

LESSON PLAN(2024-25)

CLASS 10Th – SOCIAL SCIENCE

TERM-1

Ch 1: Resources and Development		No. of Periods: 7
1.	PK Testing	<ul style="list-style-type: none">*What is the difference between living and non-living?*Enlist any five things which are useful for us.*what is meant by the term 'natural resources'?* Can you give some examples of renewable and non-renewable resources?*What will happen if there is an over-exploitation of natural resources?
2.	Specific Learning outcomes	<ul style="list-style-type: none">*Realize the importance of conservation of the resources.*Sensitize measures to check its wastage & preserve for future.*Appreciate respect and accept the diversity of resources.*Believe in conservation of resources.
3.	Pedagogical Strategies	<ul style="list-style-type: none">*Group discussion on the indiscriminate use of resources*Activity-prepare a list of resources found in your state on pie chart
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none">*make a poster and slogan on 'Conservation of resources'*'Resource consumption is greater than resource generation resulting in crisis of resources.' Discuss
5.	Resources Including ICT	<ul style="list-style-type: none">*Ncert book, smart board*https://youtu.be/Ujm7l3h-CKk
6.	Assessment items	<ul style="list-style-type: none">*How is land a natural resource of utmost importance?*Explain any five human activities accountable for land degradation in India.*What efforts made for resource planning in the first five year plan?
7.	Feedback and remedial teaching	<ul style="list-style-type: none">*remedial class for slow learners to improve their performance*difficult content of the subtopics will be discussed*explain the terms and concepts again if needed
8.	Inclusive practices	<ul style="list-style-type: none">*Picture illustration of soil profile*compare and contrast 2 pie charts of sown area

Ch 2: Forest and Wildlife Resources		No. of Periods: 7
1.	PK Testing	<ul style="list-style-type: none">*Have you ever heard about flora and fauna?*Can anybody tell me what is natural vegetation?*Do you know the meaning of Biodiversity and ecosystem?*Which is the national bird and animal of India?
2.	Specific Learning outcomes	<ul style="list-style-type: none">*students will be able to define flora, fauna, ecosystem and biodiversity*classify forests and wildlife as per IUCN*explain the role played by local community and government in conservation of forests and wildlife*to encourage students to become active participants in conservation efforts for their local community
3.	Pedagogical Strategies	<ul style="list-style-type: none">*Interactive and explanatory method* inquiry based activities to allow students to explore and investigate the various components of the natural environment
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none">*Empathy towards trees and wild animals*make a list of medicines which we obtain from different types of trees and wild animals*Discussing current activities which will allows students to see how

		environmental science applies in the real world and can help them connect their learning
5.	Resources Including ICT	*Ncert book, smart board, newspaper cutting images *be mindful of your consumption and avoid products that involve animal cruelty or habitat destruction
6.	Assessment items	*Discuss different advantages of forests. *How have human activities affected the depletion of flora and fauna? *What is biodiversity? Why is biodiversity important for human life? *What has been the contribution of India wildlife protection act in protecting animal habitat?
7.	Feedback and remedial teaching	*slow learners will be helped with short questions and doubts will be cleared *Extra time will be given to weak students *special assignment will be provided to high achievers
8.	Inclusive practices	*aware of surroundings flora and fauna *motivate community with new ideas to save environment

Ch 1: Power Sharing		No. of Periods: 6
1.	PK Testing	*how do the local, state and central government works? * who is the head of government in our country? *how is our country ruled? *what do you mean by unity in diversity and secularism?
2.	Specific Learning outcomes	*Examines and comprehends how democracies handle demands and needs for power sharing *Analyse the challenges faced by countries *summarise the purpose of power sharing in preserving the unity and stability of a country *enumerate the need for power sharing in democracy
3.	Pedagogical Strategies	*students will be divided into groups and will make ppt and charts *elaborate the meaning and advantages of power sharing
4.	Interdisciplinary Linkages and infusion of life skills	*show a flow chart showing vertical & horizontal power sharing *values :- promotion of unity and integrity, respect others culture and language
5.	Resources Including ICT	*ncert book, smart board, key vocabulary
6.	Assessment items	*state different forms of power sharing in modern democracies? *what is power sharing and why it is desirable? *distinguish between pressure group, political parties and movement groups.
7.	Feedback and remedial teaching	*group discussion on power sharing *short questions will be given to weak students and there doubts will be cleared *Assignment questions will be given
8.	Inclusive practices	*focus on points like ethnic groups, majortrasim, civil war

