forces Special Powers Act in Manipur. Research on the repressive laws across the world. For instance, in Saudi Arabia women are banned from driving.
Procedure	Begin the lesson by showing an image of Justitia, the Goddess of Justice, to the students. Ask the students to describe the Goddess of Justice in the image and then discuss the significance of the blindfold, the balance scale and the sword carried by her. Thereafter, introduce the concept of the rule of the law and lead into the lesson. Close the lesson by discussing with the students how the rapid advancements in science and technology are resulting in the formation of new laws. For instance, the increase in the pollution level has resulted in the Air (Prevention and Control of Pollution) Act. Likewise, to protect the biological diversity in India, the government passed the Biological Diversity Act in 2002. Similarly, to prevent the abuse of computers and information technology, the government has passed the Information Technology Act, 2000.
Expected Outcome	After studying this lesson, students should be able to explain the process of law-making in India. They should also be able to explain how people's participation can influence the law-making process and lead to the creation of new laws and the revocation of unpopular laws.
Student Deliverables	Chart on the law-making process in India Presentation on the ways in which people participate in the law-making process Essay on the Right to Information Act .
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Judiciary. (Civics)

Prerequisite Knowledge	The Indian Constitution: Class VIII and Understanding Laws: Class VIII
Short Description of Lesson	In this lesson, students will get introduced to the Indian judicial system. They will learn about its three-tiered structure and the differences between the civil law and criminal law. In addition, students will also study the shortcomings of the Indian judicial system as well as the use of Public Interest Litigation to overcome these shortcomings.
Objectives	<p>Explain the role of judiciary in India□</p> <p>Describe the three-tier structure of the Indian judiciary</p> <p>State the differences between the criminal law and civil law</p> <p>Explain the shortcomings of the Indian judicial system</p> <p>Describe the mechanism of Public Interest Litigation (PIL)</p>
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	<p>Research on the number of lower courts present in your area.</p> <p>Interview a lawyer to learn about the functioning of a court.</p> <p>Research on the eligibility criteria for becoming a judge of the Supreme Court and the High Courts.</p> <p>Create a pictorial chronology of the Chief Justices of India till date. Also, find out about the powers of the Chief Justice of India.</p> <p>Mark the locations of High Courts on a map of India.</p>
Procedure	<p>Begin the lesson by asking the students to list the three organs of the State. Thereafter, ask the students to cite the reasons behind the inclusion of the judiciary as one of the organs by the Constitution. After the students have answered, lead into the lesson. Divide the class into three groups and ask each group to create charts as follows:</p> <p>Group A: Supreme Court</p> <p>Group B: High Court</p> <p>Group C: Lower Court</p> <p>The students should research and write a short description about the court, its composition, functions and location/s.</p> <p>Close the lesson by asking the students to discuss the kind of laws that should be enacted to improve India's education system. For example, laws could be enacted to ensure that the students are not burdened with homework. Likewise, instead of corporal punishment, punishments should be in the form of community service or social work.</p>
Expected Outcome	After studying this lesson, students should be able to explain the three-tiered structure of the Indian courts and the differences between the civil

	law and criminal law. In addition, students should also be able to describe the shortcomings of the Indian judicial system as well as the use of Public Interest Litigation to overcome these shortcomings.
Student Deliverables	Presentation on the role of judiciary in India Chart on the structure of the Indian courts Cartoon strip on the civil law and criminal law
Assessments	Questions from textbook and question bank NCERT

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Lesson Plan

Class: CLASS – VIII | Subject: Social Science

Chapter Name: Understanding our criminal justice system (Civics)