Ch 2: Federalism		No. of Periods: 7
1.	PK Testing	*Which type of government is there in Belgium? *What is special about the Belgium government? *Which type of government do we have in India? *How many levels of government do we have in India?
2.	Specific Learning outcomes	*students will be able to know the meaning of federalism and features of federalism *familiarize about two kinds of routes through which federations can

		<p>been formed</p> <ul style="list-style-type: none"> *know about the decentralization of power in India *Appreciate, respect the power sharing process in India
3.	Pedagogical Strategies	<ul style="list-style-type: none"> *Brain storming and comparison *Explanation with flow chart and Questioning technique
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> *safeguard and promote national unity *Questions with image *students will create a big venn diagram , which will show different roles of government
5.	Resources Including ICT	*ncert book, smart board,
6.	Assessment items	<ul style="list-style-type: none"> *what is federalism? And mention its key features. *distinguish between ‘coming together federation’ and ‘holding together federation’ with examples . *what form of government was existing in Sri lanka? *what is the basic idea behind decentralization?
7.	Feedback and remedial teaching	<ul style="list-style-type: none"> *with the help of examples topic will be cleared *short questions will discussed and given as assignment *explain the different concepts and will be motivated for self study
8.	Inclusive practices	

Ch 1: Development		No. of Periods: 12
1.	PK Testing	<ul style="list-style-type: none"> *whom would you call rich? *Is money sufficient for living a better life? *what more is required? *what is development?
2.	Specific Learning outcomes	<ul style="list-style-type: none"> *enumerates how the resources are interdependent, *justify how planning is essential judicious utilization of resources *infers the rationale for development of resources *analyze and evaluate data and information related to non-optimal land, utilization *remedial measures for optimal utilization of underutilized resources
3.	Pedagogical Strategies	*
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> *respect for different development goals *sensitize about inequalities in India, specially underprivileged groups *Appreciate the impact of human development and economic development *prepare a questionnaire and visit a near by slum area to analyse & draw a conclusion over their development
5.	Resources Including ICT	<ul style="list-style-type: none"> *Ncert text book, smart board, *https://www.youtube.com/watch?v=rnusPdeqTww&feature=youtu.be
6.	Assessment items	<ul style="list-style-type: none"> *questions will be given and discussed in groups *what is HDI? Explain the components of Human Development Index. *what is development? what are the two aspects of development? *why is literacy essential for the economic development?
7.	Feedback and remedial teaching	<ul style="list-style-type: none"> *MCQ questions will be given to weak students *special assignments based on direct questions will be given *worksheets will be given carry difficult to easy questions
8.	Inclusive practices	*critical thinking about difference between mix of goals, common goals and individual goals

Ch 2: Sectors of Indian Economy		No. of Periods: 12
1.	PK Testing	<ul style="list-style-type: none"> *what is economy? *Name the three sectors of economy. *Give examples of primary, secondary and tertiary sectors. *which sector provides most of the jobs?
2.	Specific Learning outcomes	<ul style="list-style-type: none"> *realize the importance of economic activities in the growth and development of a country *sensitize the students towards growing economic inequalities in our country *develop critical understanding about relevant contribution of the various sectors of economy
3.	Pedagogical Strategies	<ul style="list-style-type: none"> *inductive method and explanation with non verbal illustration method *students will discuss the concept
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> *research about labour movement in the world. *role play :-depicting the life of workers in organized and unorganized sectors
5.	Resources Including ICT	*ncert book, smart board, worksheets, chalkboard
6.	Assessment items	<ul style="list-style-type: none"> *explain all three sectors of an Indian economy. *Explain Intermediate goods and service. *Explain GDP *Differentiate between public sector and private sector
7.	Feedback and remedial teaching	Remedial classes will be conducted for those students whose performance is below average on the basis of evaluation work done. Students will be taught in a simplified manner. Special assignments will also be provided to them.
8.	Inclusive practices	Brain storming, abstract, reading & explanation, classification, comparing and contrast

Ch 1: The Rise of Nationalism in Europe		No. of Periods: 17
1.	PK Testing	<ul style="list-style-type: none"> *what does La patrie mean? *what do you mean by sovereign state? *What is colonialism? *what is conservatism?
2.	Specific Learning outcomes	<ul style="list-style-type: none"> *students will be able to understand how the French revolution had an impact on the European countries in the making of nation state *they would be able to collaboratively realize the idea of the Nation *appreciate the concept and practices of a modern state
3.	Pedagogical Strategies	<ul style="list-style-type: none"> *lecture method with the help of smart class *collaborative learning of the topics *role plays by the students on different events
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> *critical thinking: about how the advent of the idea of nation *to enhance their creativity by reflecting on how could the common mass of people contributed to the growth of nationalism
5.	Resources Including ICT	Ncert text book, smart board
6.	Assessment items	<ul style="list-style-type: none"> *analyse the measures and practices introduced by the French revolutionaries to create a sense of collective identity amongst the French people. *describe the process of unification of Germany and Italy. *describe the impact of the 'Revolution of Liberals' of 1848 in Europe *explain the causes of conflict in the Balkan area after 1871.
7.	Feedback and remedial teaching	<ul style="list-style-type: none"> *topics will be discussed in the class *short questions will be given to weak students *difficult topics will be explained

8.	Inclusive practices	*groups will be made and topics will be discussed
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Ch 2: Nationalism in India		No. of Periods: 17
1.	PK Testing	*who ruled our country before independence? *what do you mean by satyagraha? *what was rowalt act? *explain the jallianwala bagh incident.
2.	Specific Learning outcomes	*Familiarize learners about rise of nationalism *get familiarized with the concept of our national identity in Bharat Mata *develop rational thinking truth and patriotism *understand the sense of collective belonging
3.	Pedagogical Strategies	*interactive story telling method on exploitation of Indians at the hands of Britishers *showing picture of bharat mata and asking thought provoking question *discuss the feature of Rowalt act
4.	Interdisciplinary Linkages and infusion of life skills	*Role play: on Dandi March *Map activity: important national movement and session of congress *Analytical creativity skill; learning skill
5.	Resources Including ICT	*Factors of the rise of nationalism in India *Non-cooperation movement *civil –disobedience movement
6.	Assessment items	*oral quiz *short , long questions will be discussed *What is satyagraha? *who created the image of Bharat Mata?
7.	Feedback and remedial teaching	*Remedial teachings of difficult portion of unit *practice of important concepts and terms *Map work practice
8.	Inclusive practices	Group discussion, role play, thinking skills

Ch 3: Water resources		No. of Periods: 7
1.	PK Testing	*what is water used for? *which are the sources of water? *can ocean water be used for regular use? *what causes a Tsunami?
2.	Specific Learning outcomes	*students will be able to support the importance of water as exilir of life *Rationalise the usage of water in terms of quality and quantity *become aware of the conservation and management of water resources
3.	Pedagogical Strategies	*students to share various examples of day to day experience of water scarcity in urban and rural area *mark the major rivers and dams in India on the map of India
4.	Interdisciplinary Linkages and infusion of life skills	*poster on 4R's *role play on the topic 'India is rich in water resources: conserve it or drain it' *a debate/discussion on 'Krishna-Godavari water dispute' or 'Narmada Bachao Andaloan'
5.	Resources Including ICT	*ncert book, smart board,* * http://www.youtube.com/watch?=tLTCoWB010 :Video on rain water harvesting
6.	Assessment items	*How are dams more a bane than boon?

		<ul style="list-style-type: none"> *what is meant by water scarcity? what are its causes? *what is rain water harvesting? *bamboo-drip-irrigation is famous in which state/states?
7.	Feedback and remedial teaching	<ul style="list-style-type: none"> *a recap on every topic discussed with special reference to water scarcity, conservation and management and future implications *remedial class for the students whose performance is below average
8.	Inclusive practices	<ul style="list-style-type: none"> *activity to learn save water *debate on topic Water and its conservation