Prerequisite Knowledge	The Indian Constitution: Class VIII and Understanding Laws: Class VIII
Short Description of Lesson	In this lesson, students will get introduced to the Indian criminal justice system. They will learn about its working as well as the roles of different individuals in the criminal justice system. In addition, students will also learn about the rights guaranteed by the Indian Constitution to an arrested person.
Objectives	Describe the working of the Indian criminal justice system Explain the functions of the police, public prosecutor, defence lawyer and judge Explain the fundamental rights guaranteed by the Indian Constitution to an arrested person
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Find out about the different classes of Magistrates. Research on the working of Lok Adalats and their importance.
Procedure	Begin the lesson by showing the students the image of a courtroom provided in the Audio Visual Aids section of the lesson plan. Ask the students about the different people present in a typical courtroom and their functions. After the students have answered, lead into the lesson. Divide the class into groups and ask each group to present a skit depicting the working of the Indian criminal justice system. The skits should cover the following events: -Filling of an FIR -Collecting evidence - Filing of a charge sheet - Examining and cross-examining the witnesses - Passing the judgment
Expected Outcome	After studying this lesson, students should be able to explain the working of the criminal justice system as well as the roles of different individuals in the system. In addition, students should also be able to state the rights guaranteed to an arrested person by the Indian Constitution.
Student Deliverables	Chart on the roles of different individuals in the Indian criminal justice system Report on the visit to a police station Photo essay on a famous criminal case
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Understanding Marginalisation (Civics)

Prerequisite Knowledge	Diversity and Discrimination: Class VI Struggles for Equality: Class VII Understanding Marginalisation: Class VIII
Short Description of Lesson	In this lesson, learners will study some of the Fundamental Rights invoked by marginalised groups and individuals to fight against inequalities meted out to them. They will also learn about a few schemes and laws created by the government for the welfare of marginalised groups. Further, they will learn about the provisions of the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act of 1989 and how the marginalised communities like the Dalits and the Adivasis make use of the provisions of the act to fight for their rights.
Objectives	Describe the Fundamental Rights invoked by marginalised groups and individuals to fight against inequalities Explain the steps taken by the government for the welfare of marginalised groups
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Read up about a few schemes introduced by the government for the benefit of the people.
Procedure	Begin the lesson by reading out a few excerpts of news reports on violation of the Fundamental Rights of the marginalised groups. (Two news excerpts are given in the Audio Visual Aids section). After reading out the excerpts, discuss the Fundamental Rights that have been violated in each case. Also, recall all the six Fundamental Rights guaranteed by the Indian Constitution.
Expected Outcome	Learners should be able to describe some of the Fundamental Rights invoked by marginalised groups and individuals to fight against inequalities. They should also be aware of the laws created by the government for the welfare of marginalised groups. Further, they should be able to describe the provisions of the SC and ST (Prevention of Atrocities) Act of 1989 and how the marginalised communities like the Dalits and the Adivasis use the provisions of the law to fight for their rights.
Student Deliverables	Presentation on the SC and ST (Prevention of Atrocities) Act of 1989
Assessments	Questions from textbook and question bank NCERT

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Lesson Plan

Class: CLASS – VIII | Subject: Social Science

Chapter Name: Confronting Marginalisation (Civics)

Prerequisite Knowledge	Diversity and Discrimination , Struggles for Equality
Short Description of Lesson	In this lesson, learners will study some of the Fundamental Rights invoked by marginalised groups and individuals to fight against inequalities meted out to them. They will also learn about a few schemes and laws created by the government for the welfare of marginalised groups. Further, they will learn about the provisions of the Scheduled Castes and Scheduled Tribes Act of 1989 and how the marginalised communities like the Dalits and the Adivasis make use of the provisions of the act to fight for their rights.
Objectives	Describe the Fundamental Rights invoked by marginalised groups and individuals to fight against inequalities Explain the steps taken by the government for the welfare of marginalised groups Explain the provisions of the Scheduled Castes and Scheduled Tribes Act of 1989
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Ask the students to do the following activities: Meet a volunteer working for a nongovernmental organisation active in the field of development of the marginalised groups. Discuss the various issues faced by the marginalised people and his/her personal experiences in the field. Later, share the information with the class.
Procedure	Begin the lesson by reading out a few excerpts of news reports on violation of the Fundamental Rights of the marginalised groups. After reading out the excerpts, discuss the Fundamental Rights that have been violated in each case. Also, recall all the six Fundamental Rights guaranteed by the Indian Constitution. Divide the class into a few groups and ask each group to research about a scheme introduced by the state or the central government for the development of marginalised communities. For example, the students can find out information about Central Scheme of Hostels for OBC Boys and Girls, Post Matric Scholarship to OBC Students, Scheme for Leadership Development of Minority Women, Vocational Training Programme for SC-ST Youth and so on.
Expected Outcome	After studying this lesson, learners should be able to describe some of the Fundamental Rights invoked by marginalised groups and individuals to

	fight against inequalities. They should also be aware of the laws created by the government for the welfare of marginalised groups. Further, they should be able to describe the provisions of the SC and ST (Prevention of Atrocities) Act of 1989 and how the marginalised communities like the Dalits and the Adivasis use the provisions of the law to fight for their rights.
Student Deliverables	Article on the reservation policy
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Public Facilities (Civics)