Ch 3: Money and credit		No. of Periods: 12
1.	PK Testing	<ul style="list-style-type: none"> *What is the role of seashells(cowries) during Indus Valley Civilisation ? *What was the medium of exchange/transaction during medium? *What is Barter system?
2.	Specific Learning outcomes	<ul style="list-style-type: none"> *students will be able to understand the function of money *to recognize the significance of modern forms of money *to realize the virtuous and vicious aspects of credit *To develop the spirit of inquiry and research
3.	Pedagogical Strategies	<ul style="list-style-type: none"> *explanation with the help of flow chart *activities of the bank will be taken up *benefits of borrowing money from formal lenders , role of RBI as supervisor
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> *visit to a bank *comparative study of exchange rates of rupees with other currency
5.	Resources Including ICT	<ul style="list-style-type: none"> *NCERT Book, Images of coins/currency *smart board *http://vimeo.com?tag=barter+system
6.	Assessment items	<ul style="list-style-type: none"> *how does money solve the problem of double coincidence of wants? *why are demand deposits considered as a money? *why should credit at reasonable rates be available for all? *In what way does RBI supervise the functioning of formal sources of credit ?why is it necessary?
7.	Feedback and remedial teaching	<ul style="list-style-type: none"> *necessary help and guidance will be provided to the students to overcome their problems *encourage oral expression instead of written reports
8.	Inclusive practices	<ul style="list-style-type: none"> *teaching approach will guidance will address the needs of slow learners and students with different abilities

Ch 3: Gender, Religion and Caste		No. of Periods: 12
1.	PK Testing	<ul style="list-style-type: none"> *what is gender? *What is gender discrimination? *what were the four varnas in history? *what is the role of gender and religion in politics?
2.	Specific Learning outcomes	<ul style="list-style-type: none"> *students will be able to understand and analyze the challenges posed by communalism to Indian Democracy *understand and analyze the features of secular state *Identify the causes and effects of gender inequalities *determine the causes and effects of communalism *analyze the influence of politics on caste and caste on politics
3.	Pedagogical Strategies	<ul style="list-style-type: none"> *activity based with examples *different aspects of life in which women are discriminated in India
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> *to prepare and enact on a skit highlighting the issue of gender discrimination in our society

		*prepare a Pie chart showing :literacy rate of women in comparison with men from 1950 to 2011
5.	Resources Including ICT	*ncert book, smart board, vocabulary
6.	Assessment items	*define gender division *what is the significance of equal wage act? *what do you understand by communal politics? *how women are discriminated in politics? *how can religion influence the politics?
7.	Feedback and remedial teaching	*group discussion among groups of students *weak students will be given some easy topics to explain *extra questions will be given to weak students
8.	Inclusive practices	Group discussions will help weak students and class to understand the topic

Ch 4: Agriculture		No. of Periods: 10
1.	PK Testing	*what do you eat in breakfast? *so what is all these made up of? *who plant all these for us? * what is agriculture?
2.	Specific Learning outcomes	*students will be able to explain types of farming practiced in India *to establish relationship of crops with the types of soil and climatic conditions *to develop the skill to locate the major crop producing areas on the map
3.	Pedagogical Strategies	*Importance of agriculture: through brainstorming and think *activity for student to grow any one kharif, rabi or zaid crop and observe the climatic and geographical changes
4.	Interdisciplinary Linkages and infusion of life skills	*pie chart will be drawn by students to show distribution agricultural land *observation chart will formed of different crops of climatic , soiletc.
5.	Resources Including ICT	*Ncert book, Smart board *visual illustrations in the book *map of India showing distribution of different crops * https://www.youtube.com/watch?v=xRBN73MOJkw
6.	Assessment items	*differentiate between various types of farming *mention different varieties of fruits and vegetables grown in India *What is the role of institutions like Banks and Agricultural research institutes, for agricultural development? *distinguish between rabi and kharif crop
7.	Feedback and remedial teaching	*short questions and quiz will be asked in class *remedial students will be helped with examples and short questions *farming types will be discussed
8.	Inclusive practices	*students have to observe the farming and agriculture crops grown near by them and it will be shared by them

Ch 4: Political parties		No. of Periods: 12
1.	PK Testing	*What do you mean by democracy? *distinguish between democratic and non-democratic government. *what is the role of political parties in a country? *mention some political party symbols.
2.	Specific Learning outcomes	*students will be able to acknowledge the need of political parties in a democratic set up

		<ul style="list-style-type: none"> *critically analyze the work of political party *actively participate in the political process of the country *will be able to suggest ways of reforming political parties in India
3.	Pedagogical Strategies	<ul style="list-style-type: none"> *meaning/need of political parties symbols to be shown *national and state parties political map will be discussed *draw political parties symbols
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> *draw a bar graph to show the performance of any 1 political party in the last 10years *do a survey of political party in your state *prepare a project on – ‘Our leaders then and now’
5.	Resources Including ICT	*ncert book, smart board, map of india, newspaper cuttings, vocabulary
6.	Assessment items	<ul style="list-style-type: none"> *what is political party? *differentiate between National and Regional political parties. *what are the functions of political party? *explain one party, two party and multi party system.
7.	Feedback and remedial teaching	<ul style="list-style-type: none"> *Questions will be asked and discussed *group discussion will be done in class special attention towards weak students
8.	Inclusive practices	Difficult topics will be explained and discussed

Ch 3: The Making of Global World		No. of Periods: 6
1.	PK Testing	<ul style="list-style-type: none"> *Why traders move from one corner to the other corner of the world? *What is the term used for the movement of the people from one place to the other in search of employment? *What do you name for the interconnection and the integration of economics around the world?
2.	Specific Learning outcomes	<ul style="list-style-type: none"> *Students will be able to understand that globalization has a long history and point to this shifts within the process *Analyze the implication of globalization for local economics
3.	Pedagogical Strategies	*Explanation of the sub topics in an analytical way by interconnecting the events.
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> *Comparison of trade from earlier period with present period *Flow chart of globalization trade will be made in class
5.	Resources Including ICT	*Ncert text book, smart board, vocabulary words, question and answer
6.	Assessment items	<ul style="list-style-type: none"> *Define the term Globalization. *How did the Great Depression of 1929 affect the farmers and the middle classes in India in different ways? *Critically explain the expansion of trade facilities in 19th century?
7.	Feedback and remedial teaching	<ul style="list-style-type: none"> *students will analyzes the implication of globalization for local enemies *weak students will be helped by peer group to understand the topic *Long and short questions will be discussed and shared in class
8.	Inclusive practices	<ul style="list-style-type: none"> *Motivating the students to take up a comparative study between the attempts and trends of the earlier globalization and the present day globalization process *Students are asked to prepare a list of food items and crops which travelled from one region to other region on the globe since medieval period and their impact

Ch 4: Globalisation and The Indian Economy		No. of Periods: 8
1.	PK Testing	*which is your favourite among pizza and burger?

		<ul style="list-style-type: none"> *Are these Indian foods? *which country do they belong to? *how come they are available in India?
2.	Specific Learning outcomes	<ul style="list-style-type: none"> *students will be able to identify various elements that facilitated globalization process *will be able to define globalization *they can highlight the role of MNCs
3.	Pedagogical Strategies	<ul style="list-style-type: none"> *meaning of multinational corporation will be explained *interlinking production across countries will be taken up *globalization as a process of rapid integration between countries will be explained
4.	Interdisciplinary Linkages and infusion of life skills	*students will be divided into groups and they will study ways of integration with the MNCs
5.	Resources Including ICT	*ncert text book, smart board, group activities
6.	Assessment items	<ul style="list-style-type: none"> *what is globalization? how we feel the direct impact of globalization in our daily life? *Why do MNCs set up their offices and factories in those regions where they get cheap labour and other resources? *Explain the advantages of globalization. *Explain the role of multinational corporations in the globalization process.
7.	Feedback and remedial teaching	*necessary help and guidance will be provided to the students to overcome their problems
8.	Inclusive practices	Teaching approach will address the needs learners of slow learners and students with different abilities

Ch 5: Print Culture and The Modern World		No. of Periods: 10
1.	PK Testing	<ul style="list-style-type: none"> *Why print culture is important to study? *what is calligraphy? *Who invented the first printing press? *how culture and print are connected with each?
2.	Specific Learning outcomes	<ul style="list-style-type: none"> *understand the history of development of print in Europe *get familiarized with the role and impact of print revolution *establish the link between print culture and circulation of ideas *correlate the expansion of print with the growing spirit of nationalism in India
3.	Pedagogical Strategies	<ul style="list-style-type: none"> *students will collect the information regarding famous books on which films were made *Importance of print on the life of different social groups especially the women
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> *organizing debate :- “Significance of printed literature in this E-Era” *research components used in various ink for printing press
5.	Resources Including ICT	<ul style="list-style-type: none"> *ncert book, smart board, worksheets, Quiz *https://www.youtube.com/watch?v=zqaLmUCUxgA
6.	Assessment items	<ul style="list-style-type: none"> *‘Print is often as the mother of the French revolution ‘ support the statement. *what was the initial fear of print and how did it lead to the beginning of the protestant reformation movement in 16th century? *how did print culture develop in Europe? *Mention the technique adopted to educate white-collar workers in Europe during the 19th century.
7.	Feedback and remedial teaching	<ul style="list-style-type: none"> *Remedial teachings of difficult portion of unit *practice of important concepts and terms