Prerequisite Knowledge	Public facilities
Short Description of Lesson	In this lesson, learners will study the different public facilities. They will learn why access to water is considered as a part of the fundamental right to life and the government's role in providing water and other public facilities. They will also become aware of the inequalities in the distribution of water and other public facilities in India and the measures to overcome these inequalities.
Objectives	<p>Explain the term 'public facilities'</p> <p>Explain the reasons for considering access to water as a part of the fundamental right to life Describe the role of the government in providing public facilities</p> <p>Explain the inequalities that exist in the distribution of water and other public facilities in India and the measures to overcome these inequalities</p>
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Procedure	<p>Begin the lesson by asking students to list down the public facilities they used since they woke up in the morning and till the time they reached the school.</p> <p>Thereafter, ask a few students to read out their list and discuss briefly the importance of public facilities. Discuss with an example how the benefits of a public facility are shared by several people and then lead into the lesson.</p>
Expected Outcome	After studying this lesson, learners should be aware of public facilities and their significance. They should also be aware why the access to water is considered as a part of the fundamental right to life and the role of the government in providing water and other public facilities. Further, they should be able to explain the inequalities that exist in the distribution of water and other public facilities in India and the measures to overcome these inequalities.
Student Deliverables	<p>Collage on the uses of water</p> <p>Photo essay depicting inequalities in the distribution of public facilities</p>
Assessments	Questions from textbook and question bank NCERT

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Class: CLASS – VIII | Subject: Social Science

Chapter Name: Laws and social justice. (Civics)

Prerequisite Knowledge	Importance of framing and enforcing environmental laws
Short Description of Lesson	In this lesson, learners will study the importance of implementing existing laws and making new laws to protect the rights of workers, producers and consumers in a market. They will also learn about the Bhopal gas tragedy and the safety and environmental issues that it brought to the forefront. They will also become aware of the advantages enjoyed by foreign companies in setting up their production plants in India. Further, they will learn about the importance of enforcing safety laws in factories and the need for framing and enforcing environmental laws.
Objectives	<p>Explain the importance of implementing existing laws and making new laws to protect the rights of workers, producers and consumers in a market</p> <p>Describe the Bhopal gas tragedy and its ill effects</p> <p>Explain the reasons for foreign companies setting up their production plants in India</p> <p>Explain the importance of enforcing safety laws in factories and other work places</p>
Aids	Relevant Modules from Question bank , Textbook , blackboard , Chalk , Indian map.
Supplementary Activities	Find out about the safety measures in your school. Also, talk to your parents and find out about the safety measures at their work places. Share the information with the class.
Procedure	<p>Prior to beginning the lesson, ask students to find out the minimum wages of housemaids, servants or any other unskilled workers. Thereafter, discuss a few cases and ask the students if they agree with the wages that these workers receive.</p> <p>Next, show a few images to the students where people are being exploited (a few images are given in the Audio Visual Aids section). Discuss how people are getting exploited in each case. Wherever possible, help the students in identifying the laws or the Fundamental Rights being violated and discuss the importance of implementing laws.</p>
Expected Outcome	After studying this lesson, learners should be able to explain the importance of implementing existing laws and making new laws to protect the rights of workers, producers and consumers in the market. They should also be aware of the Bhopal gas tragedy and the safety and environmental issues that it brought to the forefront. Further, they should be aware of the advantages enjoyed by foreign companies in setting up

	their production plants in India. They should also understand the importance of enforcing safety laws in factories and the need for framing and enforcing environmental laws.
Student Deliverables	Scrapbook on environmental pollution Presentation on projects affecting environment and human life
Assessments	Questions from textbook and question bank NCERT