		*short questions will be shared with remedial students
8.	Inclusive practices	Discussion and role play among students

Ch 5:Minerals and Energy Resources		No. of Periods: 10
1.	PK Testing	*what are minerals? *name some mineral used in daily life. *Which minerals we use in class and school? *Is there need to conserve them ? *Whether all minerals are found at one place?
2.	Specific Learning outcomes	*students will be able to discuss various types of conventional resources and utilization *they will be able to understand why we should conserve minerals? *understand uneven distribution of minerals *list benefits of minerals in human life *Why we should conserve minerals?
3.	Pedagogical Strategies	*PPT presentation, building up concept and then various active learning and collaborative strategies will be followed *group activity: students will be divided in group and different topics will be discussed
4.	Interdisciplinary Linkages and infusion of life skills	*Creative writing on the topic 'A day without mineral' *Map work : Locate and label the major nuclear and thermal power plants in india
5.	Resources Including ICT	*Ncert textbook, smart board ,specimen of minerals
6.	Assessment items	*what is mineral? *Which are the iron ore belts of India? *Distinguish between conventional sources of energy and non-conventional sources of energy. *'Mineral resources in India are unevenly distributed'. Give arguments to support the statement with examples
7.	Feedback and remedial teaching	*Examples of minerals in daily life will be discussed in pair *Remedial students will be helped by giving examples and explaining the difficult topics again in class
8.	Inclusive practices	*students will be included in activities *Will learn the use of mineral in daily life

Ch 5: Outcomes of Democracy		No. of Periods: 11
1.	PK Testing	*What is democracy? *What the people's expectations from government? *How government could be legitimate and responsive to people?
2.	Specific Learning outcomes	*students will be able to formulate their own expectations of a good democracy *they will be able to reflect how hoe democratic challenges can be reformed *students will learn about fundamental challenges to democracy
3.	Pedagogical Strategies	*students will collect data of economic development *discussion on working and outcomes of government
4.	Interdisciplinary Linkages and infusion of life skills	*difference between democratic and non-democratic government will be discussed
5.	Resources Including ICT	*Ncert book, smart board
6.	Assessment items	*What is meant by social diversity? *what is meant by legitimate and accountability? *in what respect democracy a better alternative than any other form of

		government? *What are the factors on which economic development of a country depends
7.	Feedback and remedial teaching	*Repetition of main sub topics *easy questions given to remedial students *students will express ideas and thoughts about the topic
8.	Inclusive practices	Conducting debate competition among students

Ch 6: Manufacturing Industries		No. of Periods: 10
1.	PK Testing	*Where will you write down the notes given in the class? *From where you purchase these notebooks? *We can establish the industry anywhere ? *What are the requirement to establish an industry?
2.	Specific Learning outcomes	*students will be able to understand the importance of manufacturing industries in its economic growth *get familiarize how the industries contribute to national economy growth *analyze the factors responsible for environmental degradation *sensitized learner about the importance of environment pollution
3.	Pedagogical Strategies	*collect newspaper clips based on pollution *importance of manufacturing industries will be discussed and shared *Flow chart of classification of industries will made
4.	Interdisciplinary Linkages and infusion of life skills	* Make a report explaining about biodegradable & biodegradable substance & their effect on environment. *make a report on the environment during the Indus valley civilization and compare it from present data *write an article on 'Swach bharat Abhiyan'
5.	Resources Including ICT	*Ncert text book, Smart board, vocabulary words, activities
6.	Assessment items	*What are manufacturing industries? *classify the industry on the basis of source of raw material, ownership, capital investment. *Explain any five factors affecting the location of an industry. *Explain measures to control industrial pollution in India.
7.	Feedback and remedial teaching	*Special attention and classes for slow learner through peer help *Short questions will be provided to weak students
8.	Inclusive practices	*Activities will help student to implement the effects of pollution *Future sources to make environment healthy and clean